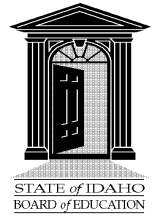


**STATE BOARD OF EDUCATION MEETING
February 15-16, 2012
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho**



Wednesday February 15, 2012, 1:00 p.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

WORKSESSION

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. College and Institutions Mission Statements

Thursday February 16, 2012, 8:00 a.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho

OPEN FORUM

CONSENT AGENDA

PPGAC

1. State Rehabilitation Council Appointments

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Boise State University Annual Report
2. Presidents' Council Report
3. College Access Challenge Grant – Awards
4. Idaho Division of Vocational Rehabilitation Annual Report
5. Idaho Commission for Libraries
6. Idaho Bureau of Education Services for the Deaf and Blind
7. Idaho Public Charter Commission – Annual Report

8. Plummer-Worley New School Dedication
9. Alcohol Permits Issued by University Presidents
10. Idaho State University – Faculty Governance

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. ESEA Waiver
3. Weiser School District No. 431 – Tuition Waiver
4. Brigham Young University, Idaho – Full Program Review Team Report
5. Northwest Nazarene University Superintendents Certification Program – Focused Review Team Report
6. Idaho Professional Standards Commission 2010-2011 Annual Report
7. Temporary Rule – IDAPA 08.0203.105 – Online Learning Graduation Requirement
8. Boise School District – Rule Waiver – IDAP 08.0203.105

ATHLETICS

1. Intercollegiate Athletics - Financial Reports
2. Intercollegiate Athletics - Employee Compensation Reports

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II.G.1.b. – Second Reading
2. Amendment to Board Policy – Section II.I.4. – First Reading

Section II – Finance

1. Amendment to Board Policy – Sections V.B., D., & V. – Second Reading
2. Amendment to Board Policy – Section V.C. – Second Reading
3. Amendment to Board Policy – Section V.N. – Second Reading
4. Amendment to Board Policy – Section V.R. – Second Reading
5. Boise State University – Park & Ride Lot Purchase
6. Boise State University – Authorization for Issuance of General Revenue Refunding Bonds (Time Certain Item: 2:00 pm)
7. Lewis-Clark State College – Fine Arts Building Remodel, Planning & Design

8. Lewis-Clark State College – Refinance Current Student Fee Refunding Revenue Bond
9. Eastern Idaho Technical College – City of Idaho Falls, Public Right-of-Way and Easement

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. WWAMI Admissions Committee
2. Boise State University – Proposed Changes to existing Masters of Business Administration program
3. University of Idaho – Bifurcation of existing Master of Science and Master of Education in Counseling and Human Services to create two new Majors: Master of Education and Master of Science in Rehabilitation Counseling and Human Services, and School Counseling

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

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1. Agenda Approval

Changes or additions to the agenda

I move to approve the agenda as posted.

2. Minutes Approval

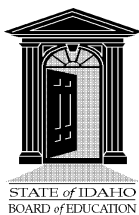
BOARD ACTION

I move to approve the minutes from the December 7-8, 2011 Regular Board meeting, the December 30th Special Board Meeting, and the January 4, 2012 Special Board meeting.

3. Rolling Calendar

BOARD ACTION

I move to set February 20-21, 2013 as the date and Boise State University as the location for the February 2013 regularly scheduled Board meeting and to amend the date of the regularly schedule August 2012 Board meeting to August 15-16, 2012.



STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

**DRAFT MINUTES
STATE BOARD OF EDUCATION
December 7-8, 2011
College of Western Idaho
6002 Birch Lane, Room 102/104
Nampa, Idaho**

A regularly scheduled meeting of the State Board of Education was held December 7-8, 2011 at the College of Western Idaho in Nampa, Idaho.

Present:

Richard Westerberg, President
Emma Atchley
Tom Luna
Rod Lewis

Don Soltman, Secretary
Bill Goesling
Milford Terrell

Other:

Ken Edmunds, Vice President – Joined via phone on Wednesday, December 7th. Mr. Edmunds joined the meeting in person on Thursday, December 8th at 10:05 am.

Wednesday, December 7, 2011

The Board met in Room 102/104 of the College of Western Idaho in Nampa, Idaho. Board President Richard Westerberg called the meeting to order at 1:00 p.m.

BOARDWORK

1. Agenda Review / Approval

M/S (Soltman/Goesling): To approve the agenda as posted. The motion carried unanimously.

2. Minutes Review / Approval

M/S (Soltman/Atchley): To approve the minutes as corrected from the October 19-20, 2011 regular Board meeting, the November 3, 2011 Special Board Meeting, and the November 16, 2011 Special Board meeting as submitted. The motion carried unanimously.

Ms. Atchley pointed out a correction to the October 19-20 minutes. Under the BAHHR Item 2,

Boise State University Head Women's Softball Coach, the word "athletic" needs to be changed to "academic" under criteria number 2 for contracts.

3. Rolling Calendar

M/S (Soltman/Goesling): To set December 12-13, 2012 as the date and North Idaho College as the location for the December 2013 regularly scheduled Board meeting. The motion carried unanimously.

WORK SESSION

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

1. Performance-based Funding for the Colleges and Universities

Matt Freeman introduced this item and gave a brief summary of his background working on this item. Mr. Freeman provided a Power Point presentation on strategic financing for Idaho's Public College and Universities. Overall, the presentation provided background, best practices and a concept proposal.

Mr. Freeman stated the state's investment in four-year public higher education has gone from \$285.1M in FY 2009 to \$209.8M in FY 2012, which is a reduction of 26.4% over four years. The reality of this situation requires that we use every dollar to maximize operational differences. He summarized that performance-based funding can be used as a strategic incentive for innovation and creativity in resource allocation to improve desired campus outcomes.

Mr. Freeman commented that currently the state uses a base-plus method which means the prior year's funding is the starting point and adjustments may be made for compensation, benefits, enrollment growth and new programs. Guiding principles of performance-based funding should include: allocate funding to drive behavior and incent outputs, link outcomes to Board 60% goal and strategic plans, measureable outcomes, and outcomes should support inter-institutional collaboration. In order for the performance-based funding to be successful, keys to success include stakeholder buy-in, reward improvement, and keeping the funding formula simple.

Mr. Freeman discussed completion metrics (measureable progress, outcomes and context) and efficiency and effectiveness metrics (workforce needs and student output relative to input, return on investment and quality). Other common outcome metrics include student persistence or credit milestones, STEM or high-need degrees. There are also institution specific metrics unique to role and mission. Mr. Freeman stated that in order to be most effective, measures must gauge progress toward goals, diagnose problem areas and help steer investments. They must also be capable of being disaggregated by sub populations. They need to match performance metrics relative to accreditation and avoid conflicting metrics. They must have baselines and benchmarks which enable a measurement of movement.

Mr. Freeman went on to provide an overview of current funding methodology and what performance based funding looks like. He commented that the cornerstone of an effective performance-based funding program is an adequate performance funding pool to incent and

drive behavior. He pointed out that the incentives must be stable for proper long-term function. He commented that national literature on best practices of performance-based funding comment that there is a need to provide a meaningful incentive in order for institutions to take it seriously. If the value is too low, neither the institution nor the policymakers will find performance-based funding worth the effort.

Mr. Freeman provided possible funding scenarios. They included appropriating new general funds for higher education, allocating a percent of general fund appropriation to the performance pool, and earmarking a percent of calculated EWA for the performance pool. Mr. Freeman presented a concept option provided by the University of Idaho whereby the institution advocates using EWA as the funding basis. Under this model, each institution's funding calculation would be 30% of that institution's calculated EWA funding increase for the coming year. If enrollment grows, performance funding would increase in relationship to the EWA appropriation. Key performance measures would be used to determine the portion of performance funding amount which would be made available to the institution in the coming year. If the institution fails to make progress toward its goals or fails to meet the targets for a given year, then there would be a formula for determining the proportion of that institution's EWA funding that would be passed along to the institution for the coming fiscal year.

Mr. Westerberg asked if performance wasn't achieved during a given year where do the funds get reallocated. Mr. Freeman indicated the money could be reallocated on a one-time basis to another area.

Mr. Freeman commented his analysis of UI's concept identified some pros and cons. Pros include a simple formula and it does not embed a year-to year funding competition for performance funding. Cons show the model is heavily focused on enrollment, calculated EWA is minimal (limited funding to incent performance), and restoration of funding after one-year (a need for an adequate incentive to improve).

Mr. Freeman went on to provide an alternate proposal which included: adopting the NGA/CCA progress, outcome and efficiency/effectiveness metrics as strategic categories. It uses the metrics from those categories as key performance indicators (KPIs). Under this model, all institutions would be responsible for a specific number of indicators from KPI group one (mandatory), KPI Group 2 (optional) and KPI Group 3 (institution specific; requiring Board approval). This structure would provide institutions both parameters and flexibility. Institutions would review and negotiate new KPIs and goals with the Board every five years. Performance funding would be distributed based on an institution's performance on their KPIs. Points would be earned by an institution for exceeding their baseline for the associated KPI. All points would be totaled for each institution and then weighted by an institution's base appropriation. The institution's points would be divided into the total performance pool to create a dollar-per-point value that is then multiplied by the number of points an institution earned to compute each institution's performance award.

Mr. Freeman commented this model is similar to the model used by the Pennsylvania system. The pros of this model are that a point system provides an objective method to allocate static and limited resources to performance funding, and focus is on results. The cons of this model are that the funding formula is more complex. A "single pool" concept for performance funding is implicitly competitive. A common pool can lead to unpredictability in funding and funds for one institution will depend on how well the other three institutions do on their performance measures.

Mr. Terrell asked the Financial Vice Presidents of the institutions were asked for input on this subject.

President Vailas commented for Idaho State University that he is supportive of the concept of performance based funding. He commented the characterization of each institution is important. He would embrace a model that encapsulates where the institution is going along with commonalities for each institution under the umbrella of the Board goals.

Ron Smith commented that it will be important for the Board to identify what net mission is to be incented and to strike the right balance.

Keith Ickes stated that using EWA as a base would be a good place to start given the understanding of its basis. Mr. Ickes encouraged the Board to consider some of the pieces from the proposal, one in particular called graduation rate handicapping, calculations are based on national norms. This method benchmarks institutions against other like institutions across the nation and not against a peer that, for example, has more money. It would enable more realistic goals to be set for each institution, and it holds institutions accountable in moving forward.

Stacy Pearson echoed the comments on the accountability of each institution based on the type of institution they are and the use of general metrics.

President Fernandez from LCSC reiterated the previous comments and added that the key to whatever standards or measures that are developed is having the missions and goals of each institution clearly defined along with consideration to the students they are serving. Mr. Chet Herbst from LCSC commented that the reduction in appropriations has already created some very powerful incentives. He commented that in order for LCSC to meet the Board's 60% goal, they need to attract a population that is not currently attending. In accomplishing this, the bar might need to be *lowered* to get people in the door. He stated that Higher Ed has lost 26% of its funding and the discussion has not been how to get those funds back. He felt that the budget shortage should be looked at first, and then consider performance based funding after the budget has been repaired. He didn't feel they were as close as necessary to implement performance-based funding.

Mr. Terrell asked for comments and feedback from the Board in order to continue work on this subject. President Westerberg said that the intention today is for the Board to provide some sort of general guidance for BAHF and CAAP to effectively identify what makes sense going forward in a performance funding mechanism.

Ken Edmunds commented that he didn't understand the linkage between EWA and performance-based funding. Mr. Freeman responded that the idea is that funded EWA on an annual basis would be used as the pot of money available to allocate to performance funding.

Mr. Westerberg said the fundamental question is whether the performance based funding is funded out of new or existing dollars. Mr. Terrell indicated that right now we are dealing with existing budgets, not new dollars. Mr. Lewis asked how far along we are in discussions with the legislature and the Governor's office with respect to this approach. Mr. Freeman responded that JFAC will be briefed on the subject the following week. He further reported the Division of Financial Management and the Governor's office are very interested in a performance based funding concept for higher education. Actual negotiations have not been initiated.

President Westerberg commented that in regards to EWA he feels the percentage is not great

enough. He felt the percentage should be not less than three percent because it wouldn't be worth the effort.

Mr. Terrell asked for staff to put together discussion points for the funding formula, taking into consideration the comments and suggestions from this meeting, and bringing it back before the Board at a later date for further discussion.

Mr. Freeman indicated that going forward, staff would like more direction from the Board. President Westerberg stated that the starting percentage should be 3-5%. He commented going forward identifying key performance indicators will be important, along with answering the many other questions such as on new or existing funds surrounding the topic, and addressing any concerns of the legislature and Governor. President Westerberg indicated the need to start with a strong model and proposal going forward.

The Board concluded its work session at 3:15 p.m. and the Board entered into executive session.

EXECUTIVE SESSION

M/S (Soltman/Terrell): To go into Executive Session to discuss the following items:

Boise State University

(1) I move to hold an executive session pursuant to sections 67-2345(1)(b) and (d), Idaho Code to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school agent and to consider records that are exempt from disclosure as provided in Chapter 3, Title 9, Idaho Code.

University of Idaho

(2) I move to hold an executive session pursuant to sections 67-2345(1)(f), Idaho Code to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.

(3) I move to hold an executive session pursuant to sections 67-2345(1)(c) and (d), Idaho Code to conduct deliberations to acquire an interest in real property which is not owned by a public agency and to consider records that are exempt from disclosure as provided in Chapter 3, Title 9, Idaho Code.

Idaho State University

(4) I move to hold an executive session pursuant to sections 67-2345(1)(b), Idaho Code to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school agent and to consider records that are exempt from disclosure as provided in Chapter 3, Title 9, Idaho Code.

Boise State University

(5) I move to hold an executive session pursuant to sections 67-2345(1)(a) to consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need.

A roll call vote was taken and the motions passed unanimously. Following the roll call, the Board members entered into executive session.

(6) M/S (Goesling/Soltman): To go out of Executive Session at 4:45 p.m. and adjourn for the day.

Thursday, December 8, 2011

The Board convened December 8, 2011 at the College of Western Idaho, conference room 102/104 in Nampa, Idaho. Board President Richard Westerberg called the meeting to order at 8:00 a.m.

Dr. Mike Rush presented President Burton Waite, who is retiring, with an honorary plaque for his service to the state and Eastern Idaho Technical College. Following a few words from President Waite, Emma Atchley introduced the new president of Eastern Idaho Technical College, Steve Albiston, who has spent most of his career at the college.

OPEN FORUM

Chris Pentico came forward to speak on the topic of open carry of guns on campus. Mr. Pentico had several questions for the Board and indicated he intended to also ask those questions of the legislature. He summarized that his questions were to not only get information and answers, but to make the Board aware of certain liabilities they and the state of Idaho may be exposing themselves to. He asked for proof from each of the institutions that they did "due diligence" in reviewing the Heller and McDonalds U.S. Supreme Court decisions. Mr. Pentico believes removing the right to keep and bear arms is unconstitutional. President Westerberg thanked Mr. Pentico for his time, information and presentation. Mr. Pentico provided his list of questions to the Board.

Emily Walton, student representative from the Associated Students of Boise State University (ASBSU) came forward to speak about issues surrounding enrollment workload adjustment (EWA) and equitable funding for students. Ms. Walton stated that she does not believe the current situation in Idaho is fair for students when it comes to college funding. She asked for the Board to consider students first and less of the institutions when dividing state money, because there is no fundamental difference between students who choose one institution over another. Ms. Walton concluded by commenting that students will continue to engage the Board, the Governor and the legislature to ask them to allow all Idaho students to have equitable access to the higher education dollar. President Westerberg thanked Ms. Walton for her comments.

Dr. Dennis Griffin, founding president of the College of Western Idaho, shared some comments on the founding of the college. Dr. Griffin commented on how far the college has come since its inception three years ago. During his presentation, Dr. Griffin introduced his book "From Scratch: Inside the Lightning Launch of the College of Western Idaho." He commented that the book serves as a historical record, including a brief history of the community college movement in Idaho, as well as a tribute to the team that created the College of Western Idaho. He concluded that the book serves as an acknowledgement of all the people and agencies that made the College's creation possible.

CONSENT AGENDA

By unanimous consent item #2 from the consent agenda, Alcohol Permits, was moved to the end of the Planning, Policy and Governmental Affairs section of agenda.

M/S (Soltman/Goesling): To approve the remaining Consent Agenda as submitted. The motion carried unanimously.

Institutional Research & Student Affairs (IRSA)

1. IRSA – University of Utah School of Medicine Annual Report

Information Item

2. PPGA – Alcohol Permits Approved by University Presidents

Moved by unanimous consent to the Planning, Policy and Governmental Affairs Committee section of the agenda.

3. PPGA – Eastern Idaho Technical College – Advisory Council Appointment

By unanimous consent, the Board agreed to approve the appointments of Bart Davis and Scott Crane and the reappointments of Terry Butikofer, Michael Clark, and Sylvia Medina to the Eastern Idaho Technical College Advisory Council for a term beginning in January 1, 2012 and ending December 31, 2014.

4. Boise State University – Morrison Center Resolution

By unanimous consent, the Board agreed to approve the new Morrison Center Resolution as presented and to authorize the President of Boise State University to sign on behalf of the State Board of Education.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS (PPGA)

1. College of Western Idaho – Biannual Progress Report

President Glandon presented the biannual progress report for the College of Western Idaho (CWI). The report contained information about the progress of the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest.

President Glandon commented that CWI is a thriving community college. He officially recognized the five member Board of Trustees of the College, acknowledging the presence at the meeting of Board Chair Stan Bastian, M.C. Nyland and Gordon Browning. He commented that the college has nearly 8,100 credit students presently. They have over 6,000 students currently registered for the spring semester and are anticipating that number to grow to between 9,000 and 10,000 before the start of the spring semester. They have over 12,000 non-credit students in 2011. Aside from the main campus site CWI has many off-campus locations allowing greater accessibility for Idaho students.

In January, the Northwest Commission of Colleges and Universities (NWCCU) will consider the colleges' candidacy for accreditation. They have received five accommodations and five recommendations from the NWCCU team who visited in October 2011. CWI's service area encompasses 10 counties including Ada, Adams, Boise, Canyon, Elmore, Gem Owyhee,

Payette, Valley and Washington counties. The college also serves professional-technical programs and dual credit programs throughout the 10-county region.

President Glandon commented they have completed their original five-year plan in the first 18 months of operation and are in the process of putting together another five-year plan. They plan to use a three-campus concept with satellite locations. The priority is to grow the Nampa campus, focus on health sciences in Meridian and look at high tech programs in east Boise.

CWI has had a 600% enrollment growth compared to a 61% increase in revenue growth. Their largest increase in revenue growth has been in tuition and fees. Last August they were granted \$5 million in funding and are strategically placing those dollars in such areas as financial aid for students; grants, scholarships and student loans. 7,000 of the 8,000 students have received financial aid, 40% of the aid applicants are at or below the federal poverty level, and 76% are eligible for full Pell grants. These statistics show that there is a very large population of needy, at risk students.

Challenges for CWI include resources to support growth, keeping high-level quality programs, employee retention, maintaining a strong culture and communications, and student retention. They look at a quarterly review of their business plan because needs are continually changing. They are using an institutional improvement process model addressing: understand needs, needs articulated, needs defined, measure effectiveness. President Glandon shared a slide of the FY 2012 recommended budget and expenditures by function. For student success in 2010 they had 90% positive placement. 72% of the courses were completed with 2.0 or better in 2009/2010. Dual credit is expanding and is expected to continue growing. Collaboration with local business and community members continues to grow as well. CWI has articulation agreements with all of the state public or private institutions at this time. CWI has recently established a foundation with 23 active members currently. President Glandon shared 2011 foundation financials which have total revenues of \$17,349,125 presently. The focus for 2011 and 2012 is fiscal stability, accreditation, the system transition from CSI to CWI to have a full stand-alone college, new facility moves, and student retention.

Mr. Terrell asked what the expectation is of sending the CWI students on to another University in the state of Idaho. President Glandon commented that there is a need to encourage a positive attitude in students that they are university material. He further commented positively on collaboration efforts between institutions and that we should see more and more students going on in their pursuit of higher education. Mr. Terrell asked if there are plans to build one central campus. Mr. Glandon responded the goal is to build out the current Nampa campus and develop the 100 acres at the main campus. Mr. Glandon said the opportunities that have presented themselves at various locations have been good opportunities and have been taken as they come. He commented that it may look like CWI is all over the place, but they have gone where the need of the people/students are.

2. Boise State University - President's Council Report

The current chair of the President's Council, Boise State University President Bob Kustra, gave a report from the most recent President's Council meetings and answered questions.

President Kustra summarized discussion from the last meeting held November 8, 2011. Tech prep fees were discussed at the November meeting and it was clear that the item needs more work. Additionally, mission statements as they relate to the research mission at the institutions were discussed and the presidents want to make sure the VPRs at each institution are working

closely with the Board and Board staff to make sure it is clear what the Board is seeking in the content of those statements. Mr. Kustra commented lastly that at the meeting there was a brief discussion on iGEMS which will be one of the Governor's major initiatives in the coming year. For the Biomedical proposal, the presidents want to be absolutely clear on what each of the campuses is doing.

Mr. Edmunds asked about the efforts to commercialize information technology (IT) as related to the statewide strategic plan for research and how to improve incentives for faculty who promote commercialization. He commented that at the last meeting of the Governor's Innovation Council, the subject came up repeatedly that the culture needs to be changed at the universities to promote commercialization of IT through research efforts. Specifically, Mr. Edmunds was seeking feedback from the universities on how to accomplish that cultural change.

Mr. Kustra commented that the topic should be discussed in IRSA with the provosts, given the relationship with faculty evaluation. He pointed out that on the campuses, there are research faculty who operate under a different set of terms and conditions for their employment than tenured faculty. He indicated that generally speaking across higher education, tenured faculty is held to the standard of teaching, research and public service. He added, however, that research faculty who are not tenured, are strongly encouraged to work on commercialization ventures. Mr. Kustra reiterated that the subject would need to be discussed thoroughly with the university provosts, and in more depth with the Board in the future.

Provost Doug Baker from the University of Idaho indicated they do recognize copyrights and patents as part of the tenured promotion process and as part of the annual performance reviews. In addition, there is a revenue sharing model that financially rewards faculty for those kinds of activities. Provost Baker commented that his sense is that the breakdown is not at the tenured reward level, but more so at the skill set level in terms of making the transition between making great intellectual property and actually doing something with it to commercialize it. He commented they are invested in this area and are working toward growing it. Summarily, the challenge is to move the intellectual property forward in the market.

Mr. Edmunds concluded that he would like the provosts to be aware that this will be a topic requiring more action in the future.

3. Idaho Historical Society – History Day in Idaho

Dr. Rush from the State Board of Education introduced Idaho State Historical Society (ISHS) Executive Director Janet Gallimore and commented on the collaboration efforts of the Idaho Historical Society and their support to the State of Idaho and Board of Education. Ms. Gallimore thanked Dr. Rush and introduced Susan Dennis, History Day Program Manager.

Ms. Gallimore stated ISHS is an extraordinary system of cultural and historical resources that promotes and preserves Idaho history and is valuable to Idaho. While they are a state agency, they receive about 55% of their funding from non-state sources. Ms. Gallimore provided a summary of History Day in Idaho as well as the results of a nationwide study regarding History Day that attests to its value in teaching essential historical literacy. History Day is a year-long academic program for 6-12 grade students centered around historical research, and guided by teachers. History Day has 57 affiliates in all 50 states, reaching over 700,000 students. The Idaho State Historical Society provides valuable educational content and resources to Idaho public schools. Students who participated in History Day out-performed their peers in nearly every area, showing a clearly demonstrated value in the program. The presentation and reports

presented provided information on the specific impact and importance of these programs. Ms. Gallimore commented that History Day can help assist the state in achieving its 60% goal by helping students and teachers across the state. Additionally, the ISHS has been working with Dr. Rush from the Board office and Peter Kavoris from the State Department of Education office to see how the ISHS may assist the state of Idaho in achieving the 60% post high school graduate goal and also help teachers achieve new state literacy curriculum requirements through this program. Ms. Gallimore commented that the History Day program is also being considered to be used in alignment with the required high school senior project.

President Westerberg thanked Ms. Gallimore for her presentation and noted for the audience that Representative Wendy Jaquet was present.

4. ACT Annual Report

Stacey Elmore from the American College Testing Program, Inc. (ACT) provided the ACT annual report. ACT's College and Career Readiness System was developed to help states and schools ensure student readiness for postsecondary education and careers, monitor student performance over time, and determine progress toward school, district, state, and college readiness standards.

One of the graduation requirements for Idaho high school students in public schools graduating in 2013 is that they take at least one college entrance exam by the end of the student's eleventh grade. Students may choose from the COMPASS, ACT, SAT or Accuplacer tests. In 2011 64% of Idaho graduates took the ACT with and achieved an average score of 21.7.

Ms. Elmore went on to comment that if students are meeting a particular benchmark on the ACT, their chances of achieving a C or higher in the corresponding credit bearing course is 75%. Idaho ACT scores are above the national average in English, math, reading and science. Additionally, students who are just below the benchmark can be identified so they may get help going forward. Ms. Elmore commented that ensuring students are prepared by the time they leave high school is the single most important thing we can do to improve college-completion rates.

Ms. Elmore commented the Gear-Up grant has been administering ACT programs throughout the state. ACT has developed the college and career readiness information system (CCRIS) which has online real-time reporting 24/7. It will give schools the ability to analyze, explore and plan item level data and map to ACT college readiness standards and common core standards. This is expected to be available next spring. Overall the focus of ACT is to increase college and career readiness.

Mr. Edmunds asked what the expectations should be for statewide averages when all students are required to take a college entrance exam. She commented that initially, scores go down, then, over time, scores go back up.

Dr. Goesling asked if the results were higher for the students who went on into professional-technical education. Ms. Elmore said the research shows the students need skills when they leave high school, particularly proficiency in math and reading. When they are proficient they tend to be more prepared for first year courses. Mr. Soltman asked if math is the best indicator. Ms. Elmore stated it is just one of the indicators and all the factors are important, but math and science are of particular interest and should be major focuses. Mr. Lewis pointed out that data shows when a high school student had math or science for four years it made a significant

difference and increase in the go to college rate.

5. Idaho's 60% Educational Attainment Goal Benchmark

Scott Grothe from the Board office presented information on dissecting Idaho's 60% goal. The presentation provided year-to-year credential-level targets that Idaho's public postsecondary institutions would need to meet in order to achieve the 60% goal. The presentation also illustrated the positive impacts of increasing postsecondary retention and graduation rates on achieving the goal.

Mr. Grothe commented tracking Idaho's progress toward attaining the 60% goal will be done using the U.S. Census Bureau's annual American Community Survey. In 2012, the survey will capture population estimates of certificate holders, in addition to the on-going estimates of the number of Idahoans with associate's degrees and higher. This new information should be released in October 2013.

Mr. Grothe summarized what Idaho is up against in attaining the 60% goal. The first graph showed the attainment of 25-34 year olds of associates degrees or higher at around 31%. He commented if we maintain our current rate of educating Idaho's population, an additional 63,500 individuals will need to be educated to reach the 60% goal. Mr. Grothe used the term "goal related credential" (GRC) which equates to a certificate of 1 year to attain or greater, or an associate's or bachelor's degree. If certificates are included, we are closer to 35% toward the goal. Certificates make up approximately 10% of the credential production produced by public institutions per year. The production is coming from public institutions, private non-profit, private for-profit institutions, including BYU-Idaho. Mr. Grothe pointed out that BYU-Idaho has had a dramatic increase in degree production. They are the single largest postsecondary producer in the state. They produced 3,563 bachelor's degrees in Academic Year (AY) 2009/10 where BSU was second at 2,097 bachelor's degrees. Incidentally, this production does not include on-line degrees. Only about 36% of BYU-Idaho students are from Idaho. Mr. Grothe commented it is unclear as to what BYU-Idaho contributes to the state's educated populous.

Mr. Grothe illustrated two examples of how to reach the Board's goal. He showed a slow-growth approach and a linear approach. The information on the proportion of certificates needed in the tables presented was obtained from the recent work of Anthony Carnevale from Georgetown University. It shows projections of the credential needed for Idaho's 2018 workforce. At the time of the research, it was predicted that 61% of Idaho's jobs in 2018 will require some sort of postsecondary education. For GRC's needed, Carnevale projects 18% for certificates, 49% for Associates and 33% for bachelor degrees.

Mr. Grothe summarized the assumptions used in coming up with this model and then stood for questions from the Board.

Mr. Edmunds was concerned that the data shows we need 1/3 bachelors and 2/3 associates by 2018 which is opposite of where we are currently at 2/3 bachelors and 1/3 associates. President Westerberg stated he is concerned that if we do not have an educated workforce, it will be devastating to Idaho's economy.

Dr. Goesling questioned what a common definition of what one year means. Mr. Grothe clarified that the one year definition is two semesters, nine months, equal to an academic year.

Mr. Soltman asked what the next step is. Mr. Grothe stated that these are the targets and how

we get there is a question for the greater group. Real numbers captured from the data will be available in 2013. Mr. Terrell talked about the demand for short-term certificated programs, stating that there is demand to keep certain students in the workforce while they get their certificate. Dr. Goesling recommended the community college presidents respond on the matter of certificates. Dr. Beck commented from CSI's perspective that the associate's degree is still a top priority and the needs of much of the community right now are immediate, short term programs. Dr. Glandon commented that CWI's challenge has been addressing the short courses to prepare the citizens for work right now. They are looking at apprenticeship programs and work study programs where people could get in right away. Jay Lee from NIC commented that they are adjusting as quickly as they can to the demands of the job market in that area. Dr. Lee commented if the short-term needs of the students are met, it is likely the student will come back for more education later.

Mr. Luna commented that there may be a need to look at certificates and match them to the skills that are needed. He commented that it seems as if some students are just getting what they need in order to meet the demand of the workforce and not actually obtaining certificates. He asked about obtaining data to get a better picture of that segment of the discussion and how we might measure to meet the demand of the workforce. Mr. Grothe indicated the type of information Mr. Luna is looking for may be better obtained through the Department of Labor.

President Beck commented that we must look at what is happening on the ground today and he felt the highest area of concern presently is rebuilding the workforce. Mr. Glandon commented the delivery is based on what the community is demanding.

Dr. Rush commented that we need to be careful not to load too much on the 60% goal wagon because its intent is not to solve short term needs. The theory is that the youngest core people (25-34 year olds) driving the next economy should have some sort of postsecondary credential. He commented on the need to figure out how these short term efforts contribute to the 60% goal which contains many levels of education, including short term needs.

Dr. Glandon added that it would be good to add non-credit students into the equation and capture those students in the picture. He questioned how to capture them and how to track them.

Mr. Edmunds wanted to know of the 1/3 of bachelor's degrees being produced, how much they need to grow over time, so there is a better understanding of what the four year institutions need to do. He also wanted to look more closely at the needs of the 2/3 associates degrees group. Mr. Edmunds commented that the short term gains are important for students, but we need to be able to look at following that through for the student to have continual education and not just quit their education after they are employed.

Selena pointed out the need of the institutions and Board staff to know if the Board is comfortable with the projections as presented or do they need to be reworked.

Mr. Luna commented he is comfortable with the projections and the 60% goal. He wants to be sure the skill sets are monitored and are consistent with the goals. Mr. Soltman clarified that the Board would like to see the numbers that correspond to the percentages previously noted.

Dr. Goesling would like to see how the Department of Labor information may be integrated into the work done by Board staff. He asked also if the two year institutions would continue to develop certificates for non-credited courses.

Dr. Rush mentioned that the Board office may be looking at doing its own data collection to get more information about certificates and skill sets and to obtain more data points.

6. J.A. and Kathryn Albertson Foundation

Dr. Rush introduced the Albertson's Foundation and commented briefly on its background and the positive impact they have had on the State of Idaho. He introduced Foundation Executive Director Jamie MacMillan and Program Developer Blossom Johnson. Ms. MacMillan provided an update to the Board regarding the Foundation's role in Idaho particularly as it relates to education. She talked about the Foundation's GoOn campaign successes, challenges and how it aligns with the State's 60% degree/certificate goal.

The Foundation has targeted its giving primarily to four areas shown to be key toward continuous improvement: leadership, technology, data and student achievement. They feel it is important to be aligned with the state's 60% goal. The Foundation believes all Idahoans need an education that prepares them for the 21st century workplace. They handed out a packet for Board members containing materials outlining the Foundation's missions, goals and objectives in making Idaho's education a world class system. With a forward momentum, the Foundation has strategies in mind which should help toward the 60% goal that include increased preparation, increased access, decreased remediation and increased retention.

Ms. Macmillan commented the Foundation is also interested in making the state data useful, and commented on how critical the alignment of certificates and degrees with the demands of the marketplace in Idaho is. Ms. MacMillan also commented on how important the use of data is in understanding where we are and where we need to go. Additionally, it provides insight in how financial aid strategies may be more effective and impact student achievement. She commented they are particularly interested in how financial aid might impact student success at various levels.

Ms. MacMillan indicated they just concluded a GoOn challenge in which 43 of the state's high schools participated in an initiative to boost college preparedness. Ms. MacMillan commented one of their areas of focus is the Data Quality Campaign. Their interests are on increased feedback loops in education systems, K12 and Higher Education as well as the workforce alignment piece. They believe Idaho is suffering from a lack of alignment with these systems and the economic development and workforce systems as well. Ms. MacMillan also recommended that Idaho look more closely at the Lumina Foundation's data dashboard system and how it could be developed in Idaho.

Mr. Lewis thanked the Foundation for their contribution to the state and asked about the GoOn campaign and what their intentions were with respect to the period of time that they expect to affect this campaign. Ms. MacMillan commented they are hopeful that the length of time would be short, because if it goes on for a great length of time, it would be failing. She commented they would also like to direct their attention at the high school level to the counselors and teachers. Mr. Lewis encouraged continued use of the GoOn campaign because of its success. Ms. MacMillan suggested someone from the Board talk directly to the Albertson's Board about collaboration and alignment strategies.

Ms. Johnson commented that the GoOn campaign has been the most public campaign and is a comprehensive strategy which includes not only preparation but access, affordability, retention and completion.

Mr. Edmunds asked what the Board can do to contribute to the direction of the Foundation. Ms. MacMillan commented that they appreciated being able to help keep members informed, and that there is great benefit in collaboration. She said a highlight to announce is the Foundation's next *Ed Session* being held January 24th and Mike Rowe from the television series *Dirty Jobs* will be here talking about how important a skilled workforce is to the economy.

Mr. Terrell pointed out that there is a committee that a few members from the Board sit on with the Governor's office and the Albertson's Foundation to discuss issues. Mr. Terrell asked if there are specific things the Board does not have flexibility on that the Foundation sees as areas for improvement. Ms. Johnson replied that there are other states using programs that could be beneficial to look at, for example the use of stackable credentials in Minnesota and also looking at the Lumina foundation data dashboard would be helpful. Ms. MacMillan indicated there are many areas of opportunity for the Board and the Foundation to work together.

For the purposes of accommodating some flight schedules, the meeting moved out of the PGA agenda and to the Audit agenda at this time.

7. Idaho State Board of Education 2012-2016 Strategic Plan

M/S (Soltman/Edmunds): I move to approve the 2013-2017 Idaho State Board of Education Strategic Plan as submitted and to authorize the Executive Director to finalize performance measures that would be in conjunction with the cost per credit hour and benchmarks as necessary. The motion carried unanimously.

Tracie Bent from the Board office provided a report on the Board's strategic plan, highlighting changes made to the strategic plan. Ms. Bent indicated that there have been minor wording changes to a couple of the performance measures to further define the data being collected. Ms. Bent stated that one of the comments from the Department of Education will actually be a change in the future; currently the plan has a benchmark of 24 for the ACT score and as other assessments and data are available, the Department would like some additional criteria added. Another comment was related to the advanced placement (AP) courses and it was felt that a benchmark on each one of them could result in lessening the number of students who might go into an AP courses if there is too much emphasis on dual credit courses; there could be an adverse effect.

Ms. Bent stated that in addition to those comments, originally credits to a degree were considered as a measure for certificates. Due to large variation in credits required for different certificates the measure was reviewed and considered invalid, so certificates were eliminated from the measure and credits for associates and bachelor's degrees were identified as the measure.

Another comment was related to data on students who were enrolled in the WICHE professional student exchange program who returned to practice in Idaho. That data was not able to be obtained, so the number was altered to the number of students enrolled.

Ms. Bent commented that the final comment had to do with the cost per credit hour to deliver undergraduate instruction at four-year institutions. The benchmark is less than or equal to the peer group average and we can't compare that one to a peer group. This prompts the question of do we want to change it to a different group or look at a different measure?

President Westerberg commented that he felt the cost-per credit hour needed to be in the equation. He felt it was important to leave that KPI or a similar one in there, adding that we need something we can benchmark to.

Mr. Edmunds asked if there was a report on how we performed this last year. Ms. Bent stated that a report was included in the agenda material showing the four year trend and where we are for each measure.

8. Statewide Longitudinal Data System Grant Update

M/S (Soltman/Edmunds): I move to approve staff apply for the Statewide Longitudinal Data System grant and to authorize the Executive Director to sign the letter of commitment on behalf of the Board. The motion carried unanimously.

Andy Mehl from the Board provided an update of the Statewide Longitudinal Data System (SLDS) Grant. He commented we are currently working on transferring data into the SLDS through a secure data transfer system. Mr. Mehl stated the first set of data which covers last year's academic year should be loaded, verified and validated by January 2012 which will bring us into compliance with ARRA requirements.

Mr. Mehl indicated there is an opportunity to apply for a grant through the U.S. Department of Education's Institute of Educational Sciences. The grant is due December 15, 2011. Mr. Mehl is looking for the support of the Board in going forward and applying for that grant.

In order to apply for the P-20 SLDS grant, the State Board of Education would need to provide a letter of commitment that indicates the State Board of Education intends 1) sign a legally-binding cooperative agreement with the Idaho Department of Labor, 2) serve as a conduit for collecting all postsecondary data for the longitudinal database from all of Idaho's public postsecondary institutions and the State Department of Education and forwarding it to the Idaho Department of Labor; and 3) provide the staffing and financial resources necessary for meeting the Board's responsibilities as outlined in the Memorandum of Understanding.

This funding, with participation of the Idaho Department of Labor to fulfill the labor objectives and the State Department of Education on other objectives, will provide additional resources, shorten the implementation timeline for the P-20W SLDS and enhance the capabilities. The potential for funding from the Institute of Educational Sciences supports the Board's current postsecondary longitudinal data requirements. Board staff recommends partnership and collaboration with the Idaho Department of Labor and the State Department of Education, in the design, drafting, and submission of the P-20W SLDS grant.

Mr. Edmunds asked for clarification of the grant amount. Mr. Mehl clarified that our potential grant would be \$4 million over a three year period.

9. PPGA – Alcohol Permits Approved by University Presidents

Mr. Terrell commented that he feels that allowing more alcohol on campuses sets the wrong example for students and campus activities. Mr. Terrell suggested caps being put on the number of permits.

Mr. Luna asked that if based on Mr. Terrell's concerns, in the future will this item remain on the

consent agenda or be moved. Mr. Westerberg said that it would be removed from the consent agenda and moved to the PPGA agenda.

President Westerberg asked the Presidents council to review the item and report to the Board on the opinions regarding the alcohol in institution facilities policy.

Since the last update on alcohol permits at the October 2011 Board meeting, the Board staff has received twenty seven (27) permits from Boise State University, twelve (12) permits from Idaho State University, thirty-two (32) permits from the University of Idaho, and one (1) permit from Lewis-Clark State College. A brief listing of permits issued is included in the agenda attachments for Board review.

AUDIT

1. Financial Statements Review

M/S (Westerberg/Goesling): I move to accept from the Audit Committee the Fiscal Year 2011 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as presented by Moss Adams, LLP. The motion carried unanimously.

Mary Case from Moss Adams, LLP, presented audit findings to the Board of annual financial statements for the colleges and universities. Moss Adams, LLP, is an independent certified public accounting firm hired to conduct annual financial audits of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College and Eastern Idaho Technical College. Along with the agenda information, Board members received the Independent Auditor's Report and Financial Statements for the Year Ended June 30, 2011, which also contains the Management's Discussion and Analysis. Ms. Case indicated the firm arrived at clean opinions on all of the audits and there were no concerning findings at the institutions. She also indicated the timeline deadlines were all met by institutions despite a number of changes for some of the institutions.

Ms. Atchley complemented Moss Adams, LLC on their work with the institutions and the Board, and also the work of the institutions. Mr. Lewis echoed the sentiment of Ms. Atchley in the work of Moss Adams, LLC.

2. FY 2011 College and Universities' Financial Ratios

Mr. Lewis introduced this item. He asked the financial officers from each institution to share their financial ratios for the Board. Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College presented a brief analysis of their financial ratios. The ratios and analyses are provided in order for the Board to review the financial health of each institution and to show the relative efficiency of their enterprise. Mr. Lewis commented that the report contains a summary on the various benchmarks set forth for different ratios and the varying performance of each of the institutions with respect to those benchmarks. Mr. Lewis commented the report shows the institutions are improving and making progress and that he feels it is a healthy process. He further commented the ratios have been achieved in many cases, but in some areas there is still a need for improvement.

Stacy Pearson provided an overview of the financial ratios for Boise State University in which

they show an overall picture of financial health with their primary reserve ratio exceeding the benchmark. Ms. Pearson concluded that Boise State University's consolidated financial index is right on the benchmark.

Jim Fletcher from Idaho State University commented that despite three years of cutbacks in funding, their trend over time has been very positive. He commented that their improvement in terms of net assets is striking a very good return at return 241.4% of the benchmark and the return on net income from operations is even stronger at 524% of the benchmark. Overall their ratios are very strong and show an upward trend; there were no negative ratios. Mr. Fletcher reported their consolidated index at 156.6%. Mr. Fletcher recommended the Board track financial ratio information from year to year as a critical indicator for assessing how institutions are performing.

Ron Smith from the University of Idaho commented they are showing some improvement. Improvement is needed in the primary reserve ratio and the viability ratio areas. He felt the university did not have a lot of flexibility if there was a negative situation. He commented on the need to build reserves and pay for the growth of the institution.

Chet Herbst from Lewis-Clark State College (LCSC) commented they are content with the performance they have had and show a good trend in all areas. He commented that benchmarks are being met in all areas.

Ms. Pearson offered a final comment to the Board and Audit committee that Idaho is considered an industry leader as far as the national standard for quarterly reporting is concerned.

3. Office of the State Board of Education – FY2011 Legislative Audit

Matt Freeman from the Board office provided a recap of the Legislative Services Board of Education Office Management Report audit findings for FY2011. The review covered general administrative procedures and accounting controls to determine if activities are properly recorded and reported. The Legislative Audits did not identify any significant conditions or weaknesses in the general administrative and accounting controls of the office.

Prior to the next agenda item, Board President Westerberg took a few moments to publicly recognize and thank Mark Browning for his service and present him with a plaque recognizing his contributions to the Board and the state of Idaho.

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Amendment to Board Policy – Sections II.A., C., F., G., H., and P. – Second Reading

M/S (Terrell/Luna): I move to approve the second reading of the amendments to Board Policy II. A., C., F., G., H and P., as presented. The motion carried unanimously.

Mr. Terrell indicated there were no changes from the first reading.

2. Amendment to Board Policy – Section II.G.1.b. – First Reading

M/S (Terrell/Goesling): I move to approve the first reading of Board Policy II.G.1.b., as presented. The motion carried unanimously.

Matt Freeman from the Board office provided some background on this item. This amendment to Board policy will allow institutional authority to offer multi-year contracts for non-tenure track faculty. This motion has some impact on the University of Idaho's approval of a five-year contract for a non-tenured faculty position. Mr. Freeman noted that based on current language in the event there was a need to have a contract in excess of three years, it would require the Board waive the policy. Mr. Soltman asked that in moving forward and as recommended by Mr. Freeman, additional language be included allowing longer contract periods with Board approval.

3. Amendments to Optional Retirement Plan Document

M/S (Terrell/Soltman): I move to approve the amendments to the Optional Retirement Plan document as presented in Attachment 1. The motion carried unanimously.

Mr. Terrell indicated Staff has updated and defined the term plan administrator and made minor format changes as documented in the agenda materials provided to Board members. The proposed amendments will bring the Plan into compliance with the federal tax law.

4. Boise State University – Retirement Plan Revisions – Chris Peterson

M/S (Terrell/Atchley): I move to approve the request by Boise State University to: adopt a new 401(a) base plan and 415(m) excess benefit plan; to amend the existing BSU 403(b) Base Plan and BSU 415(m) Excess Plan; and to authorize the Vice President for Finance and Administration to execute the necessary documents. The University is authorized to request an IRS private letter ruling or determination letter, as applicable, as the Board cannot guarantee the tax consequences of the Plans pending IRS action. The motion carried unanimously.

Mr. Terrell summarized the requested changes arise out of a comprehensive review of Mr. Petersen's plans and are based on recommendations from Ice Miller. By adopting new plans and making the recommended amendments to existing plans, the University mitigates the risk of adverse findings in the event of an IRS audit. Once plans have been approved, the University will seek a private letter ruling from the IRS on the new 415(m) excess benefit plan. The Board's deputy attorney general and outside tax counsel worked closely with BSU counsel on the matter of Mr. Petersen's deferred compensation plans. The Board's tax counsel has reviewed the existing BSU 403(b) Base and 415(m) Excess plans (approved by the Board in November 2009) and believes there is little to no risk of an adverse finding by the IRS, but supports the University's decision to adopt new plans in an effort to ameliorate any concerns.

5. University of Idaho – Multi-Year Contract for Clinical Law Instructor and Associate Dean for Boise Programs

M/S (Terrell/Soltman): I move to approve the request by the University of Idaho to approve a five year contract for clinical law instructor and Associate Dean for Boise Programs, Lee Dillion, and to authorize the University's Vice President for Finance and Administration to execute the contract in substantial conformance to the form submitted in Attachment 1. The motion carried unanimously.

The proposal is for the renewal of the Board-approved multi-year contract pursuant to ABA Accreditation Requirement for the College of Law. This is a five year contract for an associate dean position at the University of Idaho's College of Law.

6. Boise State University – Athletic Director Contract

M/S (Terrell/Goesling): I move to approve the request by Boise State University to enter into a new multiyear Employment Agreement with Mark Coyle, Athletic Director, for a term commencing January 1, 2012 and terminating December 31, 2016, in substantial conformance to the agreement submitted to the Board as Attachment 1. The motion carried unanimously.

Mr. Terrell indicated Boise State University is requesting approval of a multi-year contract for a new Athletic Director. Mark Coyle has been offered the position of Athletic Director at Boise State University. Mr. Coyle comes to Boise State from the successful collegiate program at the University of Kentucky.

Dr. Goesling expressed his appreciation in the efforts of BSU during this hiring process.

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)
Section II – Finance

1. Amendment to Board Policy – Sections V.B., D. and V. – Second Reading

M/S (Terrell/Soltman): I move to approve the second reading of Board Policy V.B., D., and V., as presented.

Substitute Motion: M/S (Terrell/Lewis): I move to hold this item for a second reading and meet with financial Vice Presidents and Rod Lewis. The motion passed by unanimous consent.

Mr. Terrell indicated there were no changes from the first reading.

Mr. Lewis expressed concern about altering or removing certain reporting standards related to this policy.

Mr. Freeman indicated there was discussion about this item in a Financial VP meeting and the reports that were decided upon to be removed were identified as unnecessary, duplicative or discretionary.

After discussion on the item, an alternative motion was presented to return the item to BAHR for review before the second reading in terms of the adequacy of the reports themselves.

Mr. Lewis commented that he did not need to give his input on the item, that he was comfortable about its review by BAHR.

2. Amendment to Board Policy – Sections V.F., and K. – Second Reading

M/S (Terrell/Soltman): I move to approve the second reading of the amendment to Board Policy V.F., Bonds and Other Indebtedness and V.K. Construction Projects, as presented.

Substitute motion: M/S (Lewis/Soltman): I move to approve the second reading of the amendment to Board Policy V.F., Bonds and Other Indebtedness and V.K. Construction Projects, as presented, with the deletion of the sentence at the end of paragraph iii.c.

The motion carried unanimously. Mr. Terrell abstained from voting.

Mr. Terrell indicated the revised policies will provide clarity in terms of the Board's expectations and preferred process for submitting requests for major capital project approval.

Mr. Lewis asked which version is the second reading. Mr. Freeman clarified that what is in the agenda is the second reading and does not reflect the edits provided by Mr. Lewis.

Mr. Westerberg suggested holding the item until the edits by Mr. Lewis could be reviewed by other Board members. Through unanimous consent they agreed to handout the edited material so it could be voted on after the break during this meeting.

Dr. Goesling expressed concern about whether the institutions have seen the edits and been given the opportunity to offer comments. Mr. Freeman clarified that they have seen the material and offered comments.

Later during the Board meeting, this item was revisited. After further discussion, a substitute motion was offered by Mr. Lewis.

Dr. Rush and Mr. Terrell complimented Matt Freeman in his efforts in these policy revisions.

3. Amendment to Board Policy – Sections V.C. – First Reading

M/S (Terrell/Atchley): I move to approve the first reading of proposed amendments to Board Policy V.C., as presented in Attachment 1. The motion carried unanimously.

Mr. Terrell indicated Staff recommends amending the policy to remove the provision with respect to spending authority because the provision has already been granted by the Legislature. The recommendation is to incorporate Idaho Code by reference with respect to non-cognizable funds.

4. Amendment to Board Policy – Sections V.N. – First Reading

M/S (Terrell/Atchley): I move to approve the first reading of proposed amendments to Board Policy Section V.N., as presented in Attachment 1. The motion carried unanimously.

Mr. Terrell asked Mr. Freeman for an update on this amendment. Mr. Freeman summarized updating this Board policy will clarify and streamline approval and reporting requirements, which benefits staff for the Board and the institutions. Similarly, revising the indirect cost recovery policy will help facilitate grants management at the institutions and agencies.

Mr. Freeman commented that this policy on grants and contracts has had the dollar thresholds updated for purposes of reporting requirements. It has also had terminology clearly defined and used consistently throughout the policy. Additionally, the provisions have been updated on when an institution can waive indirect cost recovery rates and when that needs to be reported to the Board.

Mr. Freeman pointed out an item of interest also found in staff comments regarding a one sentence policy on no-compete. He indicated questions have arisen from the institutions on what the scope of that policy is. Mr. Freeman suggested that should the Board want to maintain

a no-compete position, it may want to consider providing more details of the scope and intent of the policy.

President Westerberg recommended the BAHHR committee make revisions to clarify the policy for the second reading. Mr. Freeman commented that the change would be quite material and require Board member feedback.

5. Amendment to Board Policy – Sections V.R. – First Reading

M/S (Terrell/Lewis): I move to approve the first reading of proposed amendments to Board Policy Section V.R.3.a.iv. Professional Fees, and Section V.R.3.a.v., Self-Support Certificate and Program Fees, as presented in Attachment 1. The motion carried unanimously.

Mr. Terrell commented the proposed revisions establish a clear process for program approval, reporting of fees and financial auditing. Additionally, the revisions specify that self-support academic programs pay an overhead/administrative charge to offset indirect expenses incurred by the program.

Mr. Freeman provided some background on this item, stating that the Board office had considerable inquiries on what programs are eligible for self support fees. One of the efforts of this policy change is to clarify when and how an institution can apply for self support fees and what programs could be eligible. Additionally, Mr. Freeman indicated that staff and institutions have found that the policy on professional fees and self support fees lacked clarity, therefore the policy on professional fees was revised at the same time. The intent was to differentiate and clarify differences between professional fees and self support fees. Mr. Freeman briefly outlined the changes for the Board members.

Mr. Westerberg commented he agrees with the changes made to the self support program.

Mr. Lewis commented the self support language is helpful. He had a question on why the word “academic” was included and what meaning was attached to it. Secondly Mr. Lewis questioned in V.1.a., regarding program approval guidelines, if III.G. leads to III.Z. Mr. Lewis also commented in the new language a requirement was removed where the students in the self-support program pay a fee for the entire program and not on a course-by-course basis. Mr. Lewis asked why that language was removed.

Mr. Freeman stated he inserted the word “academic” because for the technical colleges and programs, the appropriation that PTE receives covers the full cost of instruction. I.e., it is already supported by state appropriation and self support fees should only incorporate academic programs. Mr. Freeman commented to Mr. Lewis’ second question, that III.G. does lead to III.Z. In answering Mr. Lewis’ third question, Mr. Freeman commented that the language was removed because it narrows access to the program.

6. Intercollegiate Athletics – Gender Equity Report

Mr. Terrell commented that the Audit committee was asked by the BAHHR committee to look into matters related to gender equity plans and funding at the institutions. The committee conducted several interviews and engaged the external and internal auditors to make supplementary investigations. The committee directed staff to prepare a report summarizing the findings and recommendations. The report was reviewed and finalized by the committee. The Committee

directed staff to place the gender equity report on the December Board agenda and to allow the full Board to decide if further institution-level discussions are necessary. One important finding from the investigation is the need for institutions to be open and transparent with the Board, especially when there are questions related to Board policy or intent. When Board staff cannot provide a definitive answer regarding Board policy or intent, staff and the institution should direct their questions to the respective committee or the full Board. Other recommendations in the report include the need to clarify Board policy in regard to athletics funding sources, limits and gender equity. A proposed policy for first reading is being brought forth as a separate agenda item.

Ms. Atchley commented the Athletic committee discussed some recommendations which are incorporated into the policy. She commented that the Athletic committee is not necessarily in agreement on all the details and would like additional comment from Board members as to the direction the Athletic committee should go in this policy.

Mr. Lewis commented that the Audit committee spent a fair amount of time working through this item. He expressed concern that there is confusion between Board intent and policy as originally written and is open to different interpretations.

7. Amendments to Board Policy Section III.T.

President Westerberg asked for unanimous consent to return the item to BAHR for consideration and work to be brought forth at a later time to the Board. President Westerberg clarified that the BAHR Committee should have the lead on this item but receive input from the Athletics Committee.

Ms Atchley commented on behalf of the Athletic committee. She indicated the changes to this policy will provide the Board, institutions, and staff clearer understanding of the source of athletics revenues, greater oversight by the Board, and a method to show how the institutions are addressing compliance with Title IX.

Ms. Atchley stated one of the things needing clarification is the use of gender equity funds. The Board has defined gender equity, but the Athletic committee feels it needs more input from the Board regarding the use of gender equity funds with regard to funding new programs or existing programs at a higher level.

Ms. Atchley indicated the second change has been made in the funding formula and asked Mr. Freeman for further clarification. Mr. Freeman offered further clarification that the intent of the changes to this policy is to clearly define the terms of the source of funds for athletics, define the term gender equity which was not in the current policy, and to clarify the reporting requirements. The changes to this policy will also adjust the funding formula in place when athletic limits are approved by the Board in February.

Mr. Terrell clarified that the Board needs to comment on this item, particularly how athletics and academia are funded, over the next two months to be ready in February when the FY 2013 budgets are determined.

Mr. Lewis suggested funding for new programs as one option to consider.

Ms. Atchley is not convinced that the gender equity we currently have is equitable at this point and commented there has been much discussion on the matter, but a conclusion has not come of it yet. Mr. Terrell asked the VPs of Finance to come back to the Board with a report on gender equity funding.

Mr. Westerberg stated that setting the base is the main issue. Mr. Soltman said under Title IX a base line must have been established, and he recommended reviewing the starting point and working forward from it to see where it has come from. Ms. Atchley commented there are a lot of components that make this a complex issue.

Jim Fletcher from Idaho State University commented that they understand the purpose of the gender equity policy and they have significant concerns about gender equity funding. He recommended the Board allow each institution to come forward with a strategic plan regarding gender equity, outlining specific needs and requirements. Then, the Board could adjust the funding accordingly. Mr. Fletcher felt in doing so, the institutions could identify what their gender equity requirements truly are and also enable the Board to have appropriate control on funding.

Ms. Pearson from BSU commented they feel the institutions should not necessarily fund their gender equity the same given different circumstances for each institution. Ron Smith from the University of Idaho agreed and remarked how each institution has challenges based on where they are located. Chet Herbst from LCSC commented student athletic programs are a legitimate use for general fund dollars.

Mr. Terrell would like to see what the costs are per student in gender equity and asked each of the institutions to sit down together to compile this information.

Mr. Lewis suggested this issue go to the BAHF committee and perhaps the Athletics committee to establish a base line and formula for gender equity.

Pres Westerberg asked the institutions to be prepared to discuss their plans on the gender equity issue in the future.

Mr. Lewis offered comment that athletics should be funding itself; that athletics should not be funded with academic dollars.

8. FY 2011 College and Universities' Net Asset Balances

Mr. Terrell introduced this item. Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College provided a brief analysis of their unrestricted net assets.

Mr. Fletcher from Idaho State University commented net asset balances continue to show improvement. They have a total of over \$12 million in the unrestricted assets pool. This reflects the strong performance in operating surplus this year and a continued trend of improvement. They are over the minimum requirement set by the Board and currently are at 5.9%. Even though they are over the minimum, they are not where they could be and there is still a need to have ample reserves.

Ms. Pearson reported unrestricted net asset balances for BSU are over \$93 million. Designated funds are at nearly \$24,500,000 and unallocated funds are at \$7.477 million which is up from where it was last year. The goal is to get up to 5% in unallocated funds.

Mr. Edmunds asked if each institution have the same criteria in each category. Mr. Freeman clarified that the categories and subcategories for each institution are uniform. The “other” category may contain differing items however.

Ron Smith from the University of Idaho commented their balance report shows unrestricted net assets of about \$20 million dollars. Their unallocated reserves are about \$5.5 million. Mr. Smith commented on the need to increase that amount.

Ms. Atchley asked if they have plans to increase the unrestricted available funds. Mr. Smith commented that they do have plans to increase those funds and it is a priority to get that number up.

Mr. Herbst commented for LCSC that they currently show \$16.9 million in unrestricted net assets. He stated they are satisfied with this amount given the current economic climate but realize the importance of growing reserves. He further commented the college has made a concerted effort to not raise student tuition while they build up their reserves.

Mr. Westerberg and Mr. Terrell commented they are satisfied with the reports and that the institutions have made progress building their reserves and determining the best ways to accomplish that.

9. Boise State University – Bronco Stadium Expansion Project – Phase I, Football Complex

M/S (Terrell/Edmunds): I move to approve the request by Boise State University to proceed with construction of the football complex for a total project cost not to exceed \$22 million. The motion carried unanimously.

Mr. Terrell introduced this item. In the agenda materials, Boise State University provided a report on Phase 1 of the Bronco Stadium Expansion Project.

Total project costs are estimated at \$22 million, with approximately \$15 million to be financed with 30 year bond proceeds. This would bring BSU’s projected debt service up to just over 6% of operating budget. In recent years, the Board has informally considered 8% as a debt service ceiling. Based on conservative assumptions, annual bond service payments would be almost \$1.1 million for the term of the bond. The financial pro-forma shows positive project cash flow from inception.

Staff notes that on November 7, 2011 the Board of Directors of the J.A. and Kathryn Albertson Foundation announced a \$3 million grant to the Boise State University Foundation. The grant establishes a partnership between the Foundation and Boise State’s intercollegiate athletics program. Funding will be used to expand the football athletic complex, create an academic center within the complex, and continue the Foundation’s Go On awareness campaign in conjunction with Boise State Athletics.

10. Boise State University – Bronco Stadium Bleacher Upgrades

M/S (Terrell/Edmunds): I move to approve the request by Boise State University to increase the scope and budget of the Dona Larsen Park project to include the procurement and installation of new Bronco Stadium Bleacher seating at a cost not to exceed \$3.1 million for a total revised project cost of \$9.1 million. The motion carried

unanimously.

Mr. Terrell introduced this item. In the agenda materials, Boise State University provided a report on the Donna Larsen Park upgrade and expansion of Bronco Stadium Bleachers.

The cost of the new bleachers is estimated at \$3.1M and is based upon an estimate provided by the Dona Larsen Park design-build contractor, McAlvain Construction. The current project budget for Dona Larsen Park is \$6M. To provide the necessary funds for the new and additional Bronco Stadium bleacher seating, the project budget will increase to \$9.1M. The source of funds for the budget increase is outlined below and includes the use of central university reserves as an internal loan to Athletics to be repaid with interest, through the additional ticket sales revenue from the additional 3,300 seats. Current project funding sources include: Private Gifts \$6,000,000 University Central Reserves \$3,100,000* Total \$9,100,000 *Boise State University will provide the remaining funds needed for this project from central reserves via an internal loan to the Athletic Department to be re-paid with interest at approximately 4.5% in a 3-5 year time period from the new revenue generated from the additional 3,300 stadium seats. Boise State University (BSU) has performed an analysis to examine the financial viability of investing \$3.1M for 3,300 new bleachers. At 100% occupancy, the investment is recouped in 3.5 years. At 85% occupancy, repayment occurs within 4.5 years.

11. Boise State University – Enterprise System Roadmap - Human Capital Management & Finance Services Agreements

M/S (Terrell/Atchley): I move to approve the request by Boise State University to approve the agreement with CIBER for the Human Capital Management system upgrade consulting services in conjunction with the Enterprise System Roadmap project for a total cost not to exceed \$1.72 million. The motion carried unanimously.

M/S (Terrell/Soltman): I move to approve the request by Boise State University to approve the agreement with CIBER for the Finance system upgrade consulting services in conjunction with the Enterprise System Roadmap project for a total cost not to exceed \$1.74 million. The motion carried unanimously.

Mr. Terrell introduced this item. In the agenda materials, a summary was provided for the Board members. At the Board's April 2011 meeting, BSU brought forward an information item putting the Board on notice that it would be requesting approval for various enterprise resource planning system expenditures at future Board meetings. This agenda item is the fourth such request for the Board's consideration. This request is for approval for BSU to engage a technical consultant in support of the Enterprise Roadmap project as it relates to HR and finance system upgrades. Total cost for the Enterprise System Roadmap project is estimated at \$12M over four to five years. Staff comments in April were that where applicable BSU should ensure that each phase of this project supports, or at a minimum does not conflict with, the Board's ongoing work towards development of the postsecondary piece of a statewide longitudinal data system. This recommendation still stands.

12. University of Idaho – Delta Zeta Ground Lease

M/S (Terrell/Soltman): I move to approve the proposed ground lease between the University of Idaho Board of Regents and Delta Zeta Sorority and to authorize the University's Vice President for Finance and Administration to execute that ground lease in substantial conformance to the form submitted in Attachment 1. The motion carried

unanimously.

Mr. Terrell introduced this item. In the agenda materials, a summary was provided for the Board members. Summarily, no new financial costs will be imposed on the university by this lease, beyond lost revenue from the parking lot. Net annual revenue from the parking lot is currently about \$2,400. The lease agreement provides that the initial term of the lease is for 40 years with an option to renew for an additional 40 years. The lease payment for the initial term is one lump sum payment of \$150,000 which equates to \$3,750 per year. The lease agreement further provides that rent for the renewal term would be \$2,500 per year. Staff observes that the rent payment during the renewal term would be de minimis when discounted for inflation 40 years hence.

DEPARTMENT OF EDUCATION AGENDA

During the meeting, this item was moved up from the original agenda ahead of the IRSA materials.

1. Superintendent's Update

Superintendent Tom Luna presented an update to the State Board of Education on the State Department of Education. A presentation from Boise State University by Patrick Lowenthal, Instructional Designer, on "High Quality Online Learning" was originally scheduled, but in consideration of time, it was rescheduled for the next Board meeting.

Mr. Luna provided an update on the Students Come First Technology Task Force, commenting that the 38 member committee will hold a meeting next week. Mr. Luna will share the recommendations and outcomes from that meeting at the next Board meeting.

Mr. Luna provided an update on the No Child Left Behind waiver timeline. He shared an overview with the Board members and encouraged Board members who have questions or comments to act quickly given the fast timeline. Of particular interest, the comment period begins January 9, 2012. The document will require Board approval by February 15, 2012. The federal deadline for the waiver is February 21, 2012.

2. Amend Temporary/Pending Rule – Docket 08-0203-1001

M/S (Luna/Lewis): I move to approve the Mullan School District's trustee boundary rezoning proposal, as submitted. The motion carried unanimously.

This item was presented by Superintendent Luna to approve the Mullan School District's resubmitted Trustee Boundary Rezoning Plan as required by Idaho Statute and the 2010 Census Data. The Mullan School District is the final Idaho school district whose Trustee Boundary Rezoning Plan has not been approved. The plan submitted in time for this Board meeting meets the criteria outlined at the April 2011 State Board Meeting and is brought before the state Board for approval.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)

1. Proposal for the Complete College Idaho Plan

M/S (Edmunds/Soltman): I move to approve the framework for Complete College Idaho:

A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, direct the IRSA Committee to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting. The motion carried unanimously.

Mr. Edmunds introduced Selena Grace from the Board office to present this item with the assistance of Jessica Piper, also from the Board office. The Complete College Idaho Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. Increasing the educational attainment of Idahoans will better prepare them for future job requirements. It has the potential to attract out-of-state businesses to Idaho, thus positively impacting Idaho's future economic development. Ms. Grace commented from this plan we can build a system in which our students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans age 25-34 have a college degree or credential of value by 2020.

Ms. Grace commented that the timeline is an aggressive one and in June they propose to bring a proposed plan for the Board to approve.

Mr. Edmunds suggested the need to formalize the group and suggested IRSA would be responsible for forming the group and taking responsibility for pursuing its progress. Mr. Edmunds recommended the directives be aligned and reconciled with the Albertson's Foundation group.

2. Boise State University – Approval of Full Proposal: Doctor of Philosophy (Ph.D.) in Materials Science and Engineering

M/S (Edmunds/Goesling): A motion to approve the request by Boise State University to offer a Doctor of Philosophy in Biomolecular Sciences in Materials and Science and Engineering. The motion carried unanimously; Mr. Lewis abstained from voting.

Boise State University received a donation from the Micron Foundation in the amount of \$12,910,000 that will support the development of a new Ph.D. in Materials Science and Engineering (MSE). The gift from the Micron Foundation, however, is contingent upon the Board formally approving the establishment of the proposed MSE program. In the agenda materials, Attachment 1 depicts new funding for the proposed Ph.D. program. Table 1 differs from the budget table in the full proposal in that Table 1 spreads the Micron donation over four years instead of three, and it depicts the budget for five years instead of three. The "University Total" in FY16 represents the ongoing funding that the university will need to allocate to the new program. Table 2 depicts the planned disbursements of the gift from Micron. Note that the disbursements occur over three years in amounts greater than expenditures attributed to the Micron gift. The resulting funds will be carried forward until in FY2015 they total \$3,063,667. That amount of expenditures is attributed in FY15 to the Micron gift.

3. Higher Education Research Council Appointments

M/S (Edmunds/Terrell): I move to appoint Peter Midgley to the Higher Education Research Council for a three-year term; effective immediately, expiring December 2014. The motion carried unanimously.

Tracie Bent from the Board office introduced this item. Due to the pending changes to Board

Policy III.W., Higher Education Research, the appointment of the vacant position was held open. The Board approved the second reading of Board Policy III.W. during the October 2011 Board meeting. Members of the HERC council solicited names for the position and has forwarded Peter Midgley's name to the Board for consideration. Mr. Midgley would serve a three year term effective immediately.

4. Statewide Strategic Plan for Higher Education Research

M/S (Edmunds/Terrell): I move to approve the Statewide Strategic Plan for Higher Education Research as submitted. The motion carried unanimously.

Mr. Edmunds introduced this item. A summary was provided for the Board members in the agenda materials. The Vice Presidents of Research from the University of Idaho, Boise State University and Idaho State University were charged with developing a Statewide Strategic Plan for Research. The Research Plan has been completed and was submitted to the Higher Education Research Council (HERC) for review and approval at their November 16, 2011 meeting. HERC has accepted the Statewide Strategic Plan for Higher Education Research and is presenting it to the Board for approval.

Investing in the state's unique research expertise and strengths could lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. The plan will be monitored annually and updated as needed. The Higher Education Research Council will report to the Board annually on the progress made toward meeting the plans goals and objectives. Board staff has reviewed the plan and recommends approval.

5. Online Course Governance

Mr. Edmunds introduced this item and commented that the Albertson's Foundation has put up all of the money so far for the Idaho Education Network (IEN). Superintendent Luna clarified the details about where money has come from stating that \$3 million has come from Federal stimulus dollars and the Albertson's Foundation match equated to \$6 million, for a total of \$9 million. He commented that the state has not spent any funds yet. In the coming year, there will be an appropriation request of state dollars to pay for operations.

Mr. Edmunds said the question came up as to what role the Board will play related to on-line education overall and how to make it successful for all Idaho students. Mr. Edmunds commented the IEN has the potential to become more than the backbone of on-line learning in the future. Mr. Edmunds introduced Dr. Rush, Executive Director of the State Board of Education.

Dr. Rush commented that on-line learning has garnered significant attention lately and a significant tool for on-line learning was the creation of the Idaho Education Network. It was created by the Legislature and housed in the Department of Administration. The intent of the IEN effort is to be able to reach every Idaho student. The Governor appointed Dr. Cliff Green as Executive Director of the IEN to engage in fulfilling this task. A joint task force was developed to help develop the IEN's strategic plan. On that task force representing the Board is president Westerberg, Dr. Rush and representatives from the Council on Academic Affairs and Programs (CAAP). Once the planning effort is completed, the results will be brought to the State Board for any approvals or implementation. Dr. Rush then introduced Dr. Green to the Board. Dr. Cliff Green shared a brief overview and planning process of the IEN with the Board.

Dr. Green commented the IEN operates under three important goals which are “connect, instruct and achieve”. The analogy Dr. Green used was that of building a highway. The “connect” goal enables students in remote areas to have the same opportunities as students in populated areas. The “instruct” goal is where partnerships are developed between stakeholders. The “achieve” portion includes outcomes and having a positive statewide impact on student achievement and college readiness.

Dr. Green stated that the Department of Administration has just completed phase 1 of the project which is ahead of schedule and under budget. The project has come in at \$42 million, which was below the \$50 million projected cost. They used a combination of stimulus dollars, e-rate dollars and Albertson’s Foundation grant dollars to fund this program. Dr. Green announced that as of December 15, 2011 all high schools in Idaho will be connected.

Moving forward in this project, Dr. Green commented that they will be relying heavily on their partners and stakeholders, and there will be a need for a coordinated effort through this process. Mr. Green commented that if IEN is used to its potential, it can help with college readiness. Dr. Green commented about the Step Ahead program and advance placement (AP) courses, stating that the IEN has helped students in the Step Ahead program learn how to prepare applications to go to college. IEN has been partnering with community colleges and school districts in providing AP classes. The types of classes that will be offered are AP, dual credit and PTE courses. Dr. Green strongly believes the IEN can help the Board with its strategic plan along with Idaho’s 60% goal by working with Idaho schools and institutions in a coordinated effort.

Dr. Green commented about the IEN’s timeline and stated they would like to begin working immediately to develop a strategic plan and have it before the Board by March 1st. He added that they are using a facilitator to help create this plan who has worked with the Board before.

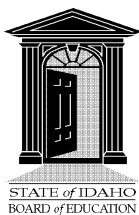
Mr. Edmunds commented that this is a great time for the Board to get involved with the IEN and asked the Board take leadership on this item.

Superintendent Luna encouraged Board members to sit in an IEN classroom to see firsthand how it works with instant classroom communication. This will help gain an understanding and appreciation of how important this is for Idaho.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Westerberg/Edmunds): To adjourn the meeting at 4:29 p.m. The motion carried unanimously.



STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

**DRAFT MINUTES
STATE BOARD OF EDUCATION
December 30, 2011
Special Teleconference Meeting
Preston, ID**

A special teleconference meeting of the State Board of Education was held December 30, 2011. It originated from Board President Westerberg's office in Preston, Idaho. President Richard Westerberg called the meeting to order at 9:00 a.m. A roll call of members was taken.

Present:

Richard Westerberg, President
Don Soltman, Secretary
Emma Atchley
Bill Goesling

Ken Edmunds, Vice President
Rod Lewis
Tom Luna

Mr. Lewis and Superintendent Luna joined the meeting at approximately 9:04 a.m.

The following individuals from Boise State University participated in the teleconference: Dr. Bob Kustra, President; Kevin Satterlee, Legal Counsel; and Kurt Apsey, Interim Athletic Director.

Absent:

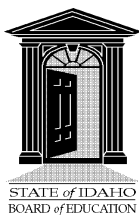
Milford Terrell

EXECUTIVE SESSION (Closed to the Public)

1. Boise State University

M/S (Edmunds/Soltman): I move to hold an executive session pursuant to sections 67-2345(1)(b) and (d), Idaho Code, to consider the evaluation of a public officer, employee, staff member or individual agent and to consider records that are exempt from disclosure as provided in Chapter 3, Title 9, Idaho Code. A roll call vote was taken; the motion carried unanimously.

M/S (Edmunds/Soltman): To go out of Executive Session and adjourn the meeting at 10:45 a.m. Motion carried unanimously.



STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

**DRAFT MINUTES
STATE BOARD OF EDUCATION
January 4, 2012
Special Board Meeting
Boise, ID**

A special meeting of the State Board of Education was held January 4, 2012. It originated at the Office of the State Board of Education, in the Len B. Jordan building, 650 W. State Street, 3rd Floor in Boise, Idaho. Board President Richard Westerberg presided and called the meeting to order at 2:30 p.m. A roll call of members was taken for the meeting.

Present:

Richard Westerberg, President
Ken Edmunds, Vice President
Don Soltman, Secretary
Milford Terrell

Emma Atchley
Bill Goesling
Rod Lewis
Tom Luna

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)

1. Boise State University – Head Football Coach Salary

Boise State University requests approval to increase the base compensation for its head football coach, Chris Petersen. The university currently has a five-year employment agreement with Mr. Petersen through January 2016. Following this last season, the University negotiated terms for a new five-year employment agreement with Mr. Petersen through January 2017 to include a base compensation package of \$2,000,000 in the first year. In February 2011, the Board approved a \$35,000 increase to Mr. Petersen's base salary, bringing it up to \$1,175,000. The University seeks approval for a \$375,000 increase in Mr. Petersen's base compensation.

BOARD ACTION

M/S (Terrell/Edmunds): I move to approve the request by Boise State University to increase the base compensation for Chris Petersen to \$2,000,000 for the 2012-2013 year, and to bring to the Board an amended employment contract for approval at the February 2012 Board meeting.

Discussion: Mr. Luna asked for clarification on the funding for Coach Petersen's contract. Mr. Terrell clarified that with all payments under this employment agreement, no state funds are used and the amounts are paid only from program revenues, media, public appearance fees,

donations and other non-state funds. Mr. Luna asked if this approval today is for a one-year or for a five-year contract. Mr. Terrell responded that the increase today is for the 2012-2013 year and that BSU will bring an amended contract to the Board for review during the February 2012 board meeting.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Luna/Edmunds): To adjourn at 2:38 p.m. Motion carried unanimously.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 15, 2012**

SUBJECT

Mission Statements

REFERENCE

June 2011

The State Board of Education (the Board) was presented information regarding the revised Northwest Commission on Colleges and Universities (NWCCU) accreditation requirements and the need to update the college and universities' mission statements. There were additional discussions regarding mission statements and strategic planning.

September 2011

The Board approved mission statements for the college and universities to meet the NWCCU Year 1 reporting requirements. The Instruction, Research, and Student Affairs (IRSA) committee of SBOE was instructed to work with institutions and come back to the February 2012 Board meeting for a work session on mission statements.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.M, III.I., III.M.

BACKGROUND / DISCUSSION

Mission statements have been an on-going point of discussion for several years. Discussions have revolved around strategic planning, program planning, and accreditation. In June 2011, staff brought forward an information item to the Board regarding the revised NWCCU accreditation requirements and the need for the college and universities to make revisions to their mission statements. The Role and Mission statements were last updated by the Board in April 1998, with minor amendments made to the University of Idaho's mission statement in 2007. The college and universities were seeking additional clarification regarding whether or not their proposed mission statements should include modifications to only the mission statement, or if they should also propose modifications to the Programs and Services, Constituencies Served, and Statewide Responsibilities. At that time, the Board determined that the discussion of mission statements would be referred to IRSA for further analysis. It was also determined that while IRSA would work on mission statements for the college and universities that their areas of emphasis would stand until the Board was able to address them further.

In September 2011, the Board approved the proposed mission statements for the college and universities. Approval of the mission statements ensured the college and universities would meet the NWCCU Year 1 accreditation requirements. It was further determined that IRSA would work with the college and universities to

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 15, 2012

review mission statements and bring forward information for a work session on mission statements at the February 2012 Board meeting.

When an institution modifies its mission statement they follow a vetting process that includes departmental, faculty, and student input, buy-in, and support for proposed changes. Once that has taken place, pursuant to policy and accreditation standards, its governing board approves their mission statement.

Institution mission statements tie directly to accreditation, strategic plans, program delivery, and funding. Because mission statements are an integral piece in the operation of an institution, and in order for institutions to remain current and relevant, mission statements should be reviewed and updated regularly. It has been 14 years since the Board last approved new mission statements for the college and universities. Since they were last updated there have been significant changes to the accreditation requirements, the Board requirements for strategic planning, the management of programmatic planning, and funding in higher education.

IMPACT

The mission statements approved by the Board in September 2011 were used in the college and universities NWCCU Year-One report. From the approved mission statement the college and universities derived their core themes and indicators to track and monitor mission fulfillment, from which all proceeding NWCCU reports will be based.

ATTACHMENTS

Attachment 1 – University of Idaho Mission Statement	Page 5
Attachment 2 – University of Idaho Proposed Emphasis Areas	Page 7
Attachment 3 – Idaho State University Mission Statement	Page 9
Attachment 4 – Idaho State University Proposed Emphasis Areas	Page 11
Attachment 5 – Boise State University Mission Statement	Page 13
Attachment 6 – Boise State University Proposed Emphasis Areas	Page 15
Attachment 7 – Lewis-Clark State College Mission Statement	Page 17
Attachment 8 – Lewis-Clark State College Proposed Emphasis Areas	Page 19
Attachment 9 – Eastern Idaho Technical College Mission Statement	Page 21

STAFF COMMENTS AND RECOMMENDATIONS

The NWCCU standards require the college and universities' mission statement must articulate a purpose, give direction for its efforts, and should be derived from, and generally understood by, its community. From the mission statement the college and universities must identify core themes that exhibit the essential elements of its mission. These must both be approved by their governing board. The mission statement and core themes would then flow to primary emphasis areas and programmatic responsibilities. The Emphasis areas and programmatic responsibilities would not necessarily cover all aspects of an

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 15, 2012**

institutions work; they would simply provide focus to their research and program delivery.

Staff will give a presentation which will provide background, allow for discussion with each of the college and universities on their mission statements, core themes, and proposed areas of emphasis.

BOARD ACTION

I move to approve Boise State University's mission statement, core themes, and proposed primary areas of emphasis as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Idaho State University's mission statement, core themes, and proposed primary areas of emphasis as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the University of Idaho's mission statement, core themes, and proposed primary areas of emphasis as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Lewis-Clark State College's mission statement, core themes, and proposed primary areas of emphasis as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Eastern Idaho Technical College mission statement and core themes as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Mission:

The University of Idaho is the state's flagship and land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching and scholarly and creative capacities.

Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.

Core Themes:*Core Theme One: Engaged Learning Community*

The University of Idaho is a distinctive intellectual community that values and supports diversity, creativity, and the academic and professional development of its students. Our University learning outcomes challenge students to: 1) learn and integrate; 2) think and create; 3) communicate; 4) clarify purpose and perspective; and 5) practice citizenship through rich and diverse curricular, co-curricular, and extra-curricular opportunities. Students' lives are transformed through engagement with caring faculty and staff and substantive opportunities for service, leadership, and cultural enrichment. They develop intellectual capacity and social responsibility through service and engagement opportunities that extend beyond the classroom into organizations, industries, agencies, and communities.

Core Theme Two: Scholarly and Creative Activity with National and International Impact

As the public research institution, dedicated to our statewide land-grant mission, the University of Idaho engages in scholarly and creative activities to enhance the quality of life and build cultural awareness and understanding, economic vitality and the sustainability of human, natural and technology systems within the state and beyond. Our endeavors range from developing best practices in agriculture, engineering, architecture, business, education, and natural resources, to artistic creativity in the

humanities and arts. They also range from discoveries in the biophysical, ecological, social, and earth sciences, helping people understand and adapt to an ever changing global environment, to using policy, sciences, and law to enhance social justice and civil society.

Core Theme Three: An Engaged University

Our engagement vision is to serve Idaho with an interconnected system of people, programs, and facilities. Through this integrated system, we form active partnerships to address critical issues in Idaho and beyond. Our partners include industry, public agencies, tribes, communities, and individuals. Engagement at the University of Idaho includes integrating outreach, teaching and learning, and scholarly and creative activity; partnering with constituents for the mutually beneficial exchange of knowledge and resources; and working across disciplines. Engagement helps make our research useful beyond the academic community, enables learning to occur outside the classroom, encourages the creation and dissemination of knowledge, and directly benefits our students and the public.

Core Theme Four: Purposeful, Ethical, Vibrant, and Open Community

The University of Idaho is a community of learners enriched by the wide variety of experiences and perspectives of our faculty, staff, students, and administrators. Our goal is to advance a socially just learning and working environment by fostering a culture of excellence through diverse people, ideas, and perspectives.

Mission:

The University of Idaho is the state's ~~flagship and~~ land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching and scholarly and creative capacities.

Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.

Core Themes:

Core Theme One: Engaged Learning Community

The University of Idaho is a distinctive intellectual community that values and supports diversity, creativity, and the academic and professional development of its students. Our University learning outcomes challenge students to: 1) learn and integrate; 2) think and create; 3) communicate; 4) clarify purpose and perspective; and 5) practice citizenship through rich and diverse curricular, co-curricular, and extra-curricular opportunities. Students' lives are transformed through engagement with caring faculty and staff and substantive opportunities for service, leadership, and cultural enrichment. They develop intellectual capacity and social responsibility through service and engagement opportunities that extend beyond the classroom into organizations, industries, agencies, and communities.

Core Theme Two: Scholarly and Creative Activity with National and International Impact

As ~~the a~~ public research institution, dedicated to our statewide land-grant mission, the University of Idaho engages in scholarly and creative activities to enhance the quality of life and build cultural awareness and understanding, economic vitality and the sustainability of human, natural and technology systems within the state and beyond. Our endeavors range from developing best practices in agriculture, engineering, architecture, business, education, and natural resources, to artistic creativity in the

humanities and arts. They also range from discoveries in the biophysical, ecological, social, and earth sciences, helping people understand and adapt to an ever changing global environment, to using policy, sciences, and law to enhance social justice and civil society.

Core Theme Three: An Engaged University

Our engagement vision is to serve Idaho with an interconnected system of people, programs, and facilities. Through this integrated system, we form active partnerships to address critical issues in Idaho and beyond. Our partners include industry, public agencies, tribes, communities, and individuals. Engagement at the University of Idaho includes integrating outreach, teaching and learning, and scholarly and creative activity; partnering with constituents for the mutually beneficial exchange of knowledge and resources; and working across disciplines. Engagement helps make our research useful beyond the academic community, enables learning to occur outside the classroom, encourages the creation and dissemination of knowledge, and directly benefits our students and the public.

Core Theme Four: Purposeful, Ethical, Vibrant, and Open Community

The University of Idaho is a community of learners enriched by the wide variety of experiences and perspectives of our faculty, staff, students, and administrators. Our goal is to advance a socially just learning and working environment by fostering a culture of excellence through diverse people, ideas, and perspectives.

Primary Emphasis Areas

Current

- Agriculture
- Forestry (Natural Resources)
- Mines (Metallurgy)
- Engineering
- Architecture
- Law
- Foreign Languages
- Education

Proposed

- Agriculture (to include Veterinary Medicine)
- Natural Resources
- Engineering
- Biological Sciences (to include medical education)
- Architecture
- Law
- Education
- Business

University of Idaho

Type of Institution -The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business education liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum.

Programs and Services (Programs and Services are listed in order of emphasis)

Baccalaureate Education: Offers a wide range of baccalaureate degrees and professional programs.

Graduate-Research: Offers a wide range of masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs.

Extension Services, Continuing Education and Distance Learning: Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region. Associate Education: None. Certificates/Diplomas: Offers academic certificates representing a body of knowledge that do not lead to a degree. Technical and Workforce Training: None

Constituencies Served - The institution serves students, business and industry, the professions and public sector groups throughout the state and nation as well as diverse and special constituencies. The university also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

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Mission:

The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the Nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides statewide leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

Core Themes:

Core Theme One: Learning and Discovery. Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

Core Theme Two: Access and Opportunity. Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

Core Theme Three: Leadership in the Health Sciences. Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Core Theme Four: Community Engagement and Impact. Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the Intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

Mission:

The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these ~~qualities~~ achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the Nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides ~~statewide~~ leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

Core Themes:

Core Theme One: Learning and Discovery. Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.

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Core Theme Three: Leadership in the Health Sciences. Idaho State University values its established ~~statewide~~ leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

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Primary Areas of Emphasis

Current

- Health Professions
- Biological Sciences
- Physical Sciences
- Education

Proposed

- Health Sciences
- Biomedical Sciences
- Pharmaceutical Sciences
- Energy Sciences
- Environmental Sciences

Idaho State
UNIVERSITY

Type of Institution Idaho State University is a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs. The university also has specific responsibilities in delivering programs in the health professions. Idaho State University will formulate its academic plan and generate programs with primary emphasis on health professions, the related biological and physical sciences, and teacher preparation. Idaho State University will give continuing emphasis in the areas of business, education, engineering, technical training and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

Programs and Services (Programs and Services are listed in order of emphasis)

Baccalaureate Education: Offers a wide range of baccalaureate degrees and qualified professional programs. Graduate: Offers a wide range of masters, doctoral and professional programs consistent with state needs. Associate Education: Offers a wide range of associate degrees and qualified professional programs. Research: Conducts coordinated and externally funded research studies. Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs. Certificates/Diplomas: Offers a wide range of certificates, and diplomas. Continuing Education: Provides a variety of life-long learning opportunities. Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies

Constituencies Served The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Idaho State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

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Mission:

Boise State University is a public, metropolitan research university providing leadership in academics, research and civic engagement. The University offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The University is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Core Themes:

Core Theme One: Undergraduate Education. Our university provides access to high quality undergraduate education that cultivates personal and professional growth in our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.

Core Theme Two: Graduate Education. Our university provides access to graduate education that is relevant to the educational and societal needs of the community and state, is meaningful with national and global contexts, is respected for its high quality, and is delivered within a supportive graduate culture.

Core Theme Three: Research and Creative Activity. Through our endeavors in basic and applied research and creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefit. Students are integral to faculty research and creative activity.

Core Theme Four: Community Commitment. The university is an integral part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. We and the community share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus atmosphere is civil and collegial.

Mission:

Boise State University is a public, metropolitan, research university ~~offering providing leadership in academics, research and civic engagement. The University offers~~ an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research, and creative activity ~~and graduate programs, including select doctoral degrees,~~ advance new knowledge and benefit students, the community, the state and the nation. ~~The University is~~As an integral part of its metropolitan environment ~~and is the university is~~ engaged in ~~its economic vitality, policy issues,~~ professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.

Core Themes:

Core Theme One: Undergraduate Education. Our university provides access to high quality undergraduate education that cultivates personal and professional growth in our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.

Core Theme Two: Graduate Education. Our university provides access to graduate education that is relevant to the educational and societal needs of the community and state, is meaningful with national and global contexts, is respected for its high quality, and is delivered within a supportive graduate culture.

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Primary Emphasis Areas

Current

- Business
- Social Science (includes Economics)
- Public Affairs
- Performing Arts (excluding Art)
- Education
- Engineering

Proposed

- Fine Arts
- Business
- Engineering
- Education
- Social Sciences
- Public Affairs
- Physical Sciences
- Nursing



Type of Institution - Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service. Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

Programs and Services (Programs and Services are listed in order of emphasis)

Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs. Associate Education: Offers a wide range of associate degrees and some qualified professional programs. Graduate: Offers a variety of masters and select doctoral degrees consistent with state needs. Certificates/Diplomas: Offers a wide range of certificates and diplomas. Research: Conducts coordinated and externally funded research studies. Continuing Education: Provides a variety of life-long learning opportunities. Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs. Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies.

Constituencies Served - The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Boise State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

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Mission:

Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Core Themes:*Core Theme One: Connecting Learning to Life Through Academic Programs*

The first segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

Core Theme Two: Connecting Learning to Life Through Professional-Technical Programs

The second segment of the three part mission of Lewis-Clark State College (LCSC) is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences that prepare skilled workers in established and emerging occupations that serve the region's employers.

Core Theme Three: Connecting Learning to Life Through Community Programs

The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers and communities throughout Region II as well as degree completion programs in Region I.

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Mission:

Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the local and state ~~and local~~ economy and other educational programs designed to meet the needs of Idahoans.

Core Themes:*Core Theme One: Connecting Learning to Life Through Academic Programs*

The first segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

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The second segment of the three part mission of Lewis-Clark State College (LCSC) is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences that prepare skilled workers in established and emerging occupations that serve the region's employers.

Core Theme Three: Connecting Learning to Life Through Community Programs

The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers and communities throughout Region II as well as degree completion programs in Region I.

Primary Emphasis Areas

Current

- Business
- Criminal Justice
- Nursing
- Social Work
- Education

Proposed

- Business
- Justice Studies
- Nursing
- Professional-Technical Education
- Social Work
- Teacher Education
- Arts & Literature
- Science

Lewis-Clark
STATE
COLLEGE

Type of Institution - Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans. Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and vocational technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a highly diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

Programs and Services (Programs and Services are listed in order of emphasis)

Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs. Associate Education: Offers a wide range of associate degrees and some qualified professional programs. Certificates/Diplomas: Offers a wide range of certificates and diplomas. Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies. Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs. Continuing Education: Provides a variety of life-long learning opportunities. Research: Conducts select coordinated and externally funded research studies. Graduate: None.

Constituencies Served - The institution serves students, business and industry, the professions and public sector groups primarily within the region and throughout the state as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

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Mission:

Eastern Idaho Technical College provides superior educational services in a positive learning environment that champions student success and regional workforce needs.

Core Themes:

Core Theme One: Supportive. Our college provides a safe, clean, inviting, and functional campus setting and provides comprehensive student support from pre-enrollment through employment (admissions, FA, Placement, Library, business office, CND etc.).

Core Theme Two: Community. Our college provides an atmosphere that fosters communication and growth. Communications include both external communications with community, state, and other stakeholder and internal communication among staff and faculty. Growth includes student growth (addressed elsewhere) and professional growth of staff and faculty.

Core Theme Three: Accountable. Our college is a good steward of the funds entrusted to it through state appropriations, grants, a student fees and other sources and seeks to become increasingly effective in the application of those funds and the thorough reporting and justification of how funds were spent.

Core Theme Four: Learning. The college is a place of learning where students learn and develop workplace skills. We use the most appropriate learning methods and provide instruction that is not only academically rigorous but is also tailored to the needs of the community.

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**CONSENT AGENDA
FEBRUARY 16, 2012**

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) Advisory Council Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Federal Regulations 34 CFR§361.

BACKGROUND/DISCUSSION

Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Professional-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;

**CONSENT AGENDA
FEBRUARY 16, 2012**

- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Depending on the seat being filled members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has seven (7) nominations for appointment. The Council is requesting the Board to appoint: Lonnie Pitt as a representative for former applicants or recipients; Dina Flores-Brewer as a Client Assistance Program representative to replace Corinna Stiles who resigned; Don Alveshere as the Administrator of the Idaho Division of Vocational Rehabilitation as an ex-officio, nonvoting member; James W. Smith as a representative for disability advocacy groups; Robbi Barrutia as the representative for the State Independent Living Council; and Angela Sperry and Jennifer Hoppins as representatives for business, industry and labor. In addition to these seven (7) appointments the Council is requesting that Jim Solem be moved from the representation for the Statewide Independent Living Council (SILC) to a representative for Disability Advocacy groups, as he is no longer a SILC member.

IMPACT

Approval of the above seven (7) nominations will bring the IDVR Advisory Council membership to a total of twenty one (21) and will fill all of the minimum positions on the council. In June of this year we have seven (7) members whose terms will be expiring.

**CONSENT AGENDA
FEBRUARY 16, 2012**

ATTACHMENTS

Attachment 1 – Current Council Membership	Page 5
Attachment 2 – Lonnie Pitt	Page 6
Attachment 3 – Dina Flores-Brewer	Page 7
Attachment 4 – Don Alveshere	Page 9
Attachment 5 – James W. Smith	Page 11
Attachment 6 – Robbi Barrutia	Page 17
Attachment 7 – Angela Sperry	Page 20
Attachment 8 – Jennifer Hoppins	Page 23

BOARD ACTION

I move to approve the appointment of Lonnie Pitt to the Vocational Rehabilitation State Rehabilitation Council as a representative for former applicants or recipients for a term of three years effective July 1, 2012 through June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Dina Flores-Brewer to the Vocational Rehabilitation State Rehabilitation Council as the client assistance representative for a term of three years effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Don Alveshere to the Vocational Rehabilitation State Rehabilitation Council in the ex-officio capacity as the Administrator for the Division of Vocational Rehabilitation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of James W. Smith to the Vocational Rehabilitation State Rehabilitation Council as a disability advocacy representative for a term of three years effective July 1, 2012 through June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
FEBRUARY 16, 2012**

I move to approve the appointment of Robbi Barrutia to the Vocational Rehabilitation Advisory Council as the State Independent Living Council representative effective immediately through June 30, 2013.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Angela Sperry to the Vocational Rehabilitation Advisory Council as a representative for business, industry and labor for a term of three years effective July 1, 2012 through June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Jennifer Hoppins to the Vocational Rehabilitation State Rehabilitation Council as a representative for business, industry and labor for a term of three years effective July 1, 2012 through June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the change of representation for James Solem to the position as a representative for Disability Advocacy groups on the State Rehabilitation Council for the remainder of his term which ends June 30, 2013. This change will be effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012**

State Rehabilitation Council Membership by Representation

Members Shall Represent:	Number of Representatives Required	Name	Term	Maximum Terms Allowed 2
Former Applicant or Recipient	Minimum 1	Chris Bergmann	6/24/2012	2
Parent Training & Information Center...	Minimum 1	Vacant		1
Client Assistant Program	Minimum 1	Corinna Stiles-resigned	6/24/2012	1
VR Counselor	Minimum 1	Roxanne Egeland	6/24/2012	1
Community Rehabilitation Program	Minimum 1	Russ Doumas	6/24/2012	2
Business, Industry and Labor	Minimum 4	Arnold Cantu	6/30/2014	2
		Gordon Simpson	6/30/2014	1
		Vacant		
		Rachel Damewood	6/30/2014	
Disability Advocacy groups	no minimum or maximum	Sean Burlile	6/24/2012	1
		Terry Thomas	6/24/2012	2
		Kathy Buswell	6/30/2014	2
State Independent Living Council	Minimum 1	James Solem-resigned from SILC	6/24/2013	2
Department of Education	Minimum 1	Irene Vogel	6/30/2014	1
Director of Vocational Rehabilitation	Minimum 1	Don Alveshere		No Limit
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	6/30/2014	No Limit
		David Miles	6/30/2014	
Workforce Development Council	Minimum 1	Tom Hally	6/24/2012	2
By Order of the SBOE 8/2011				
last updated Nov 9, 2011				

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

June 28, 2010

Jacque Truax, Administrative Assistant
Idaho Division of
Vocational Rehabilitation
P.O. Box 83720
Boise, ID 83720-0096

Dear Jacque:

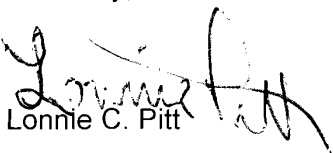
Subject: Idaho State Rehabilitation Council

As you well know, I am ending a 37-year career with Idaho Vocational Rehabilitation on July 9, 2010. I strongly believe that I am compatible with the Mission of the S. R. C. Leadership and commitment to empower disabled people to achieve their highest employment goal is a concept I am passionate about.

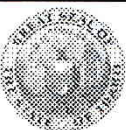
I have a disability myself which gives me more personal drive to see the rehabilitation agency accomplish their goals. I have been familiar with the S. R. C. for the past 35 years, and have interacted with them from time to time. The S. R. C. serves an important role as advisor and partner to the state agency. I feel that I could contribute a great deal to their mission, and assist the state agency as well.

Please accept this letter as verification of my interest in serving on the State Rehabilitation Council. I will be available at [REDACTED] Coeur d'Alene, ID 83815, Cell # [REDACTED].

Sincerely,


Lonnie C. Pitt

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

		<h1>Application for Appointment</h1>	
Return all information to:		Office of the Governor Attn: Boards & Commissions P.O. Box 83720 Boise, ID 83720	
Personal Information		<input type="checkbox"/> Male <input type="checkbox"/> Female	
Title	First	Middle	Last
Dina	Marie	Flores-Brewer	
Street		City	State
[REDACTED]		Boise	ID
Zip		83706	
Phone		[REDACTED]	
Mobile		[REDACTED]	
Interests			
On which Board, Commission, or Council would you like to serve?		Political Party	
Idaho State Rehabilitation Council		Democrat	
Please explain why you would like to serve in this capacity. Although having worked with DRI as an attorney since 2002, I am the new project director for the Client Assistance Program at DisAbility Rights Idaho. I believe it is important to obtain input from all partners of the program. I have been very involved in advocating for children's rights through the special education process.			
List all current organizations and societies of which you are a member.			
Staff Attorney, DisAbility Rights Idaho, 2002-2011; Advocacy/CAP/WIPA Director - 2011 to present; Idaho State Bar Diversity Section			
List all past boards, commissions, and councils on which you have served, as well as political appointments you have received.			
Idaho State Dept. of Ed Special Education Advisory Panel, Idaho State Dept. of Ed Safe School Committee, Idaho State Dept. of Ed Special Education Manual Revision Task Force, IDHW Region III Children's Mental Health Local Subcommittee, House of Rep. Minority Leader Wendy Jaquet's Latino Caucus, Nampa Fair Housing Advisory Council, Idaho Legal Aid Sr. Hotline Comm			
Please list all professional licenses you currently hold. Are you current with all the requirements for these professional licenses? If not, please explain.			
Idaho State Bar licensed attorney; compliant with all current requirements			
Have you ever voluntarily surrendered a license, had a license suspended or revoked or been disciplined professionally? If so, please explain.			
No.			
Please list all supporting documents you have included. (Note: Your complete resume and authorization for Background Check are required.)			
Resume			

The information set forth above in my application is true to the best of my knowledge. False statements on this application shall be sufficient cause for non-consideration or dismissal after appointment.

Dina M. Flores-Brewer
Signature

1-12-12
Date

Dina M. Flores-Brewer
ISB # 6141
1704 S. Woodland Drive, Nampa, ID 83686
(208) 880-9959
dina@disabilityrightsidaho.org

OBJECTIVE: To obtain the position of Advocacy Director for DisAbility Rights Idaho.

EXPERIENCE:

- DisAbility Rights Idaho* - Boise, ID. Staff Attorney November 1, 2002 – Present
- Doing legal research, drafting pleadings and legal correspondence
 - Providing legal consultation to DRI Advocates, private bar and clients
 - Providing legal representation in administrative hearings and drafting complaints
 - Providing legal and disability rights training to individuals with disabilities, their families and other groups
 - Expanding DRI's cultural competency through outreach, presentations
 - Representing DRI in local advisory councils, task forces and diversity organizations
- Marion-Polk County Legal Aid Services* - Salem, OR. Legal Extern Spring Semester, 1999
- Legal research
 - Drafted legal memoranda and pleadings
- Willamette University College of Law Clinical Law Program* - Salem, OR. Civil Practice Intern Fall Semester, 1998
- Legal representation for low income women
 - Drafted pleadings and legal memoranda
- American Civil Liberties Union* - Portland, OR. Intern May - August 1997
- Screened clients for legal assistance
 - Provided information and referral to callers
 - Legal research

BOARDS, COMMITTEES & TASK FORCES:

Women of Color Alliance. Board of Directors, 2002 – Present; President 2007-09; Vice President 2006-07
Social Justice Fund, NW. Board of Directors, August 2011 – Present
Idaho State Bar Diversity Section. Member, 2002 – Present; Chair, 2009-10
Intermountain Fair Housing Council. Board of Directors President, July 2006 - Present
Idaho Region III Children's Mental Health Local Subcommittee. 2008 – Present
Idaho State Dept. of Education Safe Schools Committee. 2009-2010
Idaho State Dept. of Education Special Education Advisory Panel. 2004 – 2010; Chair 2006-07; Vice Chair 2005-06
Idaho House of Representatives Minority Leader Wendy Jaquet's Latino Caucus. 2004-06
Idaho State Department of Education Special Education Manual Revision Task Force. Fall 2006
Idaho Court Appointed Special Advocate Special Education Committee. Spring/Summer 2006
Idaho Legal Aid Services Senior Legal Hotline Advisory Committee. 2003 - 2005
Nampa Fair Housing Advisory Council. February - June 2004

EDUCATION: Willamette University College of Law, Salem, OR JD May, 1999
Member Willamette University Public Interest Law Project, Multicultural Student group

Lewis and Clark College, Portland, OR BA Psychology 1993

ADDITIONAL SKILLS: Bilingual (Spanish)



Application for Appointment

Return all information to: Office of the Governor
Attn: Boards & Commissions
P.O. Box 83720
Boise, ID 83720

Personal Information

Title	First	Middle	Last	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
	Donald	J.	Alveshere	E-mail Address don.alveshere@vr.idaho.gov
Street	City	State	Zip	Phone
	Nampa	ID	83686	Mobile

Interests

On which Board, Commission, or Council would you like to serve? STATE Rehabilitation Council	Political Party
---	-----------------

Please explain why you would like to serve in this capacity.

It is a Federal Requirement

List all current organizations and societies of which you are a member.

State Independent Living Council
Council For Purchases from Non-Profit Business



List all past boards, commissions, and councils on which you have served, as well as political appointments you have received.

Please list all professional licenses you currently hold. Are you current with all the requirements for these professional licenses? If not, please explain.

Have you ever voluntarily surrendered a license, had a license suspended or revoked or been disciplined professionally? If so, please explain.

Please list all supporting documents you have included. (Note: Your complete resume and authorization for Background Check are required.)

The information set forth above in my application is true to the best of my knowledge. False statements on this application shall be sufficient cause for non-consideration or dismissal after appointment.

 Signature	 Date
--	--

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012**



Authorization for Background Check

Public positions and appointments require a higher degree of scrutiny, so a background check may be required for your appointment by the Governor. The information provided will be confidential pursuant to state and federal law.

Personal			Sex
Title	First	Middle	Last
	Donald	J.	Alveshere
Alias Names (include maiden and married names)			<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female Date of Birth 11/23/70
Social Security Number		Drivers License Number	Other Identification ID
535-82-9696		ALVESDJ30123-WA	
Address (please include previous 5 years)			
Current Address		City	State Zip
1330 Diamond Ct		Nampa	ID 83686
Alternate Address		City	State Zip
Previous Address		City	State Zip
Previous Address		City	State Zip
Previous Address		City	State Zip
Previous Address		City	State Zip
Previous Address		City	State Zip
Criminal			
Please list ANY criminal offenses, including felonies, misdemeanors, or infractions for which you have been convicted, pled guilty, or received a withheld judgment within your lifetime .			
Approximate Date	City, State	Offense or Violation	

The information set forth above in my application is true to the best of my knowledge. False statements or omitting any information on this application shall be sufficient cause for non-consideration or dismissal after appointment.

I hereby authorize investigation, without liability, of the information supplied by me in this application and other information, including but not limited to: academic / educational records, occupational history, criminal history, credit records, and government records.

 Signature	1/25/12 Date
---------------	-----------------

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012**

01/20/2012 15:33 FAX 2084292278

DEPT OF VA

001/002



Application for Appointment

Return all information to:		Office of the Governor Attn: Boards & Commissions P.O. Box 83720 Boise, ID 83720	
Personal Information			
Title	First	Middle	Last
	Mr. James	Walter	Smith II
			<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
			E-mail Address
Street	City	State	Zip
	Middleton	ID	83644
		Phone	
		Mobile	
Interests			
On which Board, Commission, or Council would you like to serve?			Political Party
State Rehabilitation Council			Republican
Please explain why you would like to serve in this capacity.			
As a disabled veteran who benefited from the Veterans Benefits Administration's Vocational Rehabilitation Program, I want to be help influence the quality of, and access to, vocational rehabilitation programs throughout Idaho.			
List all current organizations and societies of which you are a member.			
None			
List all past boards, commissions, and councils on which you have served, as well as political appointments you have received.			
None			
Please list all professional licenses you currently hold. Are you current with all the requirements for these professional licenses? If not, please explain.			
Licensed Practical Nurse. My license is current and in good standing.			
Have you ever voluntarily surrendered a license, had a license suspended or revoked or been disciplined professionally? If so, please explain.			
No			
Please list all supporting documents you have included. (Note: Your complete resume and authorization for Background Check are required.)			
Resume and authorization for Background Check attached.			

The information set forth above in my application is true to the best of my knowledge. False statements on this application shall be sufficient cause for non-consideration or dismissal after appointment.

 Signature	1/19/12 Date
--	-----------------

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

01/20/2012 15:56 FAX 2084292278

DEPT OF VA

001/008

JAMES W. SMITH II
984 W 4th ST N, Middleton, Idaho 83644
208-297-2205 ~ jwsmith22000@yahoo.com

Self-motivated, goal-oriented professional with extensive experience coordinating and implementing programs and projects, strategic and operational planning, program management, training, marketing and business development, regulatory compliance, and medical/clinical excellence. Adept at building teams and systems that maximize people, processes, quality, and results. Works effectively and respectfully with people at all levels of an organization and with diverse populations. Exceptional problem-solver with the keen ability to assess needs, access resources, and implement action plans. Excellent communication skills with the ability to openly discuss and handle sensitive situations with tact.

Areas of Expertise:

- | | | |
|-------------------------|--------------------------|----------------------|
| ▪ Workload Management | ▪ Research & Development | ▪ Communications |
| ▪ Resource Coordination | ▪ Evaluation & Analysis | ▪ Team Building |
| ▪ Community Relations | ▪ Customer Service | ▪ Strategic Planning |
| ▪ Project Management | ▪ Org. Development | ▪ Innovative |
| ▪ Political Awareness | ▪ Training | ▪ Change Management |

"James is a team player who pursues excellence and works with a high degree of integrity. He is a valuable asset to our nursing team."

Connie Schreiber, Manager, Health and Wellness Clinic, Centennial Job Corps

"During the past fiscal year alone, Mr. Smith has overseen the training of more than 100 employees, with nary a snag. He has developed training schedules in a timely manner and has done an outstanding job of coordinating and supporting his trainer."

Kim Tibbitts, Assistant Veterans Service Center Manager, Salt Lake City VARO

MANAGEMENT

- Exercise cost constraint measures by utilizing third party sources to obtain medications below market prices.
- Wrote contracts with corporate partners to increase the number of clinical training sites.
- Plan, organize, and coordinate "Healthy Relationship" conference, which significantly decreased teen pregnancy.
- Serve as staff advisor for the Health and Wellness Committee, chairperson of the Owners Committee.
- Functioned as program coordinator for the Sickle Cell Anemia program.
- Developed Hearing Conservation program that brought installation in compliance with Army regulations.
- Served as Re-enlistment/Retention Non-Commissioned Officer for military personnel and Squad Leader.
- Conduct audits and surveys to ensure operations meet organizational standards.
- Assisted providers with practice development through marketing plans.
- Managed organizational workload requirements to ensure established targets are achieved.
- Facilitated and direct staff meetings.
- Supervised, directed, and evaluated the performance of approximately sixty employees.
- Develops and implements transformation strategies.
- Maintains working relationships with internal and external stakeholders.
- Liaison between organization and Veterans, Service Organizations, Medical Facilities, and elected officials.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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JAMES W. SMITH II - PAGE TWO

TRAINING

- Coordinated, implemented, and monitored medication program for students and facilitated health and wellness training for new students.
- Provided training and medical education for military and civilian personnel, as well as trained and tested for outside agencies.
- Mentored and counseled students in developing career interests and educational goals.
- Assisted with the coordination and planning of mandatory training schedules.

WORK EXPERIENCE

Change Management Agent, Management & Program Analyst, VBA

2011 - Present

- Develop a change management strategy based on a situational awareness of the details of the change and the groups being impacted by the change.
- Assist the RO Director in assessing priorities and resource needs to meet program objectives through the development and execution of stakeholder communication, relationship management, and organizational change management strategies.
- Develop plans to meet objectives and monitors progress toward achievement of approved objectives. The broad scope of duties includes strategic planning, assisting in the implementation of revised organizational structures, and designing and conducting studies of various complex processes, including employee utilization, resource allocation and delegations of authority.
- Serve as a liaison between the Implementation Center (IC) and the RO, coordinating and facilitating initiatives that require team cooperation and action.
- Assist the Director in developing a change management strategy to include a communication plan, implementation of a road map, coaching plan, training plan and resistance management plan.
- Provide sound advice and guidance to station management in achieving the RO's objectives.
- Identify strategies for implementation of new and innovative programs aimed at highlighting and improving mission effectiveness.
- Utilize statistical analysis, and/or other techniques designed to effect process improvement and more efficient business practices.
- Partner with the project management team, OIT, the IC, and appropriate business lines to develop change management plans for each project; evaluate and positively influence rollout timing and scope to suit business needs; ensure that appropriate business lines are engaged in change management planning; provides detailed input to project implementation plans.
- Provide support and recommends solutions to the Director on significant issues that include, but are not limited to; process improvements, policy development and implementation, station issues, RO goals and objectives, internal controls, external factors, and the preparation of a variety of reports to the Director, VA Central Office, and Office of Field Operations and the IC.
- Work with the Training Manager by assisting in the preparation and review of the training program.
- Work with HR Specialists in the formulation of particular plans and activities to support project implementation.
- Participate in meetings with union and staff to identify potential problem areas and ensure that managers have the necessary information to communicate changes and their impact to staff.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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JAMES W. SMITH II - PAGE THREE

Supervisory Veterans Service Representative-Assistant Coach, VBA

2010 - 2011

As an assistant coach, I function as the full alter ego of the Team Coach performing the duties of that position in the absence of the Coach or sharing those responsibilities on a daily basis. These responsibilities include: ensuring that the team's quality and timeliness of service meets performance indicator goals, cost-effective use of resources to accomplish the team's assigned outcomes, plans and assigns work priorities for team members, and has authority over the work product. My job responsibilities included:

- Supervised, directed, and evaluated the performance of approximately sixty employees.
- Assigned and reviewed work of subordinates.
- Train and work effectively with subordinates from a variety of backgrounds and levels of understanding.
- Accomplished the quality and quantity of work expected within set limits of cost and time.
- Set priorities to achieve management goals.
- Developed and recommended improvements in work processes and procedures.
- Prioritized, planned, organized, and conducted Systemic Analysis of Operations (SAO) for workload management components, which involved applying analytical and evaluative techniques to identify and resolve work flow issues.

Supervisory Veterans Service Representative-Assistant Coach-Training Coordinator, VBA

2009 - 2010

As the Veterans Service Center (VSC) Training Coordinator, I played a key role in the development and maintenance of a training infrastructure for the VSC, with primary responsibility for all technical training for Management staff, RVSRs, VSRs, CAs, and clerical staff. My job responsibilities included:

- Served as first-line supervisor for all new employees and trainees.
- Advised VSC management on all aspects of technical training policy and determined training needs based upon quality reviews.
- Evaluated programmatic training and utilized the findings in planning, developing, and implementing appropriate training plans.
- Developed surveys and feedback mechanisms for all training programs.
- Reviewed surveys and staff studies, analyzed problems and trends, and developed or revised policy to correct deficient areas.
- Administered Training and Performance Support System (TPSS) training modules, proctored and scored testing, and reported testing results to VSC management.
- Assigned, reviewed, and managed workload of subordinates.
- Trained and worked effectively with subordinates from a variety of backgrounds and with different levels knowledge.
- Prioritized, planned, organized, and conducted Systemic Analysis of Operations (SAO) for workload management components, which involved applying analytical and evaluative techniques to identify and resolve work flow issues.
- Utilized knowledge of Internal Transition versus External Change methodology to assist new employees when they progressed from trainee to apprentice VSRs and RVSRs.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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JAMES W. SMITH II - PAGE FOUR

Rating Veterans Service Representative, VBA

2007 - 2009

As a Rating Veterans Service Representative for the U.S. Department of Veterans Affairs, Veterans Benefits Administration, I review, prioritize, and decide disability claims for the Benefits Delivery at Discharge Program.

To properly decide and complete these claims, I ensured all claims were developed in accordance with current laws and regulations. I also provided guidance for case development on claims determined to be not ready for a decision.

Lead Instructor, Health Occupations, Centennial Job Corps, Nampa, ID

2003 - 2007

- Managed 60 student Health Occupations trade.
- Developed and implemented the current health and wellness curriculum and program fulfilling the department of labor requirements and bringing centers in to compliance.
- Exercised cost constraint measures by utilizing third party sources to obtain medications below market price.
- Served as the Clinical Coordinator functioning as the liaison between Job Corps and various corporate partners, which resulted in an increase in the number of clinical sites available to students.
- Mentored and counseled students in developing career interests and educational goals.
- Researched Teamwork and Collaborative Work Environments

Licensed Practice Nurse, Primary Health, Boise, ID

1999 - 2003

- Assisted providers with practice development through marketing plans.
- Managed provider schedule to optimize patient volume and revenue.
- Facilitated and direct staff meetings and supervise personnel.
- Maintained working knowledge of CLIA, OSHA, and other regulatory agencies.
- Developed and facilitate patient education and medication counseling.
- Planned and coordinated morale building activities.
- Participated in budgetary and production goal setting meetings

Senior Licensed Practice Nurse, Squad Leader, United States Army

1991 - 1999

- Actively participated in managing outlying clinic in Dugway, UT.
- Managed and coordinated 12 employees to fulfill the medical and emergency medical needs of the community of Dugway.
- Served as President for "Better Opportunities for Single Soldiers" program which won Department of Army recognition.
- Functioned as program coordinator for the Sickle Cell Anemia program.
- Developed Hearing Conservation program that brought installation in compliance with Army regulations.
- Served as Re-enlistment/Retention Non-Commissioned Officer for military personnel and Squad Leader.
- Provide training and medical education for military and civilian personnel, as well as training and testing for outside agencies.
- Develop and implement patient education training schedule.
- Assist with the coordination and planning of mandatory training schedules.
- Conduct audits and surveys to ensure operations meet organizational standards.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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JAMES W. SMITH II - PAGE FIVE

EDUCATION

M.S., Management, Minot State University, Minot, ND 2006

- GPA 3.93
- Job Corp Executive Management Fellow
- Research Emphasis: Teamwork and Collaborative Work Environments

B.A., Management and Organizational Leadership, George Fox University, Boise, ID 2005

- GPA 3.87
- Research Emphasis: Employee Satisfaction

A.A., General Studies, University of Alaska-Anchorage 1997

- GPA 3.97
- Cum Laude

Academy of Health Sciences, United States Army, Fort Sam Houston, TX 1993

- *Desert Storm Veteran* - Honorable discharge
- Licensed Practical Nurse Program
- Commandant's List (Top 10% of Class)
- Combat Leader Course
- Primary Leadership Development Course
- Basic Non-Commissioned Officers Course

Job Related Training:

- Job Corps Executive Management Fellow Program, May 2006
- Veterans Benefits Administration Leadership Enhancement and Development (LEAD) Program, 2009
- TPSS Training Coordinator course, December 2009
- Introduction to Leadership course, May 2010
- VSC Coaches Workload Management training course, June 2010
- Competencies for Tomorrow's Managers, July 2010
- Improving Your Cross-cultural Communications, September 2010
- Introduction to Six Sigma course, September 2010
- Six Sigma Leadership and Change Management course, September 2010
- Change Management Agent training course, December 2011

Interests:


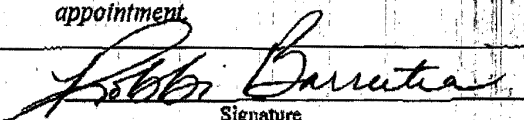
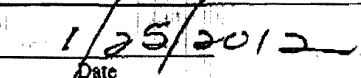
As a JCEMP fellow, I became very interested in organizational development, servant leadership, employee motivation, team building, and knowledge management. Through my participant in LEAD, I further developed my interests in the areas mentioned above and chose to research organizational culture, employee satisfaction, and retention/recruitment of employees. I have continued to cultivate my knowledge and skills in these areas of interest as a training manager, supervisor, and change management agent.

In an effort to have balance in life, I am active outdoors, attend sporting events, spend time with my wife and two children, and complete agility work with my two dogs - Zac and Centa.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

Jan. 25. 2012 11:01AM

No. 1154 P. 2

		Application for Appointment	
Return all information to:		Office of the Governor Attn: Boards & Commissions P.O. Box 83720 Boise, ID 83720	
Personal Information		<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	
Title	First	Middle	Last
	Robbi	Lorene	Barrutia
Street		City	State Zip
[REDACTED]		Glenns Ferry, ID	83623
Phone		208-334-3800	
Mobile		[REDACTED]	
Interests			
On which Board, Commission, or Council would you like to serve?		Political Party	
State Rehabilitation Council		Republican	
Please explain why you would like to serve in this capacity.			
As the Executive Director of the State Independent Living Council I would like to have the opportunity to become more informed concerning rehabilitation issues so that we can do a better job of serving our constituency. We would also welcome the opportunity to expand our partnerships and collaborations.			
List all current organizations and societies of which you are a member.			
1. National Council on Independent Living (NCIL) Member serving on the ADA/Civil Rights Task Force, the Mental Health Task Force, and the Violence and Abuse Task Force. 2. ADA Task Force Board of Directors 3. Association of Programs for Rural Independent Living (APRIL)			
List all past boards, commissions, and councils on which you have served, as well as political appointments you have received.			
Idaho House of Representatives 1992-1996 - Attorney General's Domestic Violence Task Force Idaho State Senate 1996-2002 - Various committees and Task Force Appointments			
Please list all professional licenses you currently hold. Are you current with all the requirements for these professional licenses? If not, please explain.			
N/A			
Have you ever voluntarily surrendered a license, had a license suspended or revoked or been disciplined professionally? If so, please explain.			
N/A			
Please list all supporting documents you have included. (Note: Your complete resume and authorization for Background Check are required.)			
<i>The information set forth above in my application is true to the best of my knowledge. False statements on this application shall be sufficient cause for non-consideration or dismissal after appointment.</i>			
			
Signature		Date	

Jan. 25. 2012 11:02AM

No. 1154 P. 4

ROBBI BARRUTIA
P.O. Box 28
586 N. LaBreeza Lane
Glenns Ferry, Idaho 83623
Hm. (208) 366-7715 Cell (208) 401-5248
Email: robby.barrutia@silc.idaho.gov

Job Experience

1977-1980 Idaho Air National Guard – Air Operations Specialist and Photo Intelligence Specialist – Gowen Field, Boise, Idaho
1979-1981 Flight Attendant – Braniff International, Dallas, Texas
1981-1984 Purchasing Assistant – Idaho Power Company, Boise, Idaho
1990-1992 Special Education/Migrant Education Assistant – Glenns Ferry School District – Glenns Ferry, Idaho
1990-1993 Executive Director Three Island Crossing Interpretive Center Committee
1992-1996 State of Idaho House of Representatives-Elected State Representative for Owyhee and Elmore Counties, Idaho
1996-2002 Idaho State Senate – Elected State Senator – Owyhee, Elmore and Boise Counties, Idaho
2003-2006 Assistant Manager/Bookkeeper Victory Auto – Mountain Home, Idaho

2009-Present

Executive Director of the Idaho State Independent Living Council

2006-2009

Idaho State Independent Living Council – OVW Project Director,
United States Department of Justice Office on Violence Against Women Grant to End Violence Against Women with Disabilities/Idaho Equal Access Collaboration – Partnered with The Idaho Coalition Against Sexual and Domestic Violence, and Boise State University Gender Studies Program.

Experience

1995 - Co-Chairman of Former Idaho Attorney General Al Lance's Domestic Violence Task Force
1993-2001 - Member, 8 Years, Department of Health and Welfare Region IV Infant Toddler Committee
1992-1996 - Member Idaho House of Representatives Judiciary and Rules Committee
1996-2002 – Vice Chairman, Idaho Senate Judiciary and Rules Committee
Co-authored and successfully passed Domestic Violence Legislation, Co-authored and successfully passed the Children's Mental Health Act, Co-authored and successfully passed Idaho's Cassie's Law

1992 – Present Membership Committee Experience

Idaho Department of Correction's Assessment Committee
Idaho Juvenile Justice Task Force
Idaho House of Representatives Transportation Committee, Judiciary and Rules Committee and State Affairs Committee
Idaho Senate Health and Welfare Committee, Judiciary Rules Committee, Commerce and Human Resources Committee, and State Affairs Committee
Idaho Rural Partnership Committee

Jan. 25. 2012 11:02AM

No. 1154 P. 5

Mountain Home Chamber of Commerce
President – Glens Ferry Chamber of Commerce
Honorary Board Member – Idaho Black History Museum
Mountain Home Military Affairs Committee – Former Honorary 366th Gunfighter and
Former Honorary Member of the United States Air Force Thunderbirds
Idaho Coordinated Response to Sexual and Domestic Violence Task Force Member
National Council on Independent Living – Have presented Trainings on National Level
Owyhee County Training Range Committee
Owyhee County Cattleman's Association

Education

1979-1980 Brookhaven Junior College, Dallas, Texas – Accounting
1990-1992 College of Southern Idaho, Twin Falls, Idaho – Elementary Education,
Sociology

References

Kelly Miller, Legal Director, Idaho Coalition Against Sexual and Domestic Violence
(208) 384-0419

Kelly Buckland, Executive Director, National Council on Independent Living
(202) 207-0334

Additional Available on Request

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012**

01/11/2012 14:12 FAX 2084292278

DEPT OF VA

001/002



Application for Appointment

Return all information to:		Office of the Governor Attn: Boards & Commissions P.O. Box 83720 Boise, ID 83720		RECEIVED # 13 JAN 04 2012 VARO (341) SALT LAKE CITY, UT	
Personal Information					
Title	First	Middle	Last		<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
	Mrs. Angela	S.	Sperry		E-mail Address aserry@idahopower.com
Street	City	State	Zip	Phone	
	Meridian, ID		83642	Mobile	
Interests					
On which Board, Commission, or Council would you like to serve?				Political Party	
Idaho State Rehabilitation Council				not registered as a specific party member	
Please explain why you would like to serve in this capacity.					
I have first-hand knowledge of the challenges the disabled face in employment. I would to combine that with my education and professional experience to influence the rehabilitation and employment processes in a manner that enables the best and most productive opportunities for positive employment for those with temporary and permanent disabilities.					
List all current organizations and societies of which you are a member.					
Project Management International, V.F.W. Post 63 Ladies Auxillary					
List all past boards, commissions, and councils on which you have served, as well as political appointments you have received.					
Please list all professional licenses you currently hold. Are you current with all the requirements for these professional licenses? If not, please explain.					
Project Management Professional (PMP) Certified - current.					
Have you ever voluntarily surrendered a license, had a license suspended or revoked or been disciplined professionally? If so, please explain.					
My PMP certification was temporarily suspended in 2010 while PMI reviewed my educational submissions for renewal. My PMP was re-instated retroactively when the validation was complete.					
Please list all supporting documents you have included. (Note: Your complete resume and authorization for Background Check are required.)					
I am including a Cover Letter, Resume and Background Check authorization with this application.					

The information set forth above in my application is true to the best of my knowledge. False statements on this application shall be sufficient cause for non-consideration or dismissal after appointment.

 Signature	12-12-11 Date
---------------	------------------

5730 S Graphite Way
Meridian, ID 83642

(208)386-2678
(208)484-0400
asperry@idahopower.com

Angela Sperry

RECEIVED
JAN 04 2012
VARO (341)
SALT LAKE CITY, UT
OUT BASED # 13

Objective

To apply my experiences and skills organizing and leading processes, people and projects to promote the growth and potential in others.

Experience

April, 2000 to Present Idaho Power Co Boise, ID

- **CIS Replacement Project Manager (2010-present):** Duties include: Planning, scheduling, budgeting and executing a three year, Customer Information System replacement project as a part of the Smart Grid Initiative Grant provided by the Department of Energy to Idaho Power Co. Lead all associated product selection, contract review and negotiation, risk and issue analysis and resolution, budget planning and tracking, resource analysis and scheduling, procuring products and services in support of the project and reporting results monthly to the DOE and Idaho Power executives.
- **Customer Service Leader II (2006-2010):** Duties include: Leading Customer Account Management Center within the Customer Service Department to provide excellent service to internal and external customers. Evaluating staffing and workflow for possible efficiency gains, coordinating employee development and compensation. Overseeing Customer billing timeliness and accuracy, working with other regional leaders to coordinate company collections practices, managing relationships with vendors associated with collections work. Evaluating the structure of Customer Service and implementing appropriate changes. Creating and adhering to budget for Customer Account Management Center employees, Collections processes, company write-offs and other vendor fees. Occasionally Sponsor departmental projects.
- **Leading At All Levels Facilitator: (Feb, 2008 to Nov, 2010)** Facilitate classes of twelve employees on the premises of organizational change at Idaho Power leading towards a high performance culture. Duties include providing lecture, leading class discussions, facilitating conflict resolution and responding to individual and group needs.
- **IT Associate Project Manager (2000-2005):** Projects include:
 - **Mobile Workforce Management project:** Working with a Core Team to refine project scope, budget and schedule, to Implement a mobile workforce product to benefit Idaho Power's field force and customer experience. Regularly reporting to Sponsors and Idaho Power leadership on project progress, budgeting and scheduling.
 - **Nexus Energy Software project (04-05):** Lead a cross-functional team to revise the Nexus offerings to more closely match Idaho Power's company messages. Implemented various customer tools to enhance the web offerings. Implemented AMR order required functionality. Participating

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

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In writing the year-end report for the Idaho PUC.

- **SOX IT General Controls (04):** Worked with a cross-functional team to design and implement the methodology to bring Idaho Power's IT General Controls into compliance with the Sarbanes Oxley Act (SOX). Was one of three project managers to interpret audit and SOX requirements, plan, coordinate resources, monitor processes and progress and negotiate with external auditors on audit findings.
- **Various Business Unit Projects (03-04):** Worked with various groups at Idaho Power to select and implement technologies that improved functionality and efficiency. Project management activities included selecting project teams, refining scope, planning, scheduling and budgeting projects, executing according to plan, negotiating with vendors on price and contract terms, managing vendor relationships, and working with business units to revise processes, as needed. Major projects include: IVR pilot, Customer Service & Billing IVR, Metering IVR, Outage and Speech IVR, Mosaic integration with GIS+ and Voice over IP.
- **Technical Services Analyst (2000-03):** Researched, priced and purchased all workstation technology for various business groups at Idaho Power Co. Negotiated contracts and managed vendor relationships to ensure best value and quality were provided to Idaho Power Co.

1992-1999 QUE Financial Serviceware Technologies Boise, ID

- **Systems Analyst (96-99):** Managed company data systems including data structure, upgrade path and data integrity. Tested, installed and trained staff on all new programs and changes. Investigated, purchased and coordinated installation of new mainframe, network systems, PCs, phone systems, predictive dialer, printers, mail processors and cabling. Collected bids, budgeted and implemented office remodel. Multi-tasked all technical aspects for the company with a range of 4 to 15 projects running simultaneously.
- **Director of Operations (94-96):** Mentored former co-workers in new management positions. Managed Information Systems, Customer and Client Service Departments simultaneously.
- **Customer Service Manager (92-94):** Determined department needs, hiring, retention strategies, pay structures, scheduling and training. Organized work flow, evaluated and maintained productivity metrics. Trained Customer Service Representatives on company practices and systems and Hospital and Idaho State guidelines.

Education

2010 George Fox University, B.A. in Business Administration and Organizational Leadership

2008 Idaho Power Co., Leading At All Levels Facilitator training

2005 Project Management Institute, Project Management Professional certification


1997 Dale Carnegie Institute, Leadership in the Workplace.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

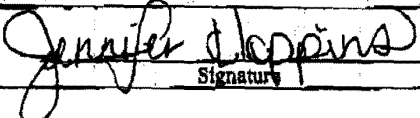
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DEPT OF VA

002/002

 <h2>Application for Appointment</h2>					
Return all information to:			Office of the Governor Attn: Boards & Commissions P.O. Box 83720 Boise, ID 83720		
Personal Information					
Title		First	Middle	Last	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
		Jennifer Christine Hoppins			E-mail Address
					Shoppins@BCHdaho.com
Street	City	State	Zip	Phone	Mobile
		Idaho	83612		
Interests					
On which Board, Commission, or Council would you like to serve?				Political Party	
Idaho State Rehabilitation Council (SRC)				-	
Please explain why you would like to serve in this capacity.					
Utilize my professional experience to aid & serve the citizens of Idaho.					
List all current organizations and societies of which you are a member.					
Blue cross of Idaho, International Honor Society in Business Administration					
List all past boards, commissions, and councils on which you have served, as well as political appointments you have received.					
-					
Please list all professional licenses you currently hold. Are you current with all the requirements for these professional licenses? If not, please explain.					
American Academy of Professional Coders (AAPC) Idaho Medical Association (IMA)					
Have you ever voluntarily surrendered a license, had a license suspended or revoked or been disciplined professionally? If so, please explain.					
NO					
Please list all supporting documents you have included. (Note: Your complete resume and authorization for Background Check are required.)					

The information set forth above in my application is true to the best of my knowledge. False statements on this application shall be sufficient cause for non-consideration or dismissal after appointment.

 Signature	12/8/11 Date
--	-----------------

Jennifer Hoppins C.P.C.
1533 E. Palermo St.
Meridian, Idaho 83642
208-608-0042
jhoppins@bcidaho.com

PROFESSIONAL SUMMARY:

With nearly twenty years in the healthcare industry, I have developed a desire to bridge the gap between providers of healthcare services and insurance payers. I offer a solid understanding of coding and billing methodologies as well as payment structures. I exude excellent communication and leadership skills as well as being self motivated, positive and energetic.

JOB HISTORY / SKILLS:

Blue Cross of Idaho 2002 – Current

Manager, Provider Relations

- Manage all provider relations staff and PR activities for network physicians, hospitals, networks and ancillary providers
- Manage code based clinical editing system and a provider appeals process for facility and professional healthcare claims.
- Ensure appropriate relationships and effective communications with the provider community and with their representative networks and associations.
- Establish and maintain business rules required for accurate and timely updates to the claims system.
- Coordinate Plan activities for the clearinghouse and on-line inquiry systems for medical providers.

Provider Contracting Specialist

- Contract Negotiations with Hospitals, Networks and Physicians.

Medical Review Supervisor

- Oversee medical necessity and coding review of claims
- Conduct Process Improvement Activities
- Provide coding education for MQM department staff

St. Alphonsus Physician Services, Inc. 1999-2002

Area Clinic Administrator

- Administrator over multiple clinics
- Contract management, RVU's and fee schedules
- Work with Facility Medical Directors on physician contract and clinic issues.

Southwest Idaho ENT 1997-1999

Surgical Coder

- Physician coding/documentation education
- Pre surgery coding and authorization
- Post surgery coding from operative reports
- Claims appeals

Additional work history provided upon request

EDUCATION:

- Bachelors of Science, Business Administration
Northwest Nazarene University, 2011
- Certified Professional Coder (CPC) Certification 2001

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012**

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY Annual Progress Report	Information Item
2	BOISE STATE UNIVERSITY Presidents' Council Report	Information Item
3	COLLEGE ACCESS CHALLENGE GRANT 2012 Awards Report	Information Item
4	IDAHO DIV OF VOCATIONAL REHABILITATION Annual Progress Report	Information Item
5	IDAHO COMMISSION FOR LIBRARIES Read to Me Early - Literacy Program	Information Item
6	IDAHO BUREAU OF EDUCATION SERVICES FOR THE DEAF AND BLIND Annual Progress Report	Information Item
7	IDAHO PUBLIC CHARTER COMMISSION Annual Progress Report	Information Item
8	PLUMMER-WORLEY Lakeside Elementary - School Dedication	Information Item
9	ALCOHOL PERMITS Issued by University Presidents	Information Item
10	IDAHO STATE UNIVERSITY Faculty Governance	Information Item

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SUBJECT

Boise State University – Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Boise State University to provide an annual progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Summary Annual Report

Page 3

BOARD ACTION

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**Boise State University Progress Report
February 2012
Presented by: Dr. Robert W. Kustra, President**

Strategic Plan Implementation

In 2005 Boise State University declared its vision to become a Metropolitan Research University of Distinction. In working toward this vision, a team of faculty and staff from across the university developed a strategic plan entitled "*Charting the Course: A Strategic Vision for Boise State University*." The plan was published in April 2006 and outlined ten broadly defined goals to be pursued within a focus on four key areas: academic excellence, exceptional research, public engagement, and vibrant culture.

Since *Charting the Course* was published, Boise State University has made excellent progress in reaching its vision. Highlights of the University's progress, and surrounding events, include:

- The 2008 opening of the Treasure Valley's first public community college, The College of Western Idaho, has increased access to post-secondary education in the region, released Boise State University from its charge to provide vocational training, and allowed the university to focus its academic mission
- An increase in the university's admission requirements, resulting in 40 percent of the entering freshmen for Fall 2011 having a high school GPA exceeding 3.5 and SAT scores in critical reading and math that are substantially higher than the national averages
- A complete overhaul of the undergraduate core curriculum, structured around learning outcomes that are clearly articulated to provide a connected, multi-disciplinary framework of learning from freshman to senior years
- Increased retention and a flattening of the undergraduate enrollment profile from one that was historically over-represented by lower division students
- An expansion of graduate programming, with new Master degrees in anthropology, business administration, chemistry, community and regional planning, educational leadership, hydrologic sciences, mathematics, nursing, and STEM education; and new doctoral degrees in educational technology, electrical and computer engineering, geosciences, biomolecular sciences, and materials science and engineering
- A near-doubling of space for student activities (690,000 ft² total)
- An increase of 390,000 ft² for academic and research activity, including a new 84,000 ft² research facility that opened in fall 2011 and a 120,000 ft² business building scheduled to open in fall 2012
- A 55% increase in graduate degrees conferred (652 in FY 2011)
- A 68% increase in sponsored project expenditures (\$35M in FY 2011)
- A 63% increase in publications by Boise State University authors (1079 in calendar years 2006-2010)
- A 326% increase in citations of Boise State University publications (3874 in calendar years 2006-2010)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

Although Boise State University has made impressive strides toward becoming a Metropolitan Research University of Distinction, we envision even greater advances in the years ahead. The process of developing a strategic plan for the next five years began in May 2011 with focused one-on-one conversations between campus leadership and 40 members of the faculty and staff. The rich information gleaned from those conversations was used to create a campus-wide survey that generated over 500 responses. The resulting data was used to create a set of core themes that describe the key aspects of the university's mission and inform the strategic planning process.

In August 2011 groups from across the campus performed an analysis of the university's strengths, weaknesses, challenges and opportunities. Informed by these analyses and our core values, the university's executive team produced a vision statement for the strategic planning process, as well as four pillars on which the strategic plan will be constructed:

- Local and Global Impact
- Student Success & Engagement
- Visionary Relationships
- Organizational Effectiveness

Draft goals have been developed and are currently being vetted with campus constituents. The plan will be finalized and the development of performance indicators to align with the plan will be developed in spring 2012.

Enrollment

Fall 2011, 10th Day Enrollment: 19,664
FY2011 Total Distinct Enrollment: 29,454

Research and Economic Development

Select Statistics:

- National Science Foundation awards, FY 11: \$9,896,223
National Science Foundation awards, FY 10: \$6,794,579
- NASA awards, FY 11: \$1,858,320
NASA awards, FY 10: \$948,379
- Patents awarded FY 11: 7
Patents awarded FY 03 to FY 10: 7
- Research Expenditures, FY 11: 35,048,296
Research Expenditures, FY10: 31,256,225

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

Budget

FY2012 University Budget

Revenue Projections

State General Account – (Includes Special Programs)	\$67,475,400
General Account Funds for CAES	530,400
Student Tuition and General Education Fees	70,126,300
Other Student Fees	27,302,419
Federal Grants & Contracts**	114,526,277
State Grants & Contracts	3,379,468
Private Gifts & Grants	17,222,042
Sales & Services of Auxiliary Enterprises	53,053,482
F & A Recovery	5,395,226
Other (inter-dept. revenue, transfers from fund balance & interest income)	15,075,691
Total Estimated Revenue	\$374,086,705

Estimated Expenditures

Instruction	\$92,555,006
Research	19,967,082
Public Service	12,177,939
Academic Support	18,826,838
Library	6,902,947
Student Services	12,117,207
Institutional Support	28,989,836
Physical Plant	15,398,849
Scholarships & Fellowships**	100,781,335
Auxiliary Enterprises	65,969,968
Planned Use of Reserves	1,516,820
Total Estimated Expenditures	\$375,203,827

**** Includes Student Direct Loans**

Employee Totals (FTE = 2,092)

- 643 faculty - 32% of the population
- 775 managerial/professional - 39% of the population
- 577 classified - 29% of the population
- Plus nearly 1,200 part-time employees

Collaborations

Boise State University is proud of its numerous public-private partnerships. Select examples include:

- BHS Marketing is a regional chemical custom blend chemical manufacturer and distributor for the food processing industry. Boise State University Department of Chemistry is formulating and evaluating chemical cleaners for food processing equipment designed to meet industry compliance with new stricter FDA industrial waste water standards.
- As Idaho Power and its transmission partners consider new transmission site lines, the company is conducting research at Boise State University to model the impact and influence of wind on the power line design and structure, which may influence siting as well.
- The NanoSteel Company utilizes the state-of-the-art Boise State Center for Materials Characterization facility to measure and test its nanotechnology based steel alloys. These alloys increase the life of industrial components subject to corrosion, erosion and wear. By utilizing the specialized equipment, facilities and analytical services, NanoSteel may advance product development and improve quality assurance.
- Boise State University and pSiFlow have partnered to develop point-of-care sensor devices for medical diagnosis. To date, considerable investment has been made by Micron Technology, pSiFlow and Boise State University including interdisciplinary collaboration between the Electrical and Computer Engineering and the Chemistry and Biochemistry Departments to develop the basis for the important lab-on-a-chip technology.
- Tierra Systems and Boise State University's College of Engineering Rapid Prototyping Laboratory and Department of Chemistry and Biochemistry are collaborating to develop field hardy prototypes of Boise State intellectual property that detects toxic heavy metals in water. These prototypes will be used to demonstrate the technology which is important to potential customers in the environmental cleanup, mining and heavy manufacturing industries.
- Boise State is also proud of its ongoing partnerships with its sister institutions in Idaho, through programs like CAES, INBRE and EPSCoR.

Capital Campaign

- Closed Destination Distinction Campaign in July 2011, having raised \$185,416,696.92
- Exceeded goal by over \$10 million

New Buildings

In just the past four years, the university opened or started construction on 11 new major building projects, encompassing more than 600,000 square feet – a 25 percent increase in classroom, laboratory, office and event space.

University Updates

- New Foundational Studies Program
- Beyond the Blue Podcasts
- Increased Admissions Index
- Restructure of Class Schedule

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Bob Kustra, Boise State University, and current chair of the Presidents' Council will give a report from the most recent Presidents' Council meeting and answer questions. The Idaho Presidents' Council last met on February 7, 2012.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

SUBJECT

2012 Statewide FAFSA Completion Event Video Contest award presentation

REFERENCE

February 2011

CACG video award presentation

BACKGROUND/DISCUSSION

These award are part of an initiative under the federal College Access Challenge Grant (CACG). The CACG is a five-year federal grant designed to assist traditionally underserved and underrepresented students gain access to college through statewide initiatives. As the state education agency appointed by the governor to administer grant funds, the Office of the State Board of Education coordinates the initiatives as defined in Idaho's CACG application. One such initiative is a statewide FAFSA (Free Application for Federal Student Aid) Completion Event. The FAFSA is the application used by the federal government to distribute student aid such as the Pell grant, federal work-study, student loans, as well as some scholarships.

Held the first Saturday in February, the FAFSA Completion Event is designed to assist students with completing their FAFSA accurately and in a timely manner. This year's event was held February 4, 2012, at 16 sites throughout the state. In an effort to involve students in advertising this event, the Board office conducted a video contest whereby high school students could create a 30 second video spot. We received seven entries and awarded a first, second, third prize, and three honorable mentions. The prizes total \$5,000 in cash money. The prize will be awarded to the student participants and a matching amount will be awarded to the students' respective schools. This provided an opportunity for Idaho high school students to showcase their video production skills in a real-world setting. We are very proud of the efforts of all who participated.

ATTACHMENTS

Attachment 1 – List of Awardees

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Due to the success of this year's contest, the CACG Program will continue to host this event each year it is awarded the federal CACG.

BOARD ACTION

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012



IDAHO STATE BOARD OF EDUCATION

650 W. State Street | P.O. Box 83720 | Boise, Idaho 83720-0037
208-334-2270 | FAX: 208-334-2632
email: board@osbe.idaho.gov

First Place:

Eagle High School

Cody Hoge
Thomas Leinberger

Second Place:

Eagle High School

Jacob Huffaker
Jake Hart

Third Place:

Eagle High School

Riley Hunt
Stacia Cooper

Honorable Mention:

Eagle High School

Brian Kimpson
Levi Maliwauki

Eagle High School

Daydra Mefford-Ritter
Nicolle Jones

Mountain Home High School

Jarek Schetzle
David Trouten
William King

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SUBJECT

Division of Vocational Rehabilitation (IDVR) – Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IDVR to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Don Alveshere, Administrator of the Division of Vocational Rehabilitation, will provide an overview of the Division of Vocational Rehabilitation progress in carrying out the agencies strategic plan including:

- Vocational Rehabilitation
- Extended Employment Services
- Council for the Deaf and Hard of Hearing
- End Stage Renal Program
- Agency Wide Issues
- Legislative Audit Findings
- Back Up Slides – Performance Data

ATTACHMENT

Attachment 1 – PowerPoint Presentation

Page 3

BOARD ACTION

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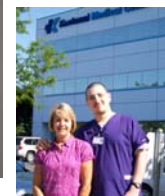
Idaho Division of Vocational Rehabilitation

State Board of Education 2012 Presentation



1

John Bustamante
Patient Equipment Transport
Region 1 – Coeur d'Alene
Employer – Kootenai
Medical Center



2

Vocational Rehabilitation

- ▶ Avoiding Order of Selection (next slide).
- ▶ Retaining quality staff.
- ▶ Providing services in an environment that is constantly changing.
 - Medicaid changes and their impacts on our customers.
 - Education changes.
 - Cost drivers increasing – medical services and higher education costs.
 - Return on Investment studies.
 - Reduces customers' use of benefits.
 - Increases taxes paid.



3

Order of Selection (OOS)

- ▶ Federally required process when not enough resources (dollars or staff) to serve every customer.
- ▶ OOS is a very disruptive process in many ways.
 - Not able to serve people when they are ready for employment or when they are at risk of losing their job.
 - Creates multiple times when assessment needs to be completed.
 - Creates a lot of appeals as people appeal their eligibility determination so they can receive services sooner.
 - Creates organizational staffing issues because the wait list is determined statewide not locally.
 - IDVR will have to serve those with the most significant disabilities first and lose relatively lower cost success opportunities.



4



Bonnie Heap
Sales Associate
Region 4 – Twin Falls
Office – Burley
Employer – Walmart



5

Extended Employment Services

- EES provides long-term supported employment services to customers with developmental disabilities or mental health disabilities.
- IDVR had a Legislative Audit finding for using federal VR funds for agency indirect costs.
- Budget request to add \$367,000 so that EES can cover its share of IDVR indirect costs.
- This request will allow the full SFY 2012 T & B allotment to be used for T & B.
- Currently 390 people are on the waiting list. These are people ready to go to work who need long-term supports.



6

Council for the Deaf and Hard of Hearing

- ▶ CDHH was moved to IDVR in FY 2011 and intended to be funded through VR grant for FY 2011.
- ▶ Not all CDHH work qualifies under the VR grant.
- ▶ Budget request to add \$148,300 to make CDHH state only funded without being tied to the VR Grant.
- ▶ Administrative burden for two person organization and funding risks based on program needs.
- ▶ 1/12/12 JFAC action increases FY 2012 state funding to \$124,500. Incurred \$146,400 total costs in FY 2011.



7

End Stage Renal Disease Program

- ▶ OPE study found programmatic issues.
- ▶ IDVR has implemented a series of actions to address the findings.
- ▶ Currently serving 103 customers
- ▶ OPE study recommended phasing out the program.
 - Governor agreed with this recommendation and suggested June 30, 2013 as the sunset date.



8

Joshua Wells Motorcycle Mechanic Region 7 – Caldwell Office – Meridian Employer – Boise Cycle



9

Agency Wide Issues

- ▶ Focus of the Agency
 - Customer Service
 - Organizational Excellence
 - Effective Stakeholder Engagement
- ▶ Employee Climate Survey Recently Completed



10

Alternative Funding Sources

- ▶ Social Security Reimbursements
 - IDVR receives reimbursement for case costs of customers who were receiving disability related Social Security but earn above the federal threshold for 9 out of 12 months.
 - IDVR has implemented changes to increase the amount we receive in reimbursements.
 - There is no consistency in receiving reimbursement dollars.
- ▶ Spending Authority Flexibility for Social Security Reimbursements
 - Reimbursements are viewed as "program income" and must be used before federal dollars are drawn.
 - IDVR received flexibility with how these dollars are spent - this fixed a federal audit finding.



11

Legislative Audit Findings

- ▶ FY 2010 Audit Findings
 - 2010F-14 - Drawing Federal Funds Early.
 - Federal funds are now only being drawn as expended.
 - 2010F-15 - Federal Financial reports not supported by the Divisions accounting records.
 - The Division's accounting structure has been improved to track grant expenditures properly



12

Legislative Audit Findings-cont.

- ▶ FY 2010 Audit Findings – cont.
 - 2010F-16 – Additional services provided to clients are not documented as required.
 - We have discontinued the policy in question and will be submitting a revised policy for the next legislative session.
 - 2010F-17 – Indirect cost rate is not supported and amounts are claimed twice in error.
 - Indirect cost plan has been resubmitted to US Dept. of Education.
 - Indirect costs are no longer being charged as grant direct costs.
 - Indirect costs will be recovered at the approved rate.



13

Back Up Slides

The following is performance data relating to strategic plan objectives.



14

IDVR Performance

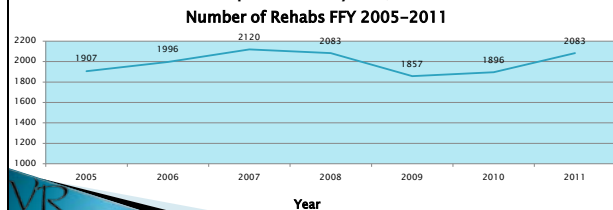
- ▶ Last available Sum of Ranks – ranking based on 81 broad performance measures
 - FFY 2009 – IDVR 5th out of 52 similar agencies
 - FFY 2008 – IDVR 3rd out of 52 similar agencies



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IDVR Performance

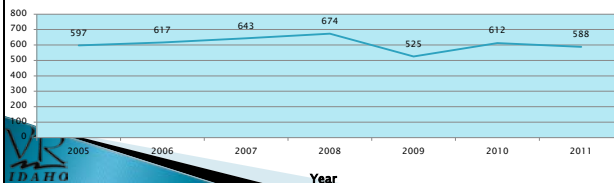
- ▶ Objective: Increase the number of individuals who successfully become employed after receiving VR services. (Federal Standard = 1 more than the previous year)



IDVR Performance

- ▶ Objective: Increase the number of transition age youth who successfully become employed after receiving VR services. (Benchmark – 1 more than the previous year)

No. of Transition Youth With Employment Outcome Before Age 24 FFY 2005-2011



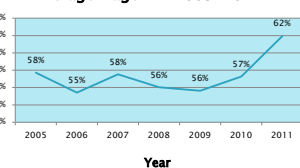
IDVR Performance

- ▶ Objective: Increase the earnings of individuals who successfully become employed after receiving VR services. (Benchmark – increase from previous year. Federal Standard = .52 of state average wage)

Average Hourly Wage FFY 2005-2011



Average Wage as % of State Average Wage FFY 2005-2011



IDVR Performance

- ▶ Objective – Maintain the number of individuals with significant disabilities placed in employment with long term job support. (Benchmark = Equal or exceed previous year)

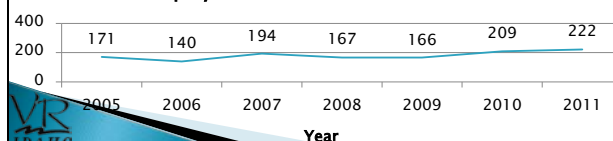
No. of Clients With Significant Disabilities Placed in Employment With Long Term Support FFY 2005–2011



IDVR Performance

- ▶ Objective – Improve the employment outcomes of individuals who are Deaf and Hard of Hearing. (Benchmark – Increase the number 6% from FFY 2011 to FFY 2013)

No. of Clients Deaf and Hard of Hearing With Employment Outcome FFY 2005–2011



IDVR Performance

- ▶ Objective – Utilize Information Technology to its maximum capacity. (Benchmark – completion of document imaging project and ongoing education and training)

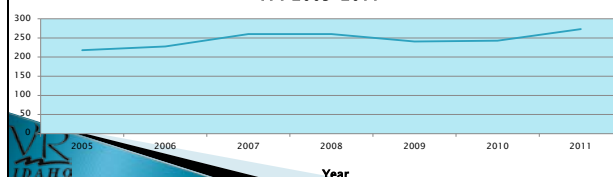
□ Outcomes

- Converted HR to paperless document storage
- Developed and implemented client appt. reminder system.
- Implemented an online trouble ticket system.
- Installed and maintained a statewide video conference system.

IDVR Performance

- ▶ Objective – Assure that individuals of minority backgrounds have equal access to services. (Benchmark – Equal or exceed previous year)

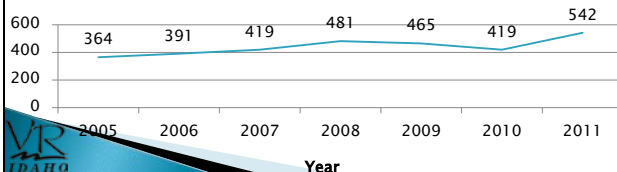
Rehabilitations for Customers With Any Non-White Background FFY 2005–2011



IDVR Performance

- ▶ Objective – Adequately meet the employment needs of the increasing Adult Corrections population statewide. (Benchmark – Equal or exceed previous year)

IDOC Clients With Successful Rehab FFY 2005–2011



IDVR Performance

- ▶ Objective – Strengthen partnerships with community partners. (Benchmarks – Increase meeting with community programs & collaboration with Community Rehabilitation Programs will meet or exceed previous year)

▶ Outcomes

- IDVR has a strong presence with community groups and will continue to prioritize this.
- IDVR has several projects beginning with our CRPs.

IDVR Performance

- ▶ Objective – Maintain an internal audit process that achieves the vocational outcome goals established by RSA.
- ▶ Outcome – IDVR has taken many steps to address RSA and state audit findings.
 - New Policies
 - Indirect Cost Rate
 - CDHH



IDVR Performance

Federal Standards and Indicators			
Standard	FFY 2011	FFY 2010	Federal Standard
Change in Employment Outcomes	2,083	1,895	1 more than before
Percent of Employment Outcomes (Rehab Rate)	62.5%	63.1%	55.8%
% of Outcomes Competitive Employment	99.7%	99.6%	72.6%
% with Significant Disability	99.7%	98.9%	62.4%
Earnings Ratio	.62	.57	.52
Self Support	75.1	72.2	53
Minority Service Rate Ratio	.975	.925	.80

IDVR passed all 7 federal standards!!



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SUBJECT

Idaho Commission for Libraries - Read to Me Early Literacy Program

BACKGROUND/DISCUSSION

The Idaho Commission for Libraries has recognized the value of early literacy skills in education, as is evident in their Read to Me (RTM) program. The vision of the Commission's RTM program is that all parents and caregivers nurture their children's early literacy skills and all children develop as independent readers and become lifelong learners.

RTM is a collaboration among the Commission, public libraries and their community partners to provide early literacy services to Idaho children ages 0 to 8 and their families, with an emphasis on those at risk for low reading skills. There are a variety of program elements so local libraries can choose those that best meet their community needs and available resources. A central strategy is to provide parents and caregivers the information and tools they need to help their young children be ready to learn.

RTM has grown significantly since it began in 1998 as a small pilot project. A 3-year grant from the JA and Kathryn Albertson Foundation helped launch the project more broadly from 1999 to 2001. Since that time the grant has been funded by a combination of federal and state dollars.

The Commission for Libraries recognizes that preparation for success in a career or college takes place on a continuum that begins with early literacy skills. The Commission has also been working to build a sense of urgency about the number of Idaho children who are not reading at grade level, and how that leads to a large number of students who do not complete high school.

IMPACT

Boise State University's Dr. Roger Stewart has been involved in evaluating RTM's impact since 2009. Dr. Stewart finds the programs have been successful and have impacted parent behaviors in regard to children's early literacy are striking."

STAFF COMMENTS AND RECOMMENDATIONS

Ann Joslin, State Librarian, will give a brief presentation on the Read to Me program and update the State Board of Education on the Commissions efforts to help address reading deficiencies among Idaho students.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

SUBJECT

Idaho Bureau of Educational Services for the Deaf and the Blind - Progress Report

BACKGROUND/DISCUSSION

The Idaho Bureau of Educational Services for the Deaf and the Blind (IBESDB) formally known as the Idaho School for the Deaf and Blind was moved out from under the Boards Governance in 2009. The Board maintains rule making authority for educational services for students who are deaf or hard of hearing and/or blind or visually impaired, as well as property rights for the School for the Deaf and Blind.

Brian Darcy, Administrator for Idaho Bureau of Educational Services for the Deaf and the Blind will give the Board an update on IBESDB's current activities and progress.

ATTACHMENT

Attachment 1 – PowerPoint Presentation

Page 3

BOARD ACTION

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Idaho Educational Services for the Deaf and the Blind



Idaho Educational Services for the Deaf and the Blind (IESDB)

IESDB Board Members



Teresa Fritsch



Steven Snow



Jennifer Hirai



Tom Luna
Supt. of
Public Instruction



Jeff Faulkner



Ramona Lee

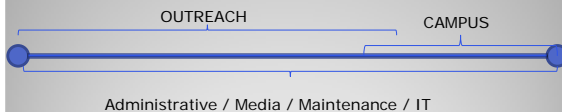


Michael Graham



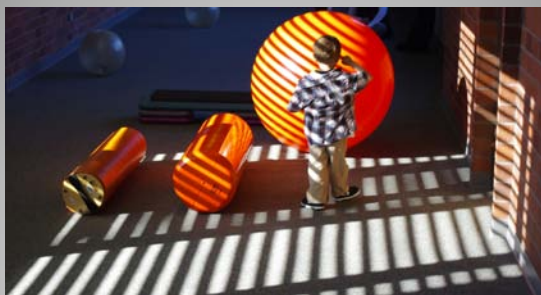
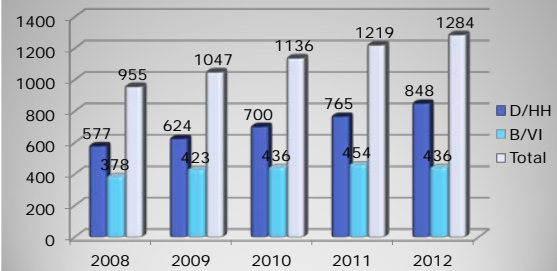
Mark Falconer

33-3403 - "The goal of the Idaho bureau of educational services for the deaf and the blind is to assist school districts and state agencies in providing accessibility, quality and equity to students in the state with sensory impairments through a **continuum** of service and placement options."



Continuum of Services

Outreach



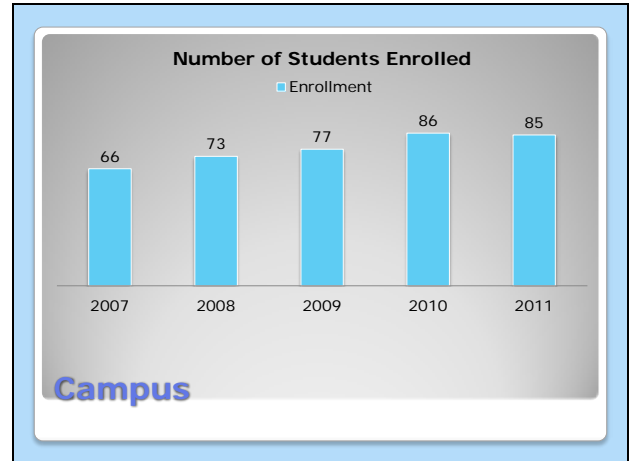
Innovative learning

From 2011- present, 55,779 Braille pages were produced by scanning, decrypting, and translating from text books and sent throughout the state.



Media/Library Services

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Partnerships

- ❖ Vocational Rehabilitation
- ❖ Commission for the Blind
Visually impaired
- ❖ Council for the Deaf/Hard of
Hearing
- ❖ Health and Welfare – Infant
Toddler
- ❖ Department of Labor
- ❖ Local School Districts



**Bottom Line: We are all Pulling
Together**

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

SUBJECT

Idaho Public Charter School Commission Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission (IPCSC) Chairman Alan Reed and Director Tamara Baysinger will update the Board on the status of Idaho's public charter schools and the IPCSC's efforts to implement best practices for charter school authorizing. Topics will include:

1. Public charter school growth, achievement, and funding;
2. New oversight procedures implemented by the IPCSC; and
3. Essential authorizing practices identified by the National Association of Charter School Authorizers.

ATTACHMENTS

Attachment 1 – Idaho Public Charter Schools Fact Sheet	Page 3
Attachment 2 – Idaho Public Charter School Lists	Page 4
Attachment 3 – IPCSC 2012 Annual Report	Page 7

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Public Charter Schools | FACT SHEET

Total State Support for Public Charter Schools

Fiscal Year	FY09	FY10	FY11	% Change from FY09 to FY11
Dollar Amount	\$66,227,258	\$78,800,105	\$77,626,138	17%

Number of Public Charter Schools

	2009-2010	2010-2011	2011-2012	2012-2013
District-Authorized	14	15	14*	14
IPCSC-Authorized	22	25*	29	30
Total	36	40	43	44

It is anticipated that 4-6 new public charter schools will be approved each year for the foreseeable future. If present trends continue, most or all of these will be authorized by the Idaho Public Charter School Commission.

Public Charter School Enrollment

	2009-2010	2010-2011	2011-2012	2012-2013**
District-Authorized	5,048	5,521	5,487	5,321
IPCSC-Authorized	9,439	10,691	10,597	10,912
Brick & Mortar	10,311	11,484	10,861	11,010
Virtual	4,176	4,728	5,223	5,223
Total	14,487	16,212	16,084	16,233

The number of students currently enrolled in Idaho's public charter schools represents 5.7% of Idaho's public school student population. 1.8% of Idaho's public school students are enrolled in virtual public charter schools.

Idaho Public Charter School Commission Program Budget

	FY 2009 (actual)	FY 2010 (actual)	FY 2011 (actual)	FY 2012 (budgeted)
Personnel Costs	\$79,113	\$100,366	\$102,490	\$198,770
Operating Expenditures	\$11,084	\$22,121	\$19,766	\$39,784

Increased operating budgets are reflective of the meetings, tools, and training required for the oversight of an expanding number of schools. Increased personnel costs reflect the addition of a second, full-time IPCSC staff position, bringing Idaho closer to the nationwide authorizer staffing average of 1 full-time equivalent (FTE) per 5.3 schools.***

*In 2010-11, three new IPCSC schools opened, one existing IPCSC school closed, and one school transferred from district to IPCSC. In 2011-12, one existing district school closed.

**These estimates are based on enrollment caps contained in charters approved but not yet open, and do not reflect the anticipated expansion of existing schools.

***Source: The State of Charter School Authorizing 2009 Annual Report, National Association of Charter School Authorizers.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

FEBRUARY 16, 2012

Number	Name (Active Schools Only)	Year	Location	Grades	Method / Focus	Authorizer
1	Academy at Roosevelt Center, The	2006	Pocatello	K-8	Harbor	PCSC
2	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
3	Anser Charter School	1999	Boise	K-8	Expeditionary Learning	Boise SD
4	ARTEC Charter School	2005	Twin Falls	9-12	Prof Tech	Minidoka SD
5	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
6	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
7	Compass Public Charter School	2005	Meridian	K-9	Harbor	PCSC
9	DaVinci Charter School (formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
8	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
10	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
11	Heritage Community Charter School	2011	Caldwell	K-12	Classical	PCSC
13	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
18	Idaho Connects Online (formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
12	Idaho Distance Education Academy	2004	Deary	K-12	Distance Education	White Pine SD
14	Idaho School of Science and Technology	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
15	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
16	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
17	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
19	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual, At-Risk	PCSC
20	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
21	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
22	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
23	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
24	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
25	Moscow Charter School	1999	Moscow	K-6	Arts & Tech	Moscow SD
26	North Idaho STEM	2012	Rathdrum	K-8	STEM	PCSC
27	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
28	North Valley Academy	2008	Gooding	K-8	Core Knowledge	PCSC
29	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
30	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
31	Pocatello Community Charter	1999	Pocatello	K-8	Harbor	Pocatello SD
32	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual, Alternative	PCSC
33	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
34	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalaureate	PCSC
35	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
37	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
41	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
38	Thomas Jefferson Charter School	2004	Caldwell	K-10	Harbor	Vallivue SD
39	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
40	Victory Charter School	2004	Nampa	K-10	Harbor	PCSC
42	Vision Public Charter School	2007	Caldwell	K-7	Classical	PCSC
43	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
36	Wings Charter School (formerly SILC Lab School)	2009	Twin Falls	6-9	Differentiated	PCSC
44	Xavier Charter School	2007	Twin Falls	K-8	Core Knowledge	PCSC
Three district-authorized public charter schools have closed: Lost Rivers, Renaissance, Idaho Leadership Academy, and OWL.						
One PCSC-authorized public charter school has closed: Nampa Classical Academy.						
One district-authorized public charter school was converted to a traditional school in 2008-2009: Hidden Springs.						
Two district-authorized public charter schools have transferred to PCSC authorization: White Pine and BCCLC.						

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012**

Number	Name (Active Schools Only)	Year	Location	Grades	Method	Authorizer
1	Anser Charter School	1999	Boise	K-8	Expeditionary Learning	Boise SD
2	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
3	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
4	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
5	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
6	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
7	ARTEC Charter School	2005	Twin Falls	9-12	Prof Tech	Minidoka SD
8	Moscow Charter School	1999	Moscow	K-6	Arts & Tech	Moscow SD
9	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
10	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
11	Pocatello Community Charter	1999	Pocatello	K-8	Harbor	Pocatello SD
12	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
13	Thomas Jefferson Charter School	2004	Caldwell	K-10	Harbor	Vallivue SD
14	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
1	Academy at Roosevelt Center, The	2006	Pocatello	K-8	Harbor	PCSC
2	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
3	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
4	Compass Public Charter School	2005	Meridian	K-9	Harbor	PCSC
5	DaVinci Charter School (formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
6	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
7	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
8	Heritage Community Charter School	2011	Caldwell	K-12	Classical	PCSC
9	Idaho Connects Online (formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
10	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
11	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
12	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
13	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
14	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
15	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
16	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
17	Monticello Montessori School	2010	Idaho Falls	K-2	Montessori	PCSC
18	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
19	North Valley Academy	2008	Gooding	K-8	Core Knowledge	PCSC
20	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
21	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
22	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
23	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalaureate	PCSC
24	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
25	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
26	Victory Charter School	2004	Nampa	K-10	Harbor	PCSC
27	Vision Public Charter School	2007	Caldwell	K-7	Classical	PCSC
28	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
29	Wings Charter Middle School (formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
30	Xavier Charter School	2007	Twin Falls	K-8	Core Knowledge	PCSC
TOTAL 44						
Four district-authorized public charter schools have closed: Lost Rivers, Renaissance, Idaho Leadership Academy, and OWL.						
One PCSC-authorized public charter school has closed: Nampa Classical Academy.						
One district-authorized public charter school was converted to a traditional school in 2008-2009: Hidden Springs.						
Two district-authorized public charter schools have transferred to PCSC authorization: White Pine and BCCLC.						

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012**

Number	Name (All Schools)	Year	Location	Grades	Method	Enrollment 09-10	Enrollment 10-11	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	316	361	Boise SD
CLOSED	Lost Rivers Charter School	1998	Arco			n/a	n/a	Closed (Butte Cnty SD)
2	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	138	140	Moscow SD
3	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	569	628	Coeur d'Alene SD
4	Liberty Charter School	1999	Nampa	K-12	Harbor	419	418	PCSC
5	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	199	197	Meridian SD
6	Pocatello Community Charter School	1999	Pocatello	K-8	Harbor	326	360	Pocatello SD
CLOSED	Renaissance Charter School	1999	Moscow			n/a	n/a	Closed (Moscow SD)
7	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	123	164	PCSC
CLOSED	Hidden Springs Charter School	2001	Boise	K-8	Harbor	n/a	n/a	Boise SD
8	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	211	272	Lake Pend Oreille SD
CLOSED	Idaho Leadership Academy	2002	Pingree	K-12	Paidea, Leadership	n/a	n/a	Closed (Snake River SD)
9	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	2662	2750	PCSC
10	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	229	345	PCSC
11	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	186	193	Meridian SD
12	North Star Charter School	2003	Eagle	K-9	Harbor	812	920	Meridian SD
13	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	372	443	PCSC
14	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	900	913	White Pine SD
15	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	399	405	Vallivue SD
16	Victory Charter School	2004	Nampa	K-10	Harbor	400	398	PCSC
17	Compass Public Charter School	2005	Meridian	K-9	Harbor	548	539	PCSC
18	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	257	261	PCSC
19	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	603	657	Nampa SD
20	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	501	605	PCSC
21	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	226	262	PCSC
22	Upper Carmen Public Charter School	2005	Carmen	K-5	General	55	76	Salmon SD
23	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	211	399	Minidoka SD
24	Academy at Roosevelt Center, The	2006	Pocatello	K-8	Harbor	278	276	PCSC
25	DaVinci Charter School (formerly GCCS)	2006	Boise	K-8	Adlerian	150	139	PCSC
26	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	367	413	PCSC
27	Vision Public Charter School	2007	Caldwell	K-7	Classical	299	437	PCSC
28	Xavier Charter School	2007	Twin Falls	K-8	Core Knowledge	648	625	PCSC
29	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	735	765	PCSC
30	North Valley Academy	2008	Gooding	K-8	Core Knowledge	260	238	PCSC
31	Idaho School of Science and Technology	2009	Blackfoot	6-8	Science/Tech Focus	113	114	PCSC
CLOSED	Nampa Classical Academy	2009	Nampa	1-9	Classical/Trivium	n/a	n/a	PCSC
32	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	102	94	PCSC
33	Wings Charter School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	133	132	PCSC
34	Idaho Connects Online (formerly KAID)	2009	Statewide	6-12	Virtual	102	213	PCSC
35	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	138	237	PCSC
36	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	100	120	PCSC
37	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalaureate	New	213	PCSC
CLOSED	Owl Charter Academy	2010	Nampa	K-8	Multi-Sensory	n/a	177	Nampa SD
38	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	New	181	PCSC
39	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	n/a	132	Emmett SD
40	The Village Charter School	2011	Boise	K-8	Limitless Learning	New	275	PCSC
41	Legacy Charter School	2011	Nampa	K-8	Harbor	New	270	PCSC
42	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	New	364	PCSC
43	Heritage Community Charter School	2011	Caldwell	K-12	Classical	New	520	PCSC
44	North Idaho STEM	2012	Rathdrum	K-8	STEM	New	220	PCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION 2012 ANNUAL REPORT

The Idaho Public Charter School Commission (IPCSC) and its staff have spent the past year focusing on the improvement of oversight practices in order to effectively oversee a growing number of public charter schools in the face of a challenging economic climate. This annual report focuses on best practices identified by national leaders in the charter school movement, addressing the application of such practices to Idaho's independent authorizer.

Growth in the number of public charter schools in Idaho continued at its average, historical rate in Fall 2011, with the opening of four, new, IPCSC-authorized schools. One IPCSC-authorized school is approved to open in Fall 2012, bringing Idaho's total number of public charter schools to 44; 30 of these are overseen by the IPCSC. It is anticipated that Fall 2013 will see a return to typical, annual growth levels of three to five new public charter schools, the majority of which will be IPCSC-authorized.

Enrollment in Idaho's public charter schools increased by approximately 900 students from 2010-2011 to 2011-2012. This number reflects enrollment at the four new schools, expansion or contraction of existing schools, and the closure of one, district-authorized school. Idaho's public charter school enrollment now totals nearly 17,000, or 6% of Idaho's K-12 public school population. 68% (11,645) of these students are enrolled in IPCSC-authorized schools, and 31% (5,223) are virtual school students.

Idaho's public charter schools continue to perform well academically, on average. In Spring 2011, 66% of charter Local Education Agencies (LEAs) made Adequate Yearly Progress (AYP) under No Child Left Behind, compared to 37% of traditional school districts. 100% of charter LEAs currently reflect a more positive AYP status than that of the districts in which they are located, though it should be acknowledged that a few (5/18) non-virtual charter LEAs moved in the same, negative direction as did their home districts. Many more (13/18) non-virtual charter LEAs achieved AYP while the districts in which they are located moved further into school improvement. Public virtual charter school results have improved since Spring 2010, with three out of seven making AYP in Spring 2011 compared to two out of seven in Spring 2010. Other measures of success, including stakeholder surveys and standardized tests results, indicate that the majority of IPCSC-authorized public charter schools are performing well, and several are achieving among the best results in the state.

Funding for Idaho's public charter schools, as with all public schools, decreased from FY 2010 to FY 2011, from \$78,800,105.08 to \$77,626,137.78. The IPCSC has observed an increase in the number of schools facing significant fiscal concerns. This appears to be due in part to decreased funding; another common factor among fiscally unstable schools is excessive facility costs. New and proposed schools face additional challenges due to Idaho's failure to receive the federal Charter Start! grant during its last cycle.

The IPCSC's budget increased from FY 2011 to FY 2012 due to the approval of a second, full-time staff position. The PCSC's personnel budget currently stands at \$198,770, while its operating budget remains similar to the previous year's, at \$39,784. It is anticipated that some of these operating funds will be utilized for the improvement of fiscal oversight tools, development of online data submission tools, and professional development of Commissioners and staff.

Authorizing activity by the IPCSC included the Spring 2011 approval of an extensive restructuring plan intended to update the IPCSC's oversight structure, including the petition approval process and charter school performance evaluation system, with an overarching goal of improved efficiency and effectiveness. The plan, which is currently in its first phase of implementation, attempts to apply best practices identified by the National Association of Charter School Authorizers (NACSA) and the National Alliance for Public Charter Schools (NAPCS), while targeting additional issues identified through the experience of the IPCSC and its staff.

National research continues to inform IPCSC practices. In October 2011, NACSA released an Index of Essential Practices citing 12, essential authorizing practices and rating states by awarding one point per essential practice currently in effect. Idaho received 5 out of 12 points, placing our state in the bottom quartile of the 123 authorizers that participated in the nationwide survey. These results correspond with Idaho's score of 25 out of a possible 55 points on the Center for Education Reform's 2011 Charter School Law Ranking and Scorecard. Similarly, NAPCS's January 2012 Ranking of State Charter School Laws placed Idaho 32nd out of 41 states, with a score of 91/208 based on the comparison of Idaho's charter school law to the 20 Essential Components of a Strong Public Charter School Law identified by NAPCS.

NACSA, NAPCS, and the Center for Educational Reform all identify similar criteria for evaluating charter school laws, including those that address authorizing practices. The components relevant to strong authorizing all contribute to the three core principles identified by NACSA's 2010 Principles and Standards for Quality Charter School Authorizing: maintain high expectations, protect school autonomy, and protect the public and student interests.

NACSA's Index of Essential Practices provides a concise list of critical authorizing practices that are recommended by national groups representing authorizers, charter school advocates, and education reformers. This report will address the 12 essential practices as they are, or are not, currently implemented in Idaho.

Essential Practice 1: Authorizer Publishes Applications Timelines and Materials

Idaho received a point for this practice. Application timelines and materials are made available on the IPCSC's website, as well as in Idaho statute and administrative rule, and through the petitioners workshops offered twice annually by the Idaho State Department of Education (SDE).

Essential Practice 2: Authorizer has Established, Documented Criteria for Evaluating Charter Applications

Idaho received a point for this practice. Throughout the application process, petitioners are provided with extensive SDE and IPCSC staff reviews based on the statutory lists of required petition elements, in addition to additional elements identified as critical by the IPCSC. The IPCSC's restructuring plan includes the development of a petition evaluation rubric, which will further define authorizer expectations.

Essential Practice 3: Authorizer Uses Expert Panels that Include External Members to Review Charter Applications

Idaho did not receive a point for this practice. Upon the suggestion of this report, and with the recognition that IPCSC petitioners could benefit from the input of experts in such areas as

academic program development, school finance, federal programs, and school governance, IPCSC staff is currently considering means by which this practice could be implemented. Due to budgetary constraints, it is likely that expert panels would need to be comprised of volunteer reviewers.

Essential Practice 4: Authorizer Interviews all Charter Applicants

Idaho received a point for this practice. As described in the restructuring plan, IPCSC staff now interviews all proposed charter school founding groups as a means of assessing their capacity to open and operate a public charter school. It should be noted, however, that the findings of these interviews are of limited benefit because Idaho statute does not permit an authorizer to deny a charter petition on the basis of doubt in the abilities its founding members.

Essential Practice 5: Sign a Contract with Each School

Idaho did not receive a point for this practice. In Idaho, the charter document itself serves in place of a formal contract, and the IPCSC has consistently used enforcement of charters as a means of holding schools accountable. NACSA and other national leaders agree, however, on the importance of a separate document that outlines specific performance expectations and clarifies the roles and responsibilities of both schools and their authorizers. Contracts should protect school autonomy by deflecting hostile authorizers while enhancing authorizers' ability to hold schools accountable for their performance. Contracts alone cannot fulfill these goals; they must be implemented in concert with other essential practices identified in this report.

Essential Practice 6: Authorizer Grants Charters with Five-Year Terms Only

Idaho did not receive a point for this practice. In 2004, the five-year renewal provision in Idaho's charter school statute was removed due to concerns about hostile authorizers and difficulty obtaining facility financing without the guarantee of long-term operation. However, 39 out of the 41 states with charter laws have managed to retain a renewal requirement while establishing or seeking facilities solutions. The threat of hostile authorizers could be mitigated by careful implementation of other essential practices, such as contracts and annual authorizer reports.

NACSA notes the possibility of using "other high-stakes reviews" in place of five-year renewals, and the IPCSC's restructure plan attempts to establish a system of periodic, high-stakes reviews. Unfortunately, the limitations of Idaho statute leave authorizers in our state unable to offer significant rewards for strong performance or sanctions for poor performance. In other words, neither the "carrot" nor the "stick" is truly high-stakes.

Idaho statute provides several, specific defects on which grounds an authorizer must issue a notice of defect to a public charter school. While the IPCSC has done an exemplary job of evaluating schools' performance in relationship to these potential defects, and has utilized the statutory process to effect dramatic turnarounds at numerous schools, it is also true that the disciplinary process described in statute and administrative rule lacks any means by which an authorizer may address issues at a school that are inappropriate or ineffective, but insufficiently egregious to justify revocation. The end result is that mediocre, or even consistently low-performing, schools have little motivation to improve.

Data from NACSA's 2010 State of Charter School Authorizing report illustrates that authorizers tend to revoke charters only under extreme circumstances, while they non-renew based on long-term evaluation of school performance (including student academic proficiency and growth,

achievement gaps, attendance, recurrent enrollment, postsecondary readiness, financial performance, and board stewardship). Schools are closed up to 10 times as often at renewal than by revocation, indicating again that the absence of a renewal process will allow to remain in operation schools that would otherwise be closed for underperformance.

Essential Practice 7: Authorizer has Established Revocation Criteria

Idaho did not receive a point for this practice. Although Idaho statute contains a statutory process for revocation, including specific defects on which grounds authorizers may revoke, these defects represent broad categories such as violation of any condition, standard, or procedure set forth in the approved charter. The result is a statutory obligation for authorizers to focus on the means by which a school attempts to educate students, rather than the desired ends: higher achievement by a greater number of students.

The use of contracts, in conjunction with annual authorizer reports notifying schools of their progress in relationship to the terms of such contracts, would ensure a set of pre-established standards of performance and conduct based not on methods, but on results.

Essential Practice 8: Authorizer has Established Renewal Criteria

Idaho did not receive a point for this practice. Because Idaho statute does not require renewals, the IPCSC does not have a set of established renewal criteria. It is important to note, however, that IPCSC-authorized schools are subject to rigorous oversight including annual verbal and written reports (including student academic proficiency and growth, attendance, enrollment retention, stakeholder satisfaction, financial performance, and legal compliance). As a result, the IPCSC has access to an extraordinary amount of information about the schools it authorizes. Unfortunately, Idaho authorizers' ability to address matters of consistent, low-level non-compliance or underperformance short of charter or legal violation is very limited.

Essential Practice 9: Authorizer Provides an Annual Report to Each School on its Performance

Idaho did not receive a point for this practice. NACSA observes that, in an environment requiring public charter schools to apply for renewal every five years, it is critically important that schools receive annual reports from their authorizers addressing whether or not the schools are meeting the terms of their contracts. In the absence of renewals, however, the IPCSC has not generated such reports.

IPCSC-authorized schools do currently receive feedback from the IPCSC and its staff annually, at minimum, and often with much greater frequency. This feedback occurs during site visits and verbal reports to the IPCSC. As part of the IPCSC's restructuring plan, annual reports including school dashboards and ISAT comparisons will soon be made available to schools and the public on the IPCSC's website.

It should be noted that the production of more thorough, annual performance reports to a growing portfolio of schools would present a significant challenge to the IPCSC's limited staff, and implementation of such would likely demand additional personnel.

Essential Practice 10: Authorizer Requires and/or Examines Annual, Independent, External Financial Audits of its Charter Schools

Idaho received a point for this practice. In addition to annual, independent fiscal audits, the IPCSC requires submission of IFARMS budgets and a completed template enabling the IPCSC to evaluate school budgets in a format including not only proposed budgets, but actuals and year-end projections.

Essential Practice 11: Authorizer has Staff Assigned to Authorizing within the Organization or by Contract.

Idaho received a point for this practice. In 2011, the Idaho Legislature approved a second, full-time staff position for the IPCSC, increasing the total staff to 2.5 full-time equivalent (FTE) and bringing it closer to the nationwide average of 1 FTE per 5.3 schools. This has been extremely helpful in enabling IPCSC staff to oversee schools and broaden research regarding best practices for charter school authorizing.

Satisfactory implementation of the best practices discussed in this report, as well as adequate oversight of the growing number of Idaho charter schools, will likely require additional staffing such as most large authorizers employ. Leading, pro-charter and authorizer support agencies nationwide concur that a funding structure based on fees from authorized schools, possibly combined with appropriated funds, represents the most stable and effective funding mechanism for charter school authorizers.

Essential Practice 12: Authorizer Has a Published and Available Mission for Quality Authorizing

Idaho did not receive a point for this practice. However, the IPCSC has since adopted a formal mission statement crafted to incorporate the three core principles of charter authorizing identified by NACSA:

The Idaho Public Charter School Commission's mission is to enforce IPCSC-authorized public charter schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best practices to ensure the excellence of public charter school options available to Idaho families.

In conclusion, the IPCSC values the Essential Practices identified by the National Association of Charter School Authorizers, which agree with the authorizing recommendations and model charter school laws provided by the National Alliance for Public Charter Schools and the Center for Education Reform. These national leaders have distilled decades of data from hundreds of authorizers into a constellation of practices that, though subject to misuse if implemented in isolation, should be considered as a comprehensive whole to represent a means by which to strengthen public charter school offerings for Idaho's students through exemplary authorizing.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

SUBJECT

New Lakeside Elementary School Update

REFERENCE

February 18, 2010 Board approved appointment of District Supervisor for Plummer-Worley project.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-909, Idaho Code.

BACKGROUND/DISCUSSION

House Bill 743 led to the enactment of Title 33, Chapter 9 of the Idaho Code which created the Public School Facilities Cooperative Funding Program. This legislation provides qualifying school districts to address facilities identified as unsafe under the standards of the Idaho Uniform School Building Safety Act. Under the Act, a panel was created within the Office of the State Board of Education which consists of the Administrator of the Division of Building Safety, the Administrator of the Division of Public Works and the Executive Director of the State Board of Education.

The panel is assigned the duty of considering all applications made to the fund and to either approve, modify, or reject an application based on the most economical solution to the problem (as analyzed over a projected twenty (20) year time frame. Applications may be submitted to the panel by any school district that has failed to approve at least one (1) or more bond levies for the repair, renovation, or replacement of an existing unsafe facility within the two years preceding submission of the application; or by the administrator of the Division of Building Safety for a school district that has failed to address identified unsafe facilities as provided in chapter 80, title 39, Idaho Code. Once the panel approves the application, the community is given another opportunity to approve a bond. If this bond fails, then the provisions for state funding of the local building are implemented including the State Board of Education appointing a district supervisor to supervise the entire project.

The Plummer-Worley School District #44 (PWSD) submitted an application to replace the Lakeside Elementary School due to imminent safety hazards. The District had run three failed bond elections within a two-year period. The panel found that the District had indeed met the conditions specified in Idaho code for the fund and unanimously approved the application submitted by the District with some modifications. The amount approved by the panel was \$11,349,435. The District then held a fourth bond election for that amount, which failed. Consequently, the panel met February 12, 2010, to certify the results of the bond election and discuss the selection of a district supervisor to be recommended to the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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In March 2010, consultant Dave Teater was hired to serve as district supervisor, by the Board, to oversee the Plummer project. Throughout this process, the panel identified critical changes to statute which will address shortcomings in the future. Additionally, the Panel identified and used state implemented best practices including development of education specifications, value engineering, constructability review, and commissioning – all of which improve quality and reduce cost.

IMPACT

The Plummer project has been successful. The students started school in their new building on Tuesday, January 17, 2012 and the school was officially dedicated on Friday, January 20, 2012. The students of the new Lakeside Elementary School have a safe, cutting edge building that will be used by students and the community. What has been done on this building has met or exceeded energy code requirements. Through smarter strategic planning and design work, less money was spent to make the building efficient. The true efficiencies of this building should be able to be gauged within three to four years after it has gone through several climate cycles.

ATTACHMENTS

Attachment 1 – Teater Consulting Monthly Report December 2011	Page 3
Attachment 2 – Project Expenditure Report	Page 10
Attachment 3 – Exit Strategy	Page 11

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.



Teater Consulting, LLC
Educational Specialists

January 31, 2012

Dr. Mike Rush, Executive Director
Idaho State Board of Education
Len B. Jordan Building
650 W. State Street
Boise, ID 83720-0095

Dr. Rush,

As you know, we have passed our inspections necessary to obtain the temporary certificate of occupancy. As a result, the Plummer-Worley K-6 students are in their new school and settling in to their new routines. Teachers have already reported improvements in student behavior, perhaps due to pride in their new school. The dedication of the school was very well attended and comments from the staff, students, and community have been positive. The new kitchen, commons, stage/music room, and gym areas will begin to be used by the district next Monday, February 6. The coordination of the kitchen move-in and existing equipment transfer will happen this week. The kitchen passed health department inspection on January 27.

We are now in the "punch list" phase of the work. The punch list for the building interior was completed on Monday of this week. ALSC will deliver a partial list of 23 pages to the general contractor today and the balance of the list by tomorrow. The bulk of the list is paint and ceiling related. The punch list activities will begin this week with workers present during after school hours. The exterior of the building will be punched as weather permits with the completion of this list by the general contractor occurring while the balance of the site work is being finished.

As you know, we have full commissioning for this new facility. Part of that work requires training for staff on all the major systems. The cost of this training was a requirement in the general contractor's scope of work. Training happened yesterday for staff on the use of the projectors, smart boards, sound systems, voice enhancement systems and other classroom features. Other training on the HVAC system, the electrical system have already occurred. We have video-taped the training sessions so staff can refer back to the training sessions as well as their equipment manuals.

Some other activities are underway, too. As soon as the building has the air balance complete mechanical and electrical consultants will punch the building for their respective trades. The HVAC systems is not working properly in Classroom 115. The problem has not been identified, but it is still being diagnosed. The general contractor has ordered additional expertise to help out. I'm confident that the problem will be fixed shortly. The local building inspector has all the documentation to make a determination on the seismic design category for the building. If the determination is made that the school is in "Seismic Category C," additional work will be

8128 N. Stone Haven Dr.
Hayden, ID 83835
208-818-0357
dave@teaterconsulting.com

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required on some of the suspended wood ceiling areas. If "Category B" is the correct classification, no additional work will be required.

As stated in earlier reports, the playground area is incomplete and "on hold" until the weather breaks. With the moisture and constant freeze-thaw weather cycles, the seeding of the playground has been delayed until spring. (Of course, we'll withhold adequate payment until satisfactory completion of that, or any other, portion of the project.) The site punch list will need to occur in the spring.

The following photos were taken at the site during the last month.

This is a picture of the students entering the new school on their first day of classes there. Although the staff had been in the school some days prior, this was the first time the students had seen the new school.



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Students in their new desks and new classroom.



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We had a "full house" in the new gym for our dedication ceremony. Notice the gym floor covering -- and example of the care taken of the new school by the district.



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Our main speaker at the dedication ceremony!



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Two of Idaho's finest at the front entrance to the gym for the dedication ceremony.



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Our team continues to visit the site and monitor the punch list work. We also attend periodic construction meetings, deal with daily correspondence, and report to the local Board of Trustees.

Marcia Hoffman, the District Business Manager, has provided us with the following monthly financial report. This report reflects the latest amended amounts. Please note that we will be doing a final "reconciliation" amendment to the budget near the end of the project.

ACCOUNT NUMBER	DESCRIPTION	EXPEND MTD	EXPEND TO DATE	APPROPRIATED	PERCENT	UNEXPENDED	OUT ENCUMBERED	UNENCUMBERED
421 E 811000 315 101 000	PLNT FAC-COOP FND ED SPECS	\$ -	\$ 17,500.00	\$ 17,500.00	100.00%	\$ -	\$ -	\$ -
421 E 811000 315 102 000	PLNT FAC-COOP FND-SITE SRVEY	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -
421 E 811000 315 103 000	PLNT FAC-COOP FND SOILS REPORT	\$ -	\$ 8,180.00	\$ 10,000.00	81.80%	\$ 1,820.00	\$ -	\$ 1,820.00
421 E 811000 315 104 000	PLNT FAC-COOP FND LEGAL FEES	\$ -	\$ 3,510.64	\$ 5,000.00	70.21%	\$ 1,489.36	\$ 1,405.36	\$ 84.00
421 E 811000 315 105 000	PLNT FAC-COOP FND-CIVIL ENG OF	\$ -	\$ 16,158.50	\$ 20,000.00	80.79%	\$ 3,841.50	\$ -	\$ 3,841.50
421 E 811000 315 106 000	PLNT FAC-COOP FND A/E FEES	\$ 6,420.93	\$ 630,873.80	\$ 650,000.00	97.06%	\$ 19,126.20	\$ 8,438.20	\$ 10,688.00
421 E 811000 315 107 000	PLNT FAC-COOP FND-TST & INS FE	\$ -	\$ 42,933.75	\$ 55,000.00	78.06%	\$ 12,066.25	\$ 3,873.30	\$ 8,192.95
421 E 811000 315 108 000	PLNT FAC-COOP FND-VALUE ENGR	\$ -	\$ 12,000.00	\$ 12,000.00	100.00%	\$ -	\$ -	\$ -
421 E 811000 315 109 000	PLNT FAC-COOP FND-CNSTRBLTY/CO	\$ -	\$ 41,818.11	\$ 100,000.00	41.82%	\$ 58,181.89	\$ 38,081.89	\$ 20,100.00
421 E 811000 315 110 000	PLNT FAC-COOP FND-FFE CONSULTA	\$ -	\$ 19,920.00	\$ 24,900.00	80.00%	\$ 4,980.00	\$ 4,980.00	\$ -
421 E 811000 330 000 000	PLNT FAC-COOP FND-OFFSITE MITI	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -
421 E 811000 390 000 000	PLNT FAC-COOP FND-BLD PLN FEES	\$ -	\$ 24,105.33	\$ 45,000.00	53.57%	\$ 20,894.67	\$ 15,894.67	\$ 5,000.00
421 E 811000 390 101 000	PLNT FAC-COOP FND-BLD PRMT FEE	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -
421 E 811000 390 102 000	PLNT FAC-COOP FND-REIMB, REPROD	\$ -	\$ 18,649.47	\$ 22,000.00	84.77%	\$ 3,350.53	\$ 1,000.00	\$ 2,350.53
421 E 811000 390 103 000	PLNT FAC-COOP FND-STDINT RELOCA	\$ 3,500.00	\$ 3,500.00	\$ 5,000.00	70.00%	\$ 1,500.00	\$ -	\$ 1,500.00
421 E 811000 520 000 000	PLNT FAC-COOP FND-SITE WORK	\$ -	\$ 2,266.00	\$ 3,000.00	75.53%	\$ 734.00	\$ -	\$ 734.00
421 E 811000 520 101 000	PLNT FAC-COOP FND SEWER CONNEC	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -
421 E 811000 520 102 000	PLNT FAC-COOP FND-WATER CONNEC	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -
421 E 811000 530 000 000	PLNT FAC-COOP FND-CONSTR COSTS	\$ 575,679.41	\$ 8,324,924.77	\$ 8,935,800.00	93.16%	\$ 610,875.23	\$ 563,922.83	\$ 46,952.40
421 E 811000 530 101 000	PLNT FAC-COOP FND-CONS SLS TAX	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -
421 E 811000 550 000 000	PLNT FAC-COOP FND-FURN/EQUIP	\$ 33,142.25	\$ 76,582.62	\$ 315,000.00	24.31%	\$ 238,417.38	\$ 172,816.25	\$ 65,601.13
421 E 811000 557 000 000	PLNT FAC-COOP FND-TECH TELEPH	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -
421 E 811000 557 101 000	PLNT FAC-COOP FND-TECH NETWORK	\$ 26,997.65	\$ 35,044.67	\$ 130,000.00	0.00%	\$ 94,955.33	\$ 90,959.41	\$ 3,995.92
421 E 811000 700 000 000	PLNT FAC-COOP FND-PROPERTY INS	\$ -	\$ 18,971.00	\$ 30,000.00	63.24%	\$ 11,029.00	\$ -	\$ 11,029.00
421 E 950000 000 000 000	PLNT FAC-COOP FND-CONTINGENCY	\$ -	\$ -	\$ 704,309.00	0.00%	\$ 704,309.00	\$ -	\$ 704,309.00
TOTAL PLNT FAC-COOP FUND-EXPE		\$ 645,740.24	\$ 9,296,938.66	\$ 11,084,509.00	83.87%	\$ 1,787,570.34	\$ 901,371.91	\$ 886,198.43

If there are other topics or reports needed, I'd be happy to respond. Until then, this concludes my report for this month. Please call if you have additional questions.

Sincerely



David Teater
Teater Consulting, LLC

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012**

Plummer Worley Jt School District 44
EXPENDITURE/ENCUMBRANCE REPORT
1/31/2012

ACCOUNT NUMBER	DESCRIPTION	EXPEND MTD	EXPEND TO DATE	APPROPRIATED	PERCENT	UNEXPENDED	OUT ENCUMBERED	UNENCUMBERED
421 E 811000 315 101 000	PLNT FAC-COOP FND ED SPECS	\$ -	\$ 17,500.00	\$ 17,500.00	100.00%	\$ -	\$ -	\$ -
421 E 811000 315 102 000	PLNT FAC-COOP FND-SITE SRVEY	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
421 E 811000 315 103 000	PLNT FAC-COOP FND SOILS REPORT	\$ -	\$ 8,180.00	\$ 10,000.00	81.80%	\$ 1,820.00	\$ -	\$ 1,820.00
421 E 811000 315 104 000	PLNT FAC-COOP FND LEGAL FEES	\$ -	\$ 3,510.64	\$ 5,000.00	70.21%	\$ 1,489.36	\$ 1,405.36	\$ 84.00
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421 E 811000 330 000 000	PLNT FAC-COOP FND-OFFSITE MITI	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
421 E 811000 390 000 000	PLNT FAC-COOP FND-BLD PLN FEES	\$ -	\$ 24,105.33	\$ 45,000.00	53.57%	\$ 20,894.67	\$ 15,894.67	\$ 5,000.00
421 E 811000 390 101 000	PLNT FAC-COOP FND-BLD PRMT FEE	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
421 E 811000 390 102 000	PLNT FAC-COOP FND-REIMB, REPROD	\$ -	\$ 18,649.47	\$ 22,000.00	84.77%	\$ 3,350.53	\$ 1,000.00	\$ 2,350.53
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421 E 811000 520 000 000	PLNT FAC-COOP FND-SITE WORK	\$ -	\$ 2,266.00	\$ 3,000.00	75.53%	\$ 734.00	\$ -	\$ 734.00
421 E 811000 520 101 000	PLNT FAC-COOP FND SEWER CONNEC	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
421 E 811000 520 102 000	PLNT FAC-COOP FND-WATER CONNEC	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
421 E 811000 530 000 000	PLNT FAC-COOP FND-CONSTR COSTS	\$ 575,679.41	\$ 8,324,924.77	\$ 8,935,800.00	93.16%	\$ 610,875.23	\$ 563,922.83	\$ 46,952.40
421 E 811000 530 101 000	PLNT FAC-COOP FND-CONS SLS TAX	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
421 E 811000 550 000 000	PLNT FAC-COOP FND-FURN/EQUIP	\$ 33,142.25	\$ 76,582.62	\$ 315,000.00	24.31%	\$ 238,417.38	\$ 172,816.25	\$ 65,601.13
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Teater Consulting, LLC
Educational Specialists

January 23, 2012

Dr. Mike Rush, Executive Director
Idaho State Board of Education
Len B. Jordan Building
650 W. State Street
Boise, ID 83720-0095

Dr. Rush,

I have done some thinking about the "exit strategy" for the Plummer Worley Project. Here are some of my thoughts for your consideration.

As of last Friday, we have obtained a Temporary Certificate of Occupancy (TCO) for the new building and a Certificate of Substantial Completion for the building from the General Contractor and ALSC Architects. The TCO allows us to occupy and use the building while several "punch list" items are corrected by the General Contractor. The Certificate of Substantial Completion means that the Plummer Worley School District now "owns" the building. Along with this transfer of "ownership" the District now has both liability and property insurance on the building and all utility payments are the responsibility of the District.

What remains to be completed is the site work, mainly on the south side of the new building. That work is stalled due to winter weather conditions and will resume next spring as weather and site conditions allow. This work largely consists of seeding and irrigation work. Upon satisfactory completion of that work, we will receive a final Certificate of Occupancy and a final Certificate of Substantial Completion from ALSC Architects. At that time, the District will have final "ownership" of the entire project. Of course, there will almost certainly be some site-related "punch list" items remaining.

It is my intention to retain the authority granted me by the State Board until all these events occur and all punch list items are resolved. At that time, I will submit a letter to you stating that all work is complete, all invoices have been paid, and the project is closed. Along with that letter will be my resignation as the "District Supervisor" and my duties will cease. Until that time, I believe the State of Idaho will require my attention to the project under the terms of my contract with you.

If this timeline and exit strategy does not match your sense of how it should go, please advise.

Sincerely

David Teater
Teater Consulting, LLC

8128 N. Stone Haven Dr.
Hayden, ID 83835
208-818-0357
dave@teaterconsulting.com

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2012

SUBJECT

Alcohol Permits - Issued by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the December 2011 Board meeting. Since that meeting, Board staff has received forty-three (43) permits from Boise State University, eight (8) permits from Idaho State University, eighteen (18) permits from the University of Idaho, and one (1) permit from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

List of Approved Permits by Institution

page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY November 2011 – September 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Dinner Honoring the Steins	Morrison Center–Founder's Room	X		12/2/11
Osher 10 th Anniversary	Yanke Building	X		12/7/11
EMBA Open House	Stueckle Sky Center (SSC)	X		1/25/12, 2/8/12, 3/28/12, 4/25/12, 6/6/12
Welcome Reception for New Athletic Director	Stueckle Sky Center	X		1/25/12
BAA Coaches Club Holiday Party	Stueckle Sky Center	X		12/16/11
Rachmaninov 3 – Boise Philharmonic	Morrison Center		X	11/19/11
St. Mary's Ball & Auction	S.U.B. – Jordan Ballroom		X	11/19/11
Trans Siberian Orchestra	Taco Bell Arena		X	11/23/11
Ducks Unlimited Bronco Chapter Annual Banquet	Stueckle Sky Center		X	12/1/11
Brian Regan	Morrison Center		X	12/3/11
Keynetics End of Year Celebration	Stueckle Sky Center		X	12/9/11
The Nutcracker	Morrison Center		X	12/9/11, 12/10/11 (2), 12/11/11 (2)
CH2M Hill Holiday Party	Stueckle Sky Center		X	12/10/11
Ballet Idaho – Patron Party	Morrison Center–Founder's Room		X	12/10/11
CWI Culinary Arts	Culinary Arts Building		X	12/10/11
Hewlett Packard WOITO Holiday Event	Stueckle Sky Center		X	12/13/11
Moreton & Co. Christmas Party	Stueckle Sky Center		X	12/15/11
News and You Salon	Yanke BSPR Atrium		X	12/15/11
Handel's Messiah	Morrison Center		X	12/17/11, 12/18/11
Mannheim Steamroller	Morrison Center		X	12/22/11 (2)
My Fair Lady	Morrison Center		X	1/3/12, 1/4/12, 1/5/12
Momix: Botanica	Morrison Center		X	1/13/12

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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Assoc. of Corp. Counsel Awards Event	Stueckle Sky Center		X	1/18/12
Boise Fire Dept Awards Banquet	Stueckle Sky Center		X	1/20/12
Boise Philharmonic – Wizard of Oz	Morrison Center		X	1/21/12, 1/22/12
Ferguson Wellman 2012 Investment Outlook	Stueckle Sky Center		X	1/26/12
Young Frankenstein	Morrison Center		X	1/26/12
Theatre Arts ID Dance Winter Show	Special Events Center		X	1/27/12, 1/28/12
The Manhattan Transfer	Morrison Center		X	2/5/12
YMCA Strong Kids Campaign Kickoff	Simplot Ballroom		X	2/7/12
First Tech FCU Intro to Raymond James	Stueckle Sky Center		X	2/8/12
Idaho Ballet – Cinderella	SUB – SPEC Lobby		X	2/10/12, 2/11/12
Trey McIntyre Project – At Last	Morrison Center		X	2/11/12 (2)
Randy Travis	Morrison Center		X	2/13/12
Lord of the Dance	Morrison Center		X	2/14/12
New Shanghai Circus	Morrison Center		X	2/17/12
George Lopez	Morrison Center		X	2/18/12
George Jones	Morrison Center		X	2/24/12
Laura Lim – 60 th Birthday Party	Stueckle Sky Center		X	2/25/12
Ameriprise – 1 st Annual Client Dinner	Stueckle Sky Center		X	3/1/12
Intermountain Gas–WEI Bus. Accumen	Stueckle Sky Center		X	6/18/12
Toby Rood/Ashley Bordewyk Wedding / Reception	Stueckle Sky Center		X	6/30/12
Boise Philharmonic	Stueckle Sky Center		X	9/29/12

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APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY December 2011 - January 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Holiday Party-- Commun. Sciences & Disorders Dept.	Alumni House, 554 S. 7 th Avenue	X		12/9/11
Holiday Open House- ISU Alumni Assoc.	Alumni House, 554 S. 7 th Avenue	X		12/21/11
A Fine Romance, National Display	ISU Library	X		1/12/12 (or) 1/13/12
Idaho Business Leader of the Year	Stephens Performing Arts Center (SPAC)	X		3/14/12
Gem Legacy Dinner	SPAC	X		3/23/12
Bengal Athletic Boosters	Bennion Room / Holt Arena		X	1/28/12
Janiece Ruff Memorial Service	SPAC - Rotunda		X	1/14/12
Winterfest	SPAC – Rotunda, Grand Hall		X	1/27/12

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APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO December 2011 – March 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Northwest Mining Assoc. Alumni Dinner	Sparks Nevada	X		12/1/11
Provost Holiday Dinner	Provost's Home, 1795 Amy Ct., Moscow, ID	X		12/5/11
Retirement for Jack Morris	Pullman, WA	X		12/7/11
College of Natural Resources Holiday Social	1912 Center, Moscow, ID	X		12/8/11
Reception for Janet DeVleig Pope-Honorary Degree Recipient	1227 Wallen Road, Moscow, ID	X		12/10/11
Athena Winter Meet & Greet	Commons Panorama	X		12/12/11
College of Science Holiday Social	Best Western, Moscow, ID	X		12/12/11
CBE Faculty Retreat	ALB Gallery	X		1/9/12
State of College-Engineering	San Jose, CA/Tech Museum	X		1/11/12, 1/12/12
Business After House-Chamber of Commerce Reception	CBE Board Room	X		1/19/12
UI Faculty Club/Interdisciplinary Research Reception	Commons Clearwater/Whitewater	X		1/20/12, 2/17/12
State of College-Engineering	Mission Bay Hyatt/San Diego	X		2/1/12
Lionel Hampton Jazz Festival	Kibbie Dome	X		2/14/12, 2/25/12
Lionel Hampton Jazz Festival – Pres. Recept.	Kibbie Cntr/President's Suite	X		2/14/12, 2/25/12
Red Carnation Backstage Reception	Kibbie Dome (Backstage)	X		2/24/12
Staff Affairs-Prof. Dev.-LEAP Conference	Commons	X		2/19/12
Mom's Weekend Wine & Cheese Tasting Event	Sub Ballroom	X		4/20/12
Rocky Mtn. Elk Foundation Banquet	Sub Ballroom		X	4/7/12

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APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE March 2012				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Center for Arts & History (CAH) VIP Event	CAH - 415 Main Street Lewiston, ID 83501	X		3/2/12

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IDAHO STATE UNIVERSITY (ISU)

SUBJECT

Update on ISU Shared Faculty Governance

REFERENCE

April 2010	Board approved ISU's plan for administrative cost reductions and reorganization (BAHR TAB 15).
June 2010	Board directed President Vailas to evaluate the existing faculty governance system (PPGA TAB 5).
October 2010	ISU updated the Board on the progress of the Faculty Governance Review.
February 2011	Board approved the suspension of the operation and bylaws of the ISU Faculty Senate, and authorized President Vailas to implement an interim faculty advisory structure (PPGA TAB 11).
April 2011	Board approved the election of an interim, provisional faculty senate to develop a faculty constitution and senate bylaws for approval by the University President and the Board (PPGA TAB 5).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C., Institutional Governance.

BACKGROUND/DISCUSSION

A draft constitution as submitted on November 28th by the Provisional Faculty Senate (PFS) to the President has not been approved by the President. A revised constitution which addresses the President's concerns will be distributed to the faculty no later than January 30th for review and possible additional editing. The revised constitution is based on a Shared Faculty Governance Principles document that reflects the key issues of administration's concerns and is included as **Attachment 1**.

Following the suspension of the ISU Faculty Senate in February 2011, elections of PFS members (N = 18) were held in late April, prior to the end of the spring semester, in the colleges, Division of Health Sciences, Library, and Meridian and Idaho Falls outreach centers. The PFS was seated at the beginning of the fall 2011 semester, and charged with development of a faculty constitution and faculty senate bylaws prior to the end of the academic year. The original target date for completion of a draft constitution for approval by President Vailas was early November, for inclusion in the December Board meeting agenda. The PFS submitted its draft constitution to the faculty for a vote on November 16th and submitted to the President the vote tally and constitution draft on November 28th. That same date the PFS also provided a copy to the Board's office.

The timeline of activities related to completion of a draft Constitution by the PFS is included as **Attachment 2**. President Vailas delegated oversight responsibility of the PFS and development of a faculty constitution to the Interim Provost. Communication from Administration to the PFS and to the faculty has been clear, ongoing, and frequent regarding operational issues (e.g., the time frame the PFS would be seated and its charge; that there would be no “executive committee,” only a chairperson; the scope of responsibility for the PFS; and the expectation the PFS would work collegially with the Office of Academic Affairs). The PFS has been confrontational with administration and noncompliant with the operational guidelines given to it, since the formation of the PFS. The Interim Provost has attended nearly all meetings of the PFS and has provided feedback from administration on all drafts of the faculty constitution. Requests from the Interim Provost for special meetings with the PFS, and to delay the PFS’s faculty vote on the draft constitution to provide additional time for discussion of the constitution by faculty within the colleges, have all been ignored.

The administration and the PFS have operated from two sharply different perspectives. Administration views the PFS essentially as a working group with a limited charge to develop a faculty constitution and bylaws for a faculty senate, as indicated in Board minutes from February and April 2011. The President delegated the task of working with the PFS to the Interim Provost, and has adhered to that decision by consistently reminding the PFS of that delegation and declining to directly participate in PFS meetings. For the period a faculty constitution is being developed, ISU has put in place a provisional advisory system that meets the requirements of Board policy Section III.C. and includes elected faculty bodies, like the Curriculum Council, Research Council, and Graduate Council, as well as executive committees in the colleges.

In an email dated May 12, 2011 from Phil Cole to President Vailas (**Attachment 3**), Dr. Cole presented his view of the role of the PFS: it is the restored governance body representing faculty on all faculty-related issues; it operates autonomously from administration as an independent body; it has the full power and authority to function as a faculty senate with only one of its responsibilities being the development of a faculty constitution and senate bylaws; and it has the duty, along with administration, to ensure that ISU is in compliance with Board policy. The PFS has consistently ignored the delegation of authority to the Interim Provost and believes its existence is essential to valid faculty governance at ISU.

Despite ongoing communication and the clear dissemination of administration’s perspectives, the PFS delivered a constitutional document that essentially ignores administrative feedback on key points.

If these differing perspectives are not resolved, the intention of ISU administration is to:

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1. Conduct elections this spring for a permanent faculty senate to assume its function within the ISU shared governance system and to continue the development of a faculty constitution and bylaws of the faculty senate that must be approved by the President.
2. Maintain the University Curriculum Council, Research Council, and Graduate Council as independent, elected, representative bodies within the shared faculty governance structure. The revised bylaws of these Councils are included as an information item (**Attachments 4-7**).

IMPACT

To establish an appropriate system of shared faculty governance at Idaho State University.

ATTACHMENTS

Attachment 1 – ISU Shared Faculty Governance Principles	Page 5
Attachment 2 – Timeline of events related to the provisional Faculty Senate, April 2011 to December 2011.	Page 8
Attachment 3 – Email from Phil Cole to President Vailas, May 12, 2011	Page 15
Attachment 4 – Bylaws of the University Curriculum Council	Page 18
Attachment 5 – Bylaws of the Research Council	Page 23
Attachment 6 – Bylaws of the Graduate Council	Page 29
Attachment 7 – Accomplishments of Elected Faculty Councils Fall 2011	Page 33

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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**Idaho State University
Shared Faculty Governance Principles**

Shared faculty governance is an essential aspect of the institutional advisory structure of Idaho State University. The principles outlined in this document are designed to facilitate communication, understanding, and cooperation among the faculty and administration and to ensure the orderly development of educational programs and policies committed to our trust. This document establishes principles of organization, authority, and responsibility for shared faculty governance at Idaho State University.

I. University Faculty

A. The Idaho State University faculty is comprised of two categories:

- University Faculty. The University Faculty (voting faculty) includes all tenured, tenure-track, and non-tenure track faculty at the rank of professor, associate professor and assistant professor; lecturers on continuing contracts, and professional-technical instructors, or the equivalent of any of these ranks, at 0.5 FTE or greater.
- Adjunct, Affiliate, Visiting, and Emeritus Faculty. Faculty with temporary appointments (non-voting faculty), including Visiting faculty, Lecturers on temporary contracts, Adjunct faculty (part-time), Affiliate faculty (non-compensatory); and emeritus faculty, have the privilege of participation without vote in meetings of the University Faculty.

B. The University Faculty make recommendations and provide advice and comment to the President and the Provost and Vice President for Academic Affairs on matters related to the following:

- Curricula, methods of instruction, facilities and materials for instruction, standards for admission and retention of students, criteria for the granting of degrees, and those aspects of student life that relate directly to the educational process.
- Policies and procedures governing the performance of research, scholarship and creative activities.
- Policies and procedures governing faculty appointment, tenure, and promotion.
- Policies and procedures governing the performance of faculty service.

C. The University Faculty will carry out the responsibilities described in I.B. above:

- Through elected, representative bodies including a faculty senate and other elected, representative, university-level councils and committees as may be established pursuant to Board policy.
- By participation in local governance committees within the colleges/academic units.

D. The University Faculty of each academic unit (college, school, division, department, or the library) will develop specific policies and practices in collaboration with the relevant dean and/or department chair for implementation within the academic unit.

E. Meetings of the University Faculty may be called by the University President, Provost, or Chair of the Faculty Senate. The Chair of the Faculty Senate must call a meeting at the written petition of one-third (33%) of the eligible voting faculty, which petition must conform to procedures specified in the Faculty Senate bylaws.

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- The President or his or her designee will preside at regularly scheduled meetings of the University Faculty. The Chair of the Faculty Senate or his or her designee will preside at special meetings of the University Faculty, scheduled following receipt of a petition from the University Faculty (see I.E. above).
 - Written notice and an attached agenda of each meeting must be circulated to the University Faculty at least five business days prior to the date of the meeting.
 - Official business calling for a vote of the University Faculty requires a quorum (51%) of the eligible voting faculty. Members must be physically present at designated meeting sites; proxy votes will not be recognized for absent individuals.
 - Each member of the University Faculty will have a free and equal voice in all deliberations. University Faculty members will be entitled to one vote each.
- F. The University Faculty may override an action taken by the Faculty Senate, or failure to act on an initiative petition from the University Faculty. To override a specific action of the Faculty Senate, the University Faculty may conduct a vote. A signed petition by one-third (33%) of the eligible voting faculty is required. The ballot must be accompanied by the minutes of the relevant Faculty Senate meetings sent to each member of the University Faculty. The Faculty Ombudsperson will administer, record and report the vote within the period of time specified in the Faculty Senate bylaws for faculty-wide referendums. A vote of the University Faculty requires approval by sixty percent (60%) of the eligible voting faculty to override a Faculty Senate action.
- G. The University Faculty may formally oppose a University Presidential action following the procedure specified in F. above. A vote of the University Faculty requires approval by sixty percent (60%) of the eligible voting faculty to formally oppose an action of the University President. The Chair of the Faculty Senate will communicate the results of such a vote to the President, the University Faculty and the Idaho State Board of Education. A vote of the University Faculty cannot be called to address personnel issues.
- H. The University Faculty may propose a constitution and/or bylaws consistent with these Shared Faculty Governance Principles to the University President upon a petition signed by one-third (33%) of the eligible voting faculty. Upon approval of the President, such constitution and/or bylaws may be submitted to the University Faculty for a vote.

II. Faculty Senate

- A. The Division of Health Sciences, the colleges, and the Library are entitled to at least one University Faculty representative to the Faculty Senate.
- Additional Senate representation for the Division and each college will be determined on the ratio of one Senator for every 25 University Faculty in the academic unit.
 - Representation of faculty located at remote sites will be determined by the relevant academic units. University Faculty representatives will be elected by the University Faculty in the Division, colleges, or Library.
- B. No later than January 31st each year, the Provost and Vice President for Academic Affairs will provide the Faculty Senate data on faculty membership by academic unit. The Faculty Senate will review the apportionment of the faculty from the Division of Health Sciences and each college or unit as specified in II.A. above.
- C. The following are nonvoting members of the Faculty Senate: the President of ASISU or his or her designee; the President of the University or his or her designee; the Provost and Vice President for

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Academic Affairs or his or her designee; and any additional non-voting members as are specified in the Faculty Senate Bylaws.

- D. University Faculty Senators will be elected by the voting faculty in the Division, colleges, and Library. Elections will be conducted each spring. Distribution of Senate seats among the divisions, schools, and departments within each college and academic unit will be determined by the college and academic unit. Faculty with administrative appointments at the level of department chairperson or above are not eligible to serve as Senators.
- E. Elected members normally will serve for three years. Initially, provision will be made for rotating terms of office so that one-third of the Senate seats will be vacated each year. Senators may not serve more than two consecutive terms.
- F. Senators are encouraged and expected to consult their constituencies; however, they are free to exercise their own judgment when voting.
- G. Newly created colleges and higher level academic divisions of the University will be represented as provided in II.A. above. The Faculty Senate bylaws will govern implementation.
- H. The Faculty Senate will have the authority and responsibility to act on behalf of the University Faculty, within the scope assigned by the University President. Actions of the Faculty Senate will be effective without approval of the University Faculty, except that such actions will be subject to challenge by the University Faculty (as specified in I.F. above).
- I. Within the framework established by the Idaho State Board of Education and University policies and procedures, the Faculty Senate will, as the general representative body of the University Faculty, make recommendations to the University President, and Provost and Vice President for Academic Affairs, regarding policies and procedures on matters of educational policy and academic affairs, as delineated in the Bylaws of the Faculty Senate.
- J. The Senate will elect annually from among its voting members a Chair and Vice Chair.
- K. Regular and special meetings of the Faculty Senate will be held throughout the academic year at times specified in the bylaws.
 - At least three business days prior to any Senate meeting, the Chair of the Faculty Senate will have an agenda published and distributed to the University Faculty.
 - Any item submitted by at least one-third (33%) of the eligible voting faculty through petition must be placed on the agenda for the next regular Senate meeting.
 - Items not on the agenda of a given meeting may not be brought to formal vote at that meeting without unanimous consent of those voting members present.
 - Regular and special meetings of the Faculty Senate are open.
- L. The Faculty Senate is empowered to make rules and/or bylaws governing its own organization and procedures consistent with and subject to the conditions of these Shared Faculty Governance Principles.

All power, authority, and privilege exercised pursuant to this document must come within the limits prescribed by federal and state law, Idaho State Board of Education regulations, and University policies and procedures, and must conform to the framework of principles set forth herein.

**Idaho State University Provisional Faculty Senate
Timeline of Events**

At its regular meeting in February 2011 the State Board of Education suspended the operation and bylaws of the existing Faculty Senate at Idaho State University (ISU). This action was taken because of obstructionist behavior by the Faculty Senate, occurring over a period of time, that produced an impasse between the Faculty Senate and administration and blocked efforts to review and reform ISU's faculty governance system. Speaking to the Board before it took its action, the chair of ISU's Faculty Senate confirmed the impasse—declaring to the Board that the relationship between faculty and administration at ISU is “broken”—and revealed the underlying attitude of the Senate—claiming ISU administration has “disintegrated into chaos” and has “no respect or regard for its faculty.” Moreover, Faculty Senate leadership had communicated this same message of crisis and impasse to faculty over the past several months in diverse ways (meetings, email, referenda, media, etc.). The suspension was the most reasonable way to address the impasse, because the Faculty Senate had failed repeatedly to engage effectively and cooperatively with administration in achieving a functional governance system and had engaged in a series of actions designed to obstruct institutional efforts to carry out a Board directed review of faculty governance.

With the suspension of the Faculty Senate, ISU President Arthur Vailas was authorized “to implement an interim faculty advisory structure.” He was also directed “to conclude his review of the faculty governance role as he was previously charged and to bring a final proposal for a reconstituted Faculty Senate to the Board in April 2011, and no later than June 2011.” The Board indicated the proposal “should include a charge to the reconstituted Faculty Senate to formulate and present to the President for review and approval a proposed Constitution and bylaws in accordance with Board Policy III.C.2., which should then be presented by the President to the Board for review and approval, at an appropriate date.”

Thereafter, at its regular meeting in April 2011, the Board approved the election of a new provisional faculty senate at ISU to “develop a constitution and bylaws for approval by the University president and the Board.” This work was to be done in “one year or earlier” with an automatic sunset provision dissolving the provisional faculty at the end of that time period.

The table below chronicles major actions and events related to the formation and function of ISU's Provisional Faculty Senate (PFS).

April 2011	<ul style="list-style-type: none">▪ ISU President sent an email to faculty and staff 1) describing work completed to date in response to the June 2010 Board directive that the structure and efficacy of ISU's institutional governance be reviewed in light of the university's reorganization; and 2) outlining a provisional governance structure that would maintain essential advisory functions while permitting continued development of a viable and sustainable governance system. The PFS was a component of that provisional structure. The President's email explained the PFS's responsibility to develop a faculty constitution/bylaws and directed that it report to and work with the Provost/Vice President of Academic Affairs in establishing its agenda.▪ The Provost/Vice President of Academic Affairs sent a document via email to faculty, deans, and department chairs outlining the process and procedures for election of the PFS. The document stated the PFS would have its first meeting at the beginning of fall semester 2011 and would elect a chair at that time.▪ PFS members were elected by the colleges and the Division of Health Sciences.
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	<ul style="list-style-type: none"> Representation on the PFS is proportional with a total of 18 members. Thirteen of those elected were serving on the Faculty Senate at the time it was suspended in February 2011. Of the other 5 members, 2 had served on the Faculty Senate within the past 3 years, and 3 had no recent service on the senate or none at all.
May 2011	<ul style="list-style-type: none"> On May 5, the week following its formation and the day before faculty were off contract, the PFS conducted an organizational meeting and elected officers and an executive committee. Using the Boise State University faculty constitution as a template, the PFS approved a provisional preamble and two sections establishing a faculty senate, for ISU's faculty constitution. During the period September 2010 through April 2011 ISU's Institutional Governance Working Group, met weekly to review ISU faculty governance and develop a faculty constitution. IGWG was comprised of 6 faculty members (3 of whom were former Faculty Senate chairs) and had been jointly appointed by the President and the Faculty Senate chair. At the time the PFS adopted parts of the BSU constitution, it had available for its use all of IGWG's work—research; notes; ISU faculty surveys; multiple, progressive drafts of a faculty constitution that had been submitted to faculty for review and comment by faculty—which had been maintained on a web site available to ISU faculty. IGWG's draft constitutions were not used by the PFS. Neither faculty nor administration was given notice of the PFS meeting; no agenda or opportunity for input was provided in advance of it. The PFS did not request access to the university mass email system, nor were the university email accounts of individual PFS members disabled to prevent them from emailing their constituents. The day after the PFS had its meeting a member of the PFS executive committee emailed faculty in his college to report actions taken by the PFS at its meeting the previous day. On May 6, the day after the PFS meeting and his election as chair, in separate emails, the PFS chair contacted the Associate Vice Presidents for Academic Affairs to request a key to the Faculty Senate offices, a cell phone, administrator access to the Faculty Senate web pages, and travel money to attend Board meetings. That same day the Provost denied these requests, reminding the PFS chair that the PFS would be officially seated and given its charge in the fall and would begin its work then. On May 11 the future Interim Provost/Vice President of Academic Affairs ("Interim Provost") sent an email letter to faculty acknowledging the election of the PFS and its purpose to develop a faculty constitution and bylaws. The letter reiterated the administration's intent that the PFS would be seated at the beginning of fall semester and informed faculty that resource material would be provided to the PFS to assist with its tasks. Also on May 11, in response to actions taken at the May 5 PFS meeting and the chair's claim of a broad governance role for the PFS, the Interim Provost sent an email to the chair stating again the limited charge of the PFS and her intent that it begin its work fall semester; making it clear that electing an executive committee was inappropriate, given the smaller size and limited function of the PFS; and expressing her desire to work closely with and assist the PFS in accomplishing its prescribed tasks. The PFS chair responded to the Interim Provost email on May 12 by emailing the President to express concern that the Interim Provost "misunderstands

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	<p>fundamental aspects” of ISU faculty governance and the Board’s charge to ISU faculty. The chair described the PFS as the “current form of governance” at ISU with “one of its duties being to develop a...constitution and bylaws” and asserted its right to perform “all the other important faculty governance duties.”</p> <ul style="list-style-type: none"> ▪ In his May 12 email the PFS chair also asked the President to submit to the Board for consideration at its June meeting the sections (preamble and faculty senate) the PFS had adopted for ISU’s faculty constitution the week before. Not only was the document incomplete, none of these sections had been distributed by the PFS to ISU faculty for review, comment, or approval. Although the stated purpose of the request was to apprise the Board of the PFS’s progress on its task, it is significant that BSU’s constitution—the document duplicated in the PFS’s document—was also on the Board’s agenda for approval. In his email the chair also requested that the President meet with him and the PFS vice-chair as is “customary” to do with “new faculty governance leaders.” ▪ In a May 13 email reply to the PFS chair, the President explained the task of overseeing the PFS and its work had been delegated to the Interim Provost, expressed his confidence in her credentials/experience, and articulated his expectation that the PFS would work collaboratively with the Interim Provost once it received its charge from her and began its work in the fall.
	<ul style="list-style-type: none"> ▪ A member of the PFS executive committee addressed the Board during the open forum of its June meeting. Among other things, he noted that the PFS was waiting for documents from the Interim Provost that were promised in May and that “the PFS needs those documents to continue with its work.”
July 2011	<ul style="list-style-type: none"> ▪ On July 8 the Interim Provost sent an email to PFS members making available to them a binder of resources—governing policies, positions statements, scholarly articles, surveys, task force and working group reports, to name a few examples—to assist in their work on a faculty constitution and bylaws. When contacted about delivery, some PFS members requested that the binder be sent to their home address, citing they were off contract. Some binders were delivered to offices on campus. While in the Interim Provost’s office area on July 8, the PFS vice-chair refused to take a binder offered to him by the Management Assistant saying that he was off contract and that the Interim Provost had not yet recognized the legitimacy of the PFS. Several binders remained unclaimed at the beginning of fall semester and were delivered to members at the August 29 meeting of the PFS. ▪ The Interim Provost scheduled a meeting with the PFS chair and any other members the chair wished to attend with him. ▪ The Interim Provost authorized the release of a key to the Faculty Senate offices to the PFS chair.
August 2011	<ul style="list-style-type: none"> ▪ On August 9 the Interim Provost met with three members of the PFS to discuss the upcoming work of the group. ▪ Thereafter, these members of the PFS, along with a past chair of the Senate, former and current faculty members, appeared before the State Board of Education during the open forum of their regular meeting on August 10-11. Some of them addressed the Board, stressing the faculty’s dissatisfaction with the President and desire for him to leave the institution, while promising to work with the interim Provost on achieving a faculty constitution and bylaws. ▪ Given the conflicting tenor of the members’ statements made during the Interim Provost’s meeting and those made during the Board’s open forum, the Interim

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	<p>Provost called an emergency meeting of the PFS for August 15 to discuss the group's charge and establish rules for the conduct of senate meetings. In response, the PFS executive committee sent an email reminding the Interim Provost that she is not a member of the PFS and is not authorized to call meetings or set agendas. She was, however, urged to "contact the entire faculty forthwith and convene an open forum, with the press invited" in the event of an extreme emergency. See attached email.</p> <ul style="list-style-type: none"> ▪ The Interim Provost responded to the PFS executive committee by informing them that she does have the authority to call a meeting of faculty bodies, including the PFS, and setting out the objectives of the August 15 meeting. Rejecting this position, the PFS chair sought a meeting with the Interim Provost, members of the executive committee, and a Board member to discuss the issues "while adhering to accepted protocol." The Interim Provost declined this offer, insisting that all PFS members should be at any meeting where PFS issues are discussed. ▪ Ultimately, only 5 of the 18 members of the PFS attended the August 15 meeting. ▪ The PFS chair scheduled a meeting of the PFS on August 29 and, contrary to the understanding arrived at during the August 9 meeting with the Interim Provost, published a meeting notice and agenda on the Idaho State Journal blog site "ISU Voice." This was done without consulting or working with the Interim Provost and without seeking authorization to send a notice and agenda by university mass email. The proposed agenda also included topics that were provocatively worded and beyond the PFS's scope of authority and charge, for example, "Pathway for Getting ISU off the AAUP Sanction List" and "Discussion of Disarray of Gen Ed Requirements." ▪ After discovering this action, the Interim Provost met with the PFS chair to express her concern that he failed to work with her in developing an agenda and used an external blog site to communicate with faculty. The Interim Provost authorized a meeting notice and agenda to be sent out by university mass email. ▪ The PFS met on August 29. At that time, the Interim Provost was allowed to give the PFS members their charge and a set of operating principles (which she was unable to do at the previously scheduled meeting on August 15). The PFS formed an ad hoc committee "to meet weekly to work on drafting a faculty constitution, reporting back to the full Provisional Senate whenever it meets." An open forum for faculty was also conducted in conjunction with the meeting; estimates ranged from 60-70 people in the audience, which included faculty, staff, and the public.
September 2011	<ul style="list-style-type: none"> ▪ The PFS began its regular meeting schedule of every Monday from 4:00-6:00 p.m. Meetings were to be conducted pursuant to Roberts Rules of Order and members were instructed by the PFS chair to make their comments germane and brief during discussion of motions. The PFS rejected the Interim Provost's operating principles distributed at the August 29th meeting, and the executive committee was charged with developing a new document that does "not simply reiterate this document." ▪ The PFS and its ad hoc committee worked throughout the month on developing a constitution. With one exception, the Interim Provost attended and participated in all PFS meetings during September.
October 2011	<ul style="list-style-type: none"> ▪ The PFS continued its work throughout the month on developing a constitution. ▪ The Interim Provost attended all the PFS meetings during October, providing verbal and written input to the PFS regarding the President's position on key issues and

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	<p>answering questions about specific areas of concern.</p> <ul style="list-style-type: none"> ▪ A member of the PFS executive committee attended the Board's regular October meeting, with expenses paid by the administration. ▪ On October 24 the PFS approved a draft constitution for submission to the faculty and the President for review and input by November 3. ▪ By memo dated October 25, the PFS chair sent the draft constitution to the President and requested that the President and ISU general counsel review the document and provide comment by November 3. Additionally, the President was invited to attend the faculty open forum on November 2.
November 2011	<ul style="list-style-type: none"> ▪ On November 2 the Interim Provost submitted a comprehensive, line-by-line review of the PFS draft constitution with specific areas of concern identified and with alternative language proposed. ▪ On November 2 the PFS conducted an open forum for faculty, broadcast to remote sites, to receive input on a proposed faculty constitution. About 20-25 people attended, including faculty, staff, and the public. The Interim Provost also attended, offering comments, answering questions, and responding to concerns. ▪ The PFS November 7 meeting was intended to be a special meeting (scheduled 3:00-6:00 p.m. or as late as needed) for the review of faculty input received during the forum and otherwise submitted to the PFS. The PFS met on November 7 for roughly 30 minutes of the scheduled 3 hours. During this 30-minute period, members reviewed input from the faculty—the open forum (about 2 hours), written comments from faculty at large (27 pages), and input from the constitution subcommittee (4 pages)—and finalized a draft constitution for faculty-wide vote on November 16. ▪ On November 9 the Interim Provost met with the PFS vice-chair and requested a postponement of the scheduled faculty vote on the draft constitution to 1) allow additional time for review and dialogue among the faculty, and 2) schedule a meeting among representatives from Academic Affairs (including the deans), the PFS chair, and constitution subcommittee to discuss the draft and work toward compromise on key sections. Her request was denied. ▪ On November 11 the Interim Provost sent a memo to ISU faculty explaining the request for postponement, describing her work to date with the PFS, and addressing statements incorrectly attributed to her in an Idaho State Journal article published that day. ▪ On November 16 the PFS conducted a faculty vote on the draft constitution. The following results were released by the PFS: 299 voted (representing 45.4% of the total eligible faculty); 201 voted yes (representing 30.5% of total eligible voters and 67.2% of those who voted; and 98 voted no (representing 14.9% of total eligible voters and 32.8% of those who voted). ▪ The PFS chair sent the draft constitution to the President on November 29 and requested that the President review it and inform the PFS of his decision to approve or disapprove it by December 6. That same day the PFS chair forwarded the draft constitution to the Executive Director of the Board, updating him on the faculty vote and motions recently passed by the PFS. The Executive Director was asked to share the draft constitution and letter with Board members as an informational item as to progress made by the PFS on its assigned task. ▪ By memo to the President dated November 30 the PFS chair requested that the President attend either the December 5 or December 12 PFS meeting to

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	<p>“communicate his views on the constitution that was passed by a super majority of the faculty.”</p> <ul style="list-style-type: none"> ▪ The President responded that same day (November 30) by thanking the PFS for completing its work on the draft faculty constitution in a timely manner and stating his appreciation for the time and effort expended by the PFS fall semester. He also reiterated that he had delegated responsibility to the Interim Provost to work with the PFS and faculty in the colleges in the development of a constitution. He informed the PFS chair that, as part of the review process, the Interim Provost would seek further discussion of the document in the colleges and solicit college-level input that she would summarize and submit to the President.
December 2011	<ul style="list-style-type: none"> ▪ On December 2 the PFS executive committee sent a memo to the President requesting his “up-or-down” decision on the constitution. ▪ By memo to the President dated December 5, the PFS chair requested that the President and the Interim Provost attend the December 12 meeting to explain the constitution review process referenced in the President’s November 30 memo. ▪ On December 6 the President responded by memo to the PFS chair restating the position the President has consistently communicated since spring 2011 that the PFS would report to and work with the Interim Provost in developing a faculty constitution. He reminded the PFS chair that the Interim Provost has been open with members, has provided a clear process for the PFS to provide input to him, and has offered specific comments and recommendations on areas of concern regarding the draft constitution. ▪ During the December 12 PFS meeting, the Interim Provost explained the continuing review of the draft constitution that will occur on the college level, enabling more review and comment from the faculty.

Conclusions supported by these actions and events:

- Communication has been clear, ongoing, and frequent between the President/Interim Provost and the PFS regarding flashpoint issues (e.g. when the PFS would be seated/charged; whether there would not be an executive committee; what is the scope of the PFS’s power, authority, and responsibility; whether the PFS could operate autonomously and independently of the administration).
- The PFS has been confrontational, at times combative, with the administration since the formation of the PFS.
- Administration and the PFS have operated from two sharply different perspectives:
 - Administration:
 - The PFS is essentially a working group with a limited charge to develop a constitution and bylaws for the faculty (SBOE minutes February 16-17, 2011, and April 20-21, 2011).
 - The President delegated the task of working with the PFS to the Interim Provost (email dated 5/13/11 from the President to the PFS chair) and has adhered to that decision by consistently reminding the PFS of that delegation and declining to directly participate in the PFS meetings (memos to PFS dated November 30 and December 6).
 - For the period a faculty constitution is being developed, ISU has in place a provisional advisory system that meets the requirements of SBOE policy Section

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III.C. and includes elected faculty bodies, like the Curriculum Council, Research Council, and Graduate Council, as well as executive committees in the colleges.

- PFS:
 - Believes it is the restored governance body representing faculty on all faculty-related issues and is essential to valid faculty governance at ISU.
 - Believes it must operate autonomously from administration as an independent body.
 - Believes it has the full power and authority to function as a faculty senate with only one of its responsibilities being the development of faculty constitution and bylaws.
 - Believes it has the duty, along with the administration, to ensure that ISU is in compliance with Board policy.
 - Believes it is justified in disregarding the delegation of authority to the Interim Provost.

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Appendix 3



Barbara Adamcik <adambarb@isu.edu>

Re: Letter from Provisional Faculty Senate Leadership

3 messages

Arthur Vailas <vailarth@isu.edu>

Fri, May 13, 2011 at 2:51 PM

To: Philip Cole <colephil@isu.edu>

Cc: Adamcik Barbara <adambarb@isu.edu>

Phil:

I have delegated the governance task to Dr. Barbara Adamcik. She is well experienced in faculty governance (former Faculty Senate Chair) and a seasoned senior faculty member and administrator at ISU. I believe she is very clear in her communication to you and I support her actions in providing background material to members while the faculty are off contract. Please work with her since this is a collaborative effort in completing a well defined scope of developing an acceptable constitution, a set of bylaws and scope for the new faculty senate. I expect you to comply with her request and are looking forward to this productive collaboration as an advisory body to the Interim Provost. As an advisory body, you are to work with Dr. Adamcik once the faculty return in the fall term. I appreciate your willingness to work with her and feel free to meet with her if you have any questions. The Provisional Faculty Senate has not received their formal charge, structure, time table, specific tasks, communication strategies, staff support needs etc. Her request is reasonable and is in compliance with SBOE policy. Thanks for bringing your concerns to my attention.

Respectfully,
ACV

On Thu, May 12, 2011 at 11:43 PM, Philip Cole <colephil@isu.edu> wrote:

Dear President Vailas,

We are writing to you out of concern that the incoming Interim Provost, Dr. Barbara Adamcik, misunderstands fundamental aspects of the nature of faculty governance at ISU and the important charge the Idaho State Board of Education has given the ISU faculty [**re: Adamcik memo to faculty and private email to Cole**]. As duly elected representatives of the ISU faculty we feel that it is our duty, along with the central administration, to ensure that ISU is in compliance with the Board's mandates.

As you know, the Board has restored faculty governance to ISU faculty. The current form of governance is the Provisional Faculty Senate, with one of its duties being to develop a new faculty governance constitution and bylaws to be approved by the ISU faculty at large.

It is also true that neither Board Actions nor other communications by the Board preclude ISU faculty governance from performing all the other important faculty governance duties which are routinely and consistently granted to all higher education faculty governance systems in Idaho. Surely Dr. Adamcik misunderstands, for example, when she suggests that established ISU faculty grievance procedures currently handled by faculty governance have been abandoned by the Board. Naturally, faculty governance has many additional responsibilities to the faculty that will require attention over the summer and into the forthcoming academic year as a new faculty governance constitution and bylaws are being discussed by

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faculty.

During Spring 2011 while faculty were under contract, the Board-mandated Provisional Faculty Senate was populated with duly elected senators as acknowledged by formal correspondences from your administration [**re: memo to faculty by outgoing Provost Dr. Gary Olson**]. In the spirit of due diligence and efficiency advocated by the Board and by your representative Dr. Kent Tingey [**re: public statements to ISJ Provisional ISU Faculty Senate is elected**], the Provisional Faculty Senate met during Spring Semester 2011, while senators and the ISU faculty at large were on campus and under contract.

The Provisional Faculty Senate has elected its officers and has begun its work in a manner consistent with the Board's charge [**re: Board Action**] and consistent with the Board's public communications [**re: public statements to the ISJ When should new faculty group start work?**] which presented the view that the Board finds it desirable that the Provisional Faculty Senate begin its work.

Importantly, during the spring semester the Provisional Faculty Senate formally endorsed a provisional constitutional preamble and provisional constitutional governance purviews [**re: PFS meeting minutes**]. The Provisional Faculty Senate also has formally established an Executive Committee to represent faculty during the summer. This action gives ISU faculty duly elected representation as is enjoyed by all other Idaho university faculty.

We respectfully request that you clarify to Dr. Adamcik that the ISU Provisional Faculty Senate exists and is functioning under the aegis of the Board's action. The Provisional Faculty Senate Executive Committee looks forward to working with Dr. Adamcik when she assumes her duties on 1 July 2011.\

Further, we respectfully make two requests of you:

- 1. We request that you forward the provisional constitutional preamble and the provisional constitutional faculty governance structure and purviews to the SBOE for their review prior to the June Board Meeting. Doing so will demonstrate materially to the Board the progress of the Provisional Faculty Senate in answering the Board's charge. Members of the Provisional Faculty Senate Executive Committee will be at the board meeting to interact with Board members and will be available to address any questions board members may have regarding progress in renewing shared governance at ISU.
- 2. We request that you meet in person with Drs. Phil Cole, Provisional Senate Chair, and David Delehanty, Provisional Senate Vice-Chair in the coming days. Not only is it customary to meet with new faculty governance leaders to discuss a range of issues, it would also be beneficial to the entire ISU community to see concrete steps being taken to improve communication between ISU central administration and duly elected ISU faculty governance representatives.

We thank you in advance for your attention to these important matters. We look forward to meeting with you in person on campus in the coming days.

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Sincerely,

Drs. Phil Cole and David Delehanty

ISU Provisional Faculty Senate Chair and Vice-Chair

--

Arthur C. Vailas, Ph.D.
President, Idaho State University
208-282-2566

Barbara Adamcik <adambarb@isu.edu>
To: Alan Egger <eggealan@isu.edu>
Bcc: "adambarb@isu.edu" <adambarb@isu.edu>

Sat, May 14, 2011 at 1:05 PM

FYI

Sent from my iPhone

Begin forwarded message:

From: Arthur Vailas <vailarth@isu.edu>
Date: May 13, 2011 2:51:52 PM MDT
To: Philip Cole <colephil@isu.edu>
Cc: Adamcik Barbara <adambarb@isu.edu>
Subject: Re: Letter from Provisional Faculty Senate Leadership

[Quoted text hidden]

Kay Christensen <chrikay@isu.edu>
To: Barbara Adamcik <adambarb@isu.edu>

Thu, Jan 19, 2012 at 4:55 PM

----- Original Message -----

Subject: Re: Letter from Provisional Faculty Senate Leadership

Date: Fri, 13 May 2011 14:51:52 -0600

From: Arthur Vailas <vailarth@isu.edu>

To: Philip Cole <colephil@isu.edu>

CC: Adamcik Barbara <adambarb@isu.edu>

[Quoted text hidden]

**Amended Bylaws of the
UNIVERSITY CURRICULUM COUNCIL**

Revised September 1, 2011; approved by Council of Deans September 20, 2011*

ARTICLE I - NAME

The name of this body is the University Curriculum Council (UCC). The UCC reports to the Provost/Vice President for Academic Affairs.

ARTICLE II - PURPOSE AND FUNCTION

The UCC exercises, at the University level, the faculty's primary responsibility for the fundamental area of undergraduate curricula. The UCC's approval is required for all curricular and program changes that are to appear in the *Undergraduate Catalog*. The UCC's functions include, but are not limited to:

- identification of potential confusion with existing programs, courses, and degrees due to the proposed title of the new program, course, or degree;
- identification of potential dilution of existing programs, courses or degrees;
- prevention of duplication with existing programs, courses, or degrees; and
- detection of possible conflict with accrediting standards applying to existing programs, courses, and degrees.
- continued clarification of the undergraduate catalog.

ARTICLE III – MEMBERSHIP, SELECTION, AND RECALL

A. Committee Composition

The UCC consists of 13 voting members: one from each of the two (2) divisions in the College of Arts and Letters; two (2) from the College of Science and Engineering, with one (1) from the Science Departments and one (1) from the School of Engineering; three (3) from the Division of Health Sciences, representing the College of Pharmacy and other Schools respectively; two (2) from the College of Technology, and one (1) from the two other undergraduate colleges (Business and Education); one (1) from the University Library, and one (1) from ASISU. In addition there are three *ex officio* non-voting members: one (1) appointed from the Office of the Registrar, one (1) appointed from the Office of the Provost and Vice President for Academic Affairs, and one (1) from Central Academic Advising. Voting faculty members will be elected by the faculty of the appropriate division, college, or school.

B. Election/Appointment Process

Faculty members of the UCC are elected by the faculty of the designated units. Should an elected member resign or be unable to serve, his or her replacement will be elected by the faculty of the appropriate division or college. Elected members should have experience in the designated unit with curricular matters. The student member will be appointed by the Associated Students of Idaho State University (ASISU). *Ex officio* members are appointed by their units.

C. Terms of Membership

Faculty members are elected to serve on the UCC for a term of three years, with re-election for one consecutive three-year term allowable. Additional terms are permissible once the faculty member is off the committee for a minimum of one term. Exceptions can be made in the case of mid-term vacancy. Terms of office are based on the academic calendar and are staggered, with approximately one-third of the UCC membership being replaced each year. Election of new members must take place by the end of the spring semester preceding their terms in office. The student representative and *ex officio* members serve at the pleasure of those appointing them without restriction on their terms.

D. Recall and Appeal

Faculty members may be subject to recall for excessive absence, failure to carry out assigned duties, or other malfeasance. Recall motions may be introduced by any member of the UCC but must include a specific statement of the reasons for recall. A member may be removed from the UCC by a majority vote of the total voting membership of the UCC, but only after the member has been offered an opportunity to defend himself or herself before the members of the UCC. A recall may also be initiated by the constituent unit of a UCC member by a petition signed by at least 50 per cent of the faculty members within who are eligible to vote. Such a petition is submitted to the Executive Secretary of the UCC who, after ascertaining the validity of the petition, makes the recall motion to the next regularly scheduled meeting of the UCC.

[Appendix A](#) is an historical record of UCC members.

ARTICLE IV - OFFICERS AND MEETINGS

A. Selection of Officers

The UCC elects a Chair, Vice Chair, and Executive Secretary for the next academic year in the Spring Semester (first February meeting) from the continuing membership of the UCC (excluding student and *ex officio* members). These officers serve as the Executive Committee of the UCC and may be re-elected if eligible. If the office of any Executive Committee member becomes vacant, the UCC elects a new officer from among its members.

Officers are subject to removal before completion of their term. The process of removal from office begins with a motion made by any UCC member specifying the reasons for removal from office. An officer may be removed from office by a majority vote of the total voting membership of the UCC, but only after the officer has been offered an opportunity to defend himself or herself before the members of the UCC (See Article III). However, if so removed, they continue as UCC members until their term expires.

B. Meetings

The UCC meets in accordance with a calendar governing meetings (historically, meetings have been held on Thursdays, 3:00 PM-5:00 PM). It is the responsibility of the UCC Chair to inform members of time, location, and agenda of scheduled meetings. Upon request of three or more UCC members, the Chair must schedule an additional UCC meeting within a two week period if needed outside of normal scheduling.

C. Attendance and Substitutes

Members are expected to attend all meetings and to inform the Chair of the UCC when they cannot attend. Voting members who cannot attend a meeting may send a substitute with voting proxy from the member's constituency. Excessive absences (more than three) during an academic year may subject a UCC member to recall (see Article III D).

D. Duties of the Officers

The Chair presides over meetings of the UCC and the Executive Committee and compiles and reports the UCC's overall actions yearly to the Provost/Vice President for Academic Affairs. The Vice Chair shall serve in the absence of the Chair. The Vice Chair fulfills the duties of the Chair in the absence of the Chair, and the vice Chair normally succeeds the sitting Chair. The Executive Secretary meets with the other members of the Executive Committee as needed, takes and transcribes meeting minutes in the absence of a staff secretary and maintains other records as requested by the UCC Chair. The Executive Secretary assumes the Chair's responsibilities in the absence of the Chair and the Vice Chair.

E. Duties of the Executive Committee

Duties of the Executive Committee are determined by the UCC and include, but are not limited to, such actions as: screening proposals before placement on the Council agenda; approving minor changes in courses and other catalog copy, which include semester changes in course descriptions, course numbers, dropping or adding cross-listings within course descriptions in departments other than the originating department; minimum standards for majors within departments; and correcting minor errors in catalog text. All Executive Committee acts are presented to the UCC for discussion and approval.

ARTICLE V—MINUTES, QUORUM, AND VOTING

A. Minutes

Minutes are kept for each meeting and prepared in accordance with the format set by the Office of Academic Affairs and are submitted in a timely manner simultaneously to the Council of Deans for acceptance, and the Provost/Vice President for Academic Affairs for review. Minutes will be made available to the Faculty Senate for comments.

B. Quorum

Meetings are conducted only when a quorum (more than one-half of the elected voting faculty UCC membership, plus the ASISU appointment) is present.

C. Voting

Motions, unless otherwise provided for in these bylaws, pass by a simple majority of votes cast. Abstentions do not count as votes; tie votes fail; and the Chair votes on all motions. Voting by proxy is allowed. Voting on motions that have been seconded at a regular meeting may be conducted by mail or email unless at least three (3) voting members request that it be done in person. Voting by proxy is allowed when notification of proxy assignment is made to the Chair or recording secretary prior to the scheduled meeting. A proxy must be given to a faculty member within the member's area of representation who is not already serving on the UCC.

ARTICLE VI- STANDING SUBCOMMITTEES

A. Subcommittees

The UCC reviews and accepts the minutes of the following standing subcommittees:

- Bachelor of Applied Science/Technology Committee (BAS/BAT)
- Bachelor of University Studies Committee (BUS)
- University General Education Requirements Committee (GERC)
- University Academic Standards Council Curriculum Committee (ASCC)

A record of the members and bylaws of each of the above committees is maintained as [Appendix B](#). The UCC may appoint ad hoc subcommittees as necessary.

ARTICLE VII – BYLAWS AMENDMENT PROCESS

A Amendment of Bylaws

The Bylaws may be amended by a two-thirds vote of the elected voting faculty UCC membership plus ASISU appointment. No amendment may be introduced and voted upon at the same meeting. Bylaws changes are subject to approval by the Provost/Vice President for Academic Affairs. The UCC will review its bylaws within three years of the date of its last review.

ARTICLE VIII—BUSINESS ITEMS

The UCC receives its business items by the following means:

- Business referred to the UCC by Office of Academic Affairs, colleges, Division, or other academic units
- Items brought in by a member of the UCC or
- Items referred by the University community.

Items or policy not completed in one academic year should be considered old or continuing business to be completed by the UCC in the next academic year.

Robert's Rules of Order, Newly Revised, is the authority in all matters not covered by these Bylaws and/or approved operating procedures. *[However, one will note that this edition is not available at that link, or anywhere else your secretary has found. The best suggestion available is to go to Roberts Rules of Order Revised (4th edition) full text online at <http://www.rulesonline.com/>.]*

*approved as included in the [Minutes](#) from the Curriculum Council's meeting on September 1, 2011.

Idaho State University

Research Council

Bylaws

ARTICLE 1: NAME AND REPORTING CHAIN

- A. The name of this body is the Research Council.
- B. The Research Council reports directly to the Vice President for Research and advises and coordinates with the University administration through the Vice President for Research.
- C. The Research Council was formerly named the Research Coordinating Council (RCC), created as part of the ISU committee/council revision adopted in 1982. The name was changed to Research Council in 2009.
- D. These bylaws shall be reviewed for consistency with the ISU Constitution and Faculty Senate bylaws, at the Research Council's earliest convenience, following the approval and implementation of these governing documents.

ARTICLE 2: PURPOSE

- A. The Research Council consists of representative membership across the ISU research community. While formally advisory in nature, the Research Council provides a forum for internal discussion, gathers and disseminates information to the faculty, and provides a faculty voice on matters pertaining to research, scholarship, and creative activity (henceforth referred to as research). It also initiates and advises on the formulation, review, and application of policies touching on research matters.
- B. The Research Council provides oversight of subcommittees involved in the peer review and administration of internal grant awards funded by the Vice President for Research. Each subcommittee operates according to its own set of bylaws.

ARTICLE 3: MEMBERSHIP, SELECTION, AND RECALL

Section 1. Voting Membership

- A. All voting members of the Research Council must be faculty members and must directly represent faculty constituents.
- B. Research Council members must be experienced in and committed to research.
- C. The Research Council will have the following voting representative members:
 - 1. Nine college representatives as follows:
 - a. College of Arts and Letters (2 representatives)
 - i. Fine Arts and Humanities (1)
 - ii. Social and Behavioral Sciences (1)

- b. College of Business (1 representative)
- c. College of Education (1 representative)
- d. College of Science and Engineering (2 representatives)
 - i. Mathematics/Engineering/Physics (1)
 - ii. Biology/Geology/Chemistry (1)
- e. Division of Health Sciences (2 representatives)
 - i. College of Pharmacy (1)
 - ii. Other Health Sciences (1)
- f. College of Technology (1 representative)
- 2. One research centers and institutes representative (1)
- 3. One library/museum representative (1)
- D. All voting representatives are appointed by the respective unit and serve for three-year terms. Terms of office are based on the academic calendar and are staggered, with one-third of the Council membership being replaced each year. Election of new members must take place by the end of the spring semester preceding their term in office. Voting members may succeed themselves for one additional term, after which they must take at least a one-year break from serving on Research Council. Nominations to fill vacancies may be solicited by Research Council.
- E. If a representative member resigns from or otherwise ceases to serve on the Research Council, a replacement is chosen in the same fashion as the regularly selected representative. Replacements chosen to fill an unexpired term of a regularly selected member may be appointed to no more than two successive terms following the completion of the unexpired term. If a temporary vacancy occurs (e.g., sabbatical), a replacement is designated by the unit represented.

Section 2. Non-Voting Membership

- A. The Vice President for Research or designee will serve as a permanent, *ex officio*, non-voting member of the Research Council.

Section 3. Duties of Members

- A. Members of the Research Council must participate fully in all of its activities. Specific duties of Research Council members include the following:
 - 1. Attend all Research Council meetings, which is mandatory.
 - 2. Solicit information from and represent the views of their faculty constituencies.
 - 3. Inform constituencies of relevant actions taken or anticipated by the Research Council.
 - 4. Be prepared to identify strengths and weaknesses in the research enterprise and to help develop realistic proposals to foster ISU research.
- B. If members fail to perform their duties, they may be removed from the Research Council.

1. Any Research Council member who misses more than one meeting in an academic year without sending an alternate may be replaced by the Council. Any Research Council member who misses more than two meetings in an academic year may be replaced, unless prior arrangements have been made to cover sabbatical or other recognized academic activities.
2. The Research Council may recall any Research Council member for dereliction of duty by two-thirds approval of those voting.

C. Missing a Research Council meeting:

1. The Chair or Secretary must be notified in advance, if at all possible, if a member has to miss a meeting.
2. An alternate is strongly encouraged, and should be chosen by the member from their own faculty constituency group. It is the member's responsibility to fill in the alternate on the Research Council's current work and any relevant constituency issues to address. Voting by proxy is allowed in accordance with Article 5.C.4.
3. If a member has to miss more than a single meeting, arrangements should be made to formally appoint a temporary replacement.

ARTICLE 4: OFFICERS AND MEETINGS

Section 1. Chair, Vice Chair, and Secretary

- A. The Research Council elects the Chair of the Council at the last meeting of the spring semester from the continuing voting membership of the Council. The Chair serves for one year and may be re-elected if eligible.
- B. The Vice Chair will be elected at the first meeting of the academic year from the voting membership of the Council. The Vice Chair serves for one year and may be re-elected if eligible. The Vice Chair does not serve as the Chair-elect for the following year but may be nominated for Chair if eligible.
- C. The Secretary is elected at the last meeting of the spring semester from the continuing voting membership of the Council. The Secretary serves for one year and may be re-elected if eligible.
- D. The Chair, Vice Chair, and Secretary will be nominated by Council members and elected by simple majority of those voting. Nominations and voting may be done during the same Council meeting.
- E. The Chair, in consultation with the Vice President for Research, is responsible for setting the Council meeting agenda, informing members of meeting time and location, running meetings, and preparing Council reports and correspondence. The Vice Chair takes up these duties in the absence of the Chair and performs other duties as assigned by the Chair of the Council. The Secretary is responsible, in the absence of staff support, for taking minutes and distributing them in a timely manner, and other duties as assigned by the Chair. The Secretary assumes the Chair's responsibilities in the absence of both the Chair and the Vice Chair.

- F. If any Research Council office (Chair, Vice Chair, Secretary) becomes vacant, the Council may hold a special election to fill the position for the remainder of that year, or may hold regular elections in accordance with Article 4. Section 1. A, B, and C.
- G. Should the removal of any Council Officer become necessary, it will be done in accordance with the provisions governing amendments to the bylaws as outlined in Article 7.A.

Section 2. Council Meetings

- A. The Council meets:
 - 1. At least once a month during the academic year.
 - 2. Upon the call of the Chair, who is responsible for informing Council members in advance of the meeting of its time, place, and agenda.
- B. If three members of the Council request a meeting, the Chair will call it within two weeks of the request in accordance with the provisions in Article 4. Section 2. A.2.
- C. Research Council meetings are open to the University community. The Chair may invite people from outside the Council to present information on issues relevant to the Council's agenda.
- D. For purposes of discussion and deliberations, the Research Council may enter executive session, which is closed to persons other than voting members of the Council. On such occasions other persons may be present by special invitation of the Council. No final action is taken while in executive session.

ARTICLE 5: MINUTES, QUORUM, AND VOTING

- A. Documentation of meetings:
 - 1. Minutes are kept for each meeting All subcommittees of the Research Council will forward their minutes to the Research Council in a timely manner for approval.
- B. A quorum consists of fifty percent (i.e., 6 members) of the voting membership of the Research Council.
- C. A motion passes when it receives a majority of the votes.
 - 1. Abstentions do not count as votes.
 - 2. Tie votes fail.
 - 3. The Chair has the right to vote on all motions.
 - 4. Voting by proxy is allowed when notification of proxy assignment is made to the Chair or Secretary prior to the scheduled meeting. A proxy must be given to a faculty member within the member's area of representation who is not already serving on the Council.
 - 5. Votes may be submitted after the meeting on issues needing further consideration, by any means the Council deems appropriate. These votes will only be accepted from those members in attendance of the meeting within two (2) weeks of the meeting.
- D. Bylaw changes cannot be introduced and voted upon within the same meeting, in accordance with Article 7.A.

- E. *Robert's Rules of Order, Newly Revised* (<http://www.constitution.org/rror/rror--00.htm>) is the procedural authority in all matters not covered by these bylaws and/or approved operating procedures.

ARTICLE 6: SUBCOMMITTEES

- A. The Research Council has two standing subcommittees that are responsible for the review of proposals requesting internal funds provided under the auspices of the Vice President for Research. Each subcommittee's purpose is stated in individual subcommittee bylaws which are approved by Research Council. Standing subcommittees of the Research Council are as follows:
1. University Research Committee
 2. Humanities and Social Sciences Research Committee
- B. Members of each subcommittee are selected in accordance with the bylaws of each subcommittee and are approved by Research Council. Each subcommittee shall have one representative from the Office of Research appointed by the Vice President for Research. A record of the members and bylaws of each of the subcommittees is maintained by the Research Council. Minutes are kept for each subcommittee meeting and are submitted in a timely manner to the Research Council for review and acceptance.
- C. The Research Council may create or disband any of its standing subcommittees with two-thirds approval of the voting members of the Research Council. The motion to disband a standing subcommittee cannot be introduced and voted upon at the same meeting.
- D. The Research Council may appoint ad hoc subcommittees as necessary. These subcommittees are not standing subcommittees and will be disbanded upon completion of assigned task.

ARTICLE 7: BYLAWS AMENDMENT PROCESS

- A. These bylaws may be amended by a two-thirds majority of the Research Council voting membership. Amendments cannot be introduced and voted upon at the same meeting. However, bylaw changes may be presented by any means the Council deems appropriate and then voted on by any means the Council deems appropriate as long as they are distributed at least two (2) weeks prior to the vote.

ARTICLE 8: BUSINESS ITEMS

- A. Items or policy not completed in one academic year should be considered old or continuing business to be completed by the Research Council in the next academic year.
- B. New business may be initiated in the Research Council by any of the following means: business referred to the Research Council by the Vice President for Research, items brought in by a member of Research Council, or items referred by the University community.

Revised by Research Council September 13, 2011
Approved by Research Council: October 18, 2011

Approved by Research Council: April 16, 2009
Approved by Faculty Senate: May 4, 2009

Minor changes and corrections approved by Research Council: September 24, 2009
Accepted by Faculty Senate: September 28, 2009

Revised and Approved by Research Council: September 24, 2010
Approved by Faculty Senate: September 27, 2010

Subcommittee section revised; approved by Research Council: February 11, 2011
Approved by Faculty Senate: February 14, 2011

Approved/Amended by ISU Graduate Faculty April 2011

BYLAWS OF THE GRADUATE FACULTY

SECTION I: NAME OF ORGANIZATION

The name of this body shall be the GRADUATE FACULTY OF IDAHO STATE UNIVERSITY.

SECTION II: PURPOSE AND POWERS OF THE ORGANIZATION

Part 1. The Graduate Faculty, within the scope of its authority to act for the Graduate School of the University, shall provide recommendations concerning:

- a) the admissions policy for graduate students,
- b) approval of graduate courses of instruction,
- c) the establishment and maintenance of requirements for graduation,
- d) the allocation of privileges such as scholarships, honors, awards and grants-in-aid for graduate students,
- e) the establishment of grade standards to be maintained by graduate students.

Part 2. It is the general responsibility of members of the Graduate Faculty to be productive scholars in the areas of instruction and research and to be effective leaders in the graduate programs of their various fields. The specific duties of members of the Graduate Faculty are as follows:

- a) to conduct courses which are offered exclusively for graduate credit,
- b) to guide graduate seminars,
- c) to supervise the research problems of graduate students and to serve as thesis advisors and members of thesis committees,
- d) to conduct graduate examinations (both written and oral),
- e) to serve occasionally as members of the Graduate Council,
- f) to be responsible for other policies relevant to the academic welfare of the Graduate School.

Part 3. The Graduate Faculty shall determine procedures by which members are elected to the Graduate School.

Part 4. The Graduate Faculty may review and amend the policies adopted by the Graduate Council.

Part 5. The Graduate Faculty can overrule an action of the Graduate Council; any such overruling can be done by and only by majority vote of the Graduate Faculty.

SECTION III: MEMBERSHIP OF THE GRADUATE FACULTY

Appointment to the Graduate Faculty is made by the Trustees (Board) upon the recommendation of the President of candidates nominated by the Graduate Council. Nominations presented to the Graduate Council for membership on the Graduate Faculty shall be made by the chairperson or head of the candidate's department with the approval of the majority of the Graduate Faculty members of the department.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Approved/Amended by ISU Graduate Faculty April 2011

Any candidate whose chairperson or head of the department is not a member of Graduate Faculty may be nominated by the appropriate academic dean with the concurrence of the Dean of the Graduate School. The following principles for nomination to the Graduate Faculty shall be adhered to:

- 1) Ordinarily an individual shall possess the highest degree usually earned by scholars in his/her particular field.
- 2) An individual shall have demonstrated professional productivity and scholarly maturity.
- 3) An individual shall have had successful experience in upper division college or university teaching or equivalent teaching experience.
- 4) Any individual who no longer has Graduate Faculty responsibility may be dropped from Graduate Faculty status.

SECTION IV: OFFICERS

The Dean of the Graduate School of Idaho State University, or a member appointed by the Dean, shall be chairperson of all general meetings of the Graduate Faculty. The dean of the Graduate School shall appoint a parliamentarian to act in general meetings of the Graduate Faculty.

SECTION V: GRADUATE FACULTY MEETINGS

- 1) The Graduate Faculty may hold meetings during the academic year, the day and time to be determined by the Dean of the Graduate School.
- 2) The Dean of the Graduate School shall call a special session of the Graduate Faculty at any time during the academic year (as defined by the Idaho State Board of Education as Trustees for Idaho State University) to consider only such items as are presented to him/her by signed petition from ten (10) or more of the Graduate Faculty members. Special sessions must be called and convened within ten (10) class days following receipts of the petition.
- 3) Motions regarding academic policy within the Graduate School must be submitted in writing to the Dean of the Graduate School prior to discussion upon them. Voting will be by mail ballot or at a subsequent meeting of the Graduate Faculty.

SECTION VI: QUORUM

A quorum shall be defined as thirty-five percent (35%) of the members of the Graduate Faculty at Idaho State University.

SECTION VII: DUTIES AND RESPONSIBILITIES OF THE GRADUATE COUNCIL OF THE GRADUATE FACULTY

The Graduate Council is the policy making body for the Graduate School. The Council approves all courses offered for graduate credit and curricula for graduate degrees; approves regulations and requirements for the graduate programs; receives and acts upon all petitions for waiving of regulations of the graduate program; approves the nominations to examining committees concerning candidates; approves requests by departments for assignment of non-Graduate Faculty to Graduate Faculty responsibilities including examining committees and the teaching of any courses which carry graduate credit.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Approved/Amended by ISU Graduate Faculty April 2011

The Graduate Council shall distribute communications to the Graduate Faculty to inform them of the results of its deliberations. Representatives to the Graduate Council are expected to consult with their constituent Graduate Faculty members.

Any Graduate Faculty member may upon notice to his representative on the Graduate Council and the Dean of the Graduate School appear before the Graduate Council on any matter pertaining to the Graduate School and its policies or programs.

**SECTION VIII: ORGANIZATION OF THE GRADUATE COUNCIL OF THE
GRADUATE FACULTY**

Election of the Graduate Council shall be by majority vote and secret ballot on a representational basis by the following units:

- 1) The Dean of the Graduate School who shall serve as chairperson.
- 2) Ten teaching members of the Graduate Faculty elected as follows:
 - a) Two representatives of the College of Arts and Letters, (one representative from the areas of Fine Arts and Humanities, and one representative from the areas of Social and Behavioral Sciences),
 - b) One representative of the College of Education,
 - c) One representative of the College of Business,
 - d) Two representatives of the Division of Health Sciences, (one representative from the College of Pharmacy, and one representative from the other areas of the Division),
 - e) Two representatives of the College of Science and Engineering, (one representative from the areas of Science and one representative from the areas of Engineering),
 - f) One representative of the College of Technology,
 - g) One representative-at-large appointed by the Dean of the Graduate School from a department not otherwise represented.
- 3) One graduate student representative.
- 4) The Associate Dean of the Graduate School, to serve as an ex-officio (non-voting) member.
- 5) A representative from the Office of Research, to serve as an ex-officio (non-voting) member.

The terms of office of college representatives shall be two years, arranged so that approximately half of the Council members are elected each year. The election of representatives from and by the various colleges shall be completed prior to May 1st and the appointment of the representative-at-large (one-year term only) shall be made prior to September 1 of each year. All elected terms shall begin June 1st.

The Graduate Faculty within each of the above-named units shall nominate by ballot candidates for membership to represent that unit on the Council. The Dean of the College shall then conduct an election by ballot of each appropriate unit from the nominees. The candidate receiving the majority of the vote cast by the Graduate Faculty of the particular unit shall serve as the representative to the Graduate Council, and the candidate receiving the next highest vote shall serve as the alternate in any absence of the representative. In the event of a tie or if no nominated person receives a majority of the vote cast, a run-off ballot vote shall be cast between the two nominees receiving the greatest number of votes cast in the first ballot.

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FEBRUARY 16, 2012**

Approved/Amended by ISU Graduate Faculty April 2011

The election of the graduate student representative shall be based on Graduate Council unit representative nominations. Council members shall solicit nominations from the units they represent. One nominee per unit will be forwarded to the Council. Council will then vote on the list of nominees submitted. In the event of a tie or if no nominated person receives a majority of the vote cast, a run-off ballot vote shall be cast between the two nominees receiving the greatest number of votes cast in the first ballot. The election of the graduate student representative, who shall have a one year term on the Council, shall be conducted by May 1st of each year. The candidate receiving the majority of the votes shall serve as the representative to the Graduate Council, and the candidate receiving the next highest vote shall serve as the alternate in any absence of the representative.

If vacancy of both representative and alternate on the Council occurs between annual election periods, the vacancy shall be filled through May 31st with a temporary appointment by the Dean of the appropriate college and unit. If the vacancy occurs in the first year of the two-year term, a representative and an alternate elected for one year will succeed the appointed and complete the original term of office.

SECTION IX: PARLIAMENTARY AUTHORITY

Robert's Rules of Order, Newly Revised, 10th Edition, 2000, shall be the authority on all matters not covered by the bylaws.

SECTION X: AMENDMENTS OF THE BYLAWS

Part 1. All bylaws shall be amended by a two-thirds majority vote of the membership voting.

Part 2. Proposed amendments to these bylaws must be submitted in writing and moved at a meeting of the Graduate Faculty for discussion prior to acting upon them. Voting will be by mail.

**Accomplishments of Elected Faculty Councils
Fall 2011**

Three university-wide councils are presently functioning as part of Idaho State University's advisory system: the Graduate Council, the University Curriculum Council, and the Research Council. The following information documents the work of these councils to date for Academic Year 2011-2012.

Graduate Council

- Reviewed and acted upon 12 Graduate Faculty nominations.
- Reviewed and acted upon 26 Curriculum Change Proposals.
- Reviewed and acted upon 1 Notice of Intent proposal.
- Tier System for Faculty – Discussed the tier system proposed to graduate faculty in 2009-2010 and considered reintroducing it with changes, which might include renaming, restructuring for a different look, separating the approval process into two steps, and increase communication to faculty about the system. Formed a committee to review the tier system, talk to departments, re-brand the system, look at separating parts of the tier system into different proposals, and to evaluate a possible survey for input.
- Assistantships—Discussed process for awarding assistantships.
- Program Review—Discussed program review and how it enhances excellence. Explained that the Graduate School would like to be more involved in ongoing program review; articulated that there should be a set of metrics in place to evaluate graduate education at Idaho State University. Identified goals of exploring projects, capstones, thesis, dissertations, and student satisfaction to gain perspective and assess the program.
- Doctoral Programs—Identified out of date credits, the need for more clarification in the Graduate catalog.
- Revision of Bylaws—to reflect a change in the Science and Engineering structure and conform the Graduate Faculty Representative on the Graduate Council to the new structure.
- Moodle—suggested for Graduate Council to help distribute information and agenda items.
- Graduate Faculty Categories—a committee is working to simplify the categories and the process for classifying graduate faculty in the new system. The committee provided a handout showing the criteria and the categories for the graduate faculty members. It was suggested to combine two of the categories to make it less cumbersome. Graduate Council would like the committee to look over the criteria to make sure that those who are not involved in scholarly work, but know industry, are able to fit into one of the categories.

Curriculum Council

- Processed 109 proposals fall semester 2011; an increase over the preceding fall semester.
- Approved by-laws for the Undergraduate Curriculum Council, with direct report to Council of Deans.
- Approved by-laws for the General Education Requirements Committee (GERC).
- Called for an election of members to the GERC; colleges elected members.
- Held an open forum for faculty to discuss the Revised General Education Requirements.
- Elected officers for 2012-2013.

ATTACHMENT 7

Research Council

- Passed Research Council (RC) Bylaws to reflect reporting to the Vice President for Research.
- Two Council members are participating in the national search for the Vice President for Research.
- Humanities and Social Sciences Research Committee (HSSRC—a subcommittee of RC) reviewed internal grant proposals and made award recommendations to the Vice President for Research.
- University Research Committee (URC—a subcommittee of RC) reviewed internal grant proposals and made award recommendations to the Vice President for Research.
- Matt Sanger, the RC Chair, is participating in the Research Grant Support System meetings being conducted by Finance and Administration.
- The RC has begun review of 2012 Outstanding Researcher nominations. The Outstanding Researchers/Distinguished Researcher will be selected in March 2012.

**STATE DEPARTMENT OF EDUCATION
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TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	ESEA WAIVER	Motion to Approve
3	WEISER SCHOOL DISTRICT NO. 431 – OUT OF STATE TUITION WAIVER	Motion to Approve
4	BRIGHAM YOUNG UNIVERSITY – IDAHO FULL PROGRAM REVIEW TEAM REPORT	Motion to Approve
5	NORTHWEST NAZARENE UNIVERSITY SUPERINTENDENTS CERTIFICATION PROGRAM FOCUSED REVIEW TEAM REPORT	Motion to Approve
6	IDAHO PROFESSIONAL STANDARDS COMMISSION 2010-2011 ANNUAL REPORT	Information Item
7	TEMPORARY RULE – IDAPA 08.0203.105 ONLINE LEARNING GRADUATION REQUIREMENT	Motion to Approve
8	BOISE SCHOOL DISTRICT WAIVER REQUEST IDAPA 08.0203.105	Information item

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012**

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012**

SUBJECT

Idaho's New Accountability System

REFERENCE

September 23, 2011	President Barack Obama announces the US Department's plans to offer waivers from No Child Left Behind.
October 20, 2011	Board members review U.S. Department of Education's published guidance for the waiver.
December 7, 2011	Superintendent Luna reviews progress on Idaho's waiver application with Board members.
December 21, 2011	Members of the Accountability Committee provide feedback on waiver concepts.
January 10, 2012	Idaho Department of Education releases draft document of Idaho's proposed waiver.
January 20, 2012	Members of Instruction, Research, and Student Affairs review waiver.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

The Elementary and Secondary Act (ESEA) also known as No Child Left Behind was signed into law in 2001 by President George W. Bush. Congress was scheduled to reauthorize ESEA five years ago. Because of the effect of lack of reauthorization on Idaho schools, Superintendent Luna has pushed for reauthorization by Congress. To further bring light to the issue, Superintendent Luna sent a letter to US Secretary Arne Duncan in June 2011 stating that Idaho would no longer raise its targets because of the Administration's and Congress' failure to reauthorize ESEA. Then the State Board approved the Superintendent's request to keep proficiency targets the same for the 2010-2011 school year in July 2011. The Obama Administration has now answered Congress' lack of action and the pressure by states for a new accountability system by creating a waiver for No Child Left Behind.

States can choose to apply for the waiver or continue to live under the No Child Left Behind's mandates. There were two application periods for waiver applications: November 2011 and February 2012. Eleven states applied in the first round of applications. Idaho's deadline to submit to the US Department of Education is February 21, 2012.

Because Idaho chose to apply in the second round, the State Department of Education (SDE) was able to offer additional time for feedback and evaluation. Idaho's Deputy Superintendent Dr. Carissa Miller served as a reviewer for draft applications through the Council of Chief State School Officers (CCSSO). Because of this, Idaho was able to gain valuable insights into the process. Using the opportunity and time provided by applying in February rather than November, SDE has conducted extensive outreach both on the original guidance, as well as seeking feedback on what educators and stakeholders would like to see in the new accountability plan. Once the draft application was completed, SDE met with stakeholders in person and through webinars to explain the waiver proposal. Along with the Institutional Research and Student Affairs Committee (IRSA), SDE presented its ideas to the Board's Accountability Committee for feedback. SDE has also taken public comment via its website.

The waiver applications must address four areas: college and career ready expectations for all students, state developed differentiated recognition, accountability and support, supporting effective instruction and leadership, and, reducing duplication and unnecessary burden. Because of Idaho's bold education reform efforts, it is in a prime position to create an accountability system that focuses on multiple measures with the end in mind: every student college and career ready.

Here is a brief summary of what each waiver area addresses:

College and Career Ready Expectations: Because Idaho has adopted common core standards in English Language Arts and math, increased graduation requirements that align high school requirements with college entrance requirements as well as every student taking a college entrance exam, Idaho is well positioned to ensure students are college and career ready. Idaho's waiver outlines the state's plan on implementing standards including professional development, additional tools and resources targeted for Idaho educators.

State Developed Differentiated Recognition, Accountability and Support: Idaho will maintain a single accountability system for all schools: Title I and non-Title I schools alike. Idaho will no longer measure Adequate Yearly Progress (AYP) for schools and districts. Under the new accountability system, the State has created a Five-star Scale to evaluate and recognize school performance. Unlike NCLB which is a pass/fail accountability system based on proficiency and 41 different indicators, Idaho's system will be based on multiple measures including growth to standards.

Supporting Effective Instruction and Leadership:

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Idaho developed a statewide framework for teacher evaluation. Schools also receive financial rewards for effective instruction as measured by student achievement. The State Department is currently creating a statewide framework for principal evaluation should be completed by May 2012. The state will use their frameworks to then make necessary changes with teacher and administrator preparation programs.

Reducing Duplication and Unnecessary Burden:

Idaho fully deployed a statewide longitudinal data system in the 2010-2011 school year. This system, known as the Idaho System for Educational Excellence (ISEE), has consolidated data collection processes at the State and district levels and should reduce duplicative reporting and other unnecessary burdens on schools and districts. In addition, the State Department of Education (SDE) received a \$21 million grant from the J.A. and Kathryn Albertson Foundation to deploy the second phase of ISEE: a statewide instructional management system available to all classrooms, schools and districts.

IMPACT

If the State Board of Education does not approve Idaho's application, Idaho schools will continue to be held accountable using NCLB matrix. Once the application is approved by the Board it will be submitted to the U.S. Department of Education for approval.

ATTACHMENTS

Attachment 1 – Idaho's ESEA Flexibility Application Executive Summary	Page
Attachment 2 – Idaho's ESEA Flexibility Application	Page

STAFF COMMENTS AND RECOMMENDATIONS

The Accountability Oversight Committee and Scott Grothe participated in an ESEA Accountability Waiver Application focus group. We also had several independent opportunities to review and question the information contained in application. As a result, SDE received several suggested recommendations on the application materials. The suggestions were either incorporated into the application, or SDE staff further discussed their rational on specific issues resulting in our understanding and agreement on the issue.

Incorporating growth measures along with existing achievement measures in Idaho's K-12 assessments and accountability system provides a more thorough measure of student academic performance. Using a 5-star rating system better promotes a positive message about such performance. The application describes the maintenance, expansion, and in some cases, increases the rigor of current NCLB standards. The state will also have the opportunity to improve the system as needed in the future. Therefore, both the Accountability Oversight

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Committee and Scott Grothe independently recommend the approval of the proposed waiver application.

BOARD ACTION

I move to approve Idaho's application for ESEA Flexibility.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE DEPARTMENT OF EDUCATION ESEA FLEXIBILITY REQUEST

DRAFT 02/07/2012



U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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DRAFT

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Chief State School Officer: Thomas Luna State Superintendent of Public Education Idaho State Department of Education	Requester's Mailing Address: P.O. Box 83720 Boise, Idaho 83720
State Contact for the ESEA Flexibility Request Name: Carissa Miller Position and Office: Deputy Superintendent, Division of 21st Century Classroom Contact's Mailing Address: P.O. 83720 Idaho State Department of Education Boise, Idaho 83720 Telephone: (208) 332-6901 Fax: (208) 334-2228 Email address: cmiller@sde.idaho.gov	
Chief State School Officer (Printed Name): Thomas Luna	Telephone: (208) 332-6815
Signature of the Chief State School Officer: X	Date:
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVER

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested;

- ☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- ☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- ☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- ☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- ☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- ☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

- ☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.
- ☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- ☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- ☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- ☒ The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- ☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- ☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)

- ☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- ☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- ☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

- ☒ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

Please note: The following is part of an ongoing list of consultation that the Idaho State Department of Education (ISDE) is conducting throughout this process. The Idaho State Department of Education systematically engaged and solicited extensive, comprehensive input from stakeholders and communities before, during, and after the development of its waiver application.

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The Idaho State Department of Education meaningfully engaged and solicited input from teachers and their representatives throughout the process of applying for ESEA Flexibility, using focus groups, stakeholder meetings and a public website.

Consultation Plan to Engage Stakeholders Key Activities/Timeline/Staff Responsible

<u>Key Activity</u>	<u>Due Date</u>	<u>Staff Responsible</u>
Sent news release to members, media, and education stakeholders, including superintendents and principals, about Idaho's plan to apply for ESEA Flexibility.	September 23, 2011	Melissa McGrath
Posted preliminary information about waiver on social media outlets, including the Idaho State Department of Education's Facebook page, Twitter account and blog.	September 23, 2011	Melissa McGrath
Held five focus groups with key educational stakeholder groups to gather initial ideas and input on Idaho's application for ESEA Flexibility. Focus groups included members of the Idaho State Board of Education, legislators, parents, business leaders, community members, representatives of Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Association, Northwest Professional Educators and Idaho Commission on Hispanic Affairs.	October 19-20, 2011	Melissa McGrath Carissa Miller Steve Underwood

Idaho Superintendent of Public Instruction Tom Luna provided an update on Idaho's efforts to apply for ESEA Flexibility at the State Board of Education meeting. He encouraged Board members to provide initial input.	October 20, 2011	Superintendent Luna Luci Willits
Sent an email directly to State Board members asking them questions about the ESEA Flexibility application to gather additional feedback.	October 25, 2011	Melissa McGrath
Sent a news release to the media, superintendents, focus group participants and leaders of educational stakeholder groups in Idaho announcing the creation of a website to gather initial input on Idaho's application for ESEA Flexibility.	November 10, 2011	Melissa McGrath Brenda Mattson
Idaho Superintendent of Public Instruction Tom Luna provided an update on Idaho's efforts to apply for ESEA Flexibility at the State Board of Education meeting. He encouraged their feedback and input on the application.	December 8, 2011	Superintendent Luna Luci Willits
As a follow-up to the State Board meeting in December, Superintendent Luna sent an email directly to State Board members asking them questions about Idaho's plans to apply for ESEA Flexibility and to gather their feedback.	December 13, 2011	Superintendent Luna
Accountability Oversight Committee (subcommittee of the Idaho State Board of Education) – presented waiver components, discussed concerns at formal meeting.	December 21, 2011	Carissa Miller Steve Underwood
Stakeholders Executive Directors (Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Association) – presented plan and received feedback.	January 6, 2012	Carissa Miller Steve Underwood
Accountability Oversight Committee was asked to provide additional feedback entire document released to public.	January 9, 2012	Carissa Miller Scott Grothe
Published a draft of Idaho's application for ESEA Flexibility on the Idaho State Department of Education website and sent a link with an executive summary to superintendents, principals, State Board members and leaders of educational stakeholder groups in Idaho.	January 9, 2012	Melissa McGrath Brenda Mattson

Sent a news release to members of the media announcing a draft of Idaho's application for ESEA Flexibility is published and available for public comment until February 01, 2012.	January 10, 2012	Melissa McGrath
Posted an announcement that Idaho's draft application for ESEA Flexibility is now available for public comment on social media outlets, including the Idaho State Department of Education's Facebook page, Twitter account and blog.	January 10, 2012	Melissa McGrath Travis Drake
Statewide System of Support/Capacity Builders Spring Conference – presented waiver components to external school improvement coaches that work with Title I districts and schools in improvement, encouraged public comment and took feedback.	January 11, 2012	Carissa Miller
Idaho Superintendent of Public Instruction Tom Luna held a conference call with all district superintendents and the leaders of the Idaho Association of School Administrators – provided an overview of Idaho's draft application for ESEA Flexibility and encouraged superintendents to provide feedback.	January 12, 2012	Superintendent Luna Melissa McGrath
Indian Education Committee met and provided access to the ESEA Flexibility Waiver Draft as well as the Executive Summary. Members included this in their meeting agenda and were encouraged to give individual feedback on the website. The committee decided to have the opportunity to give input as a group. Bryan Samuels, Chair, provided a letter prior to the end of the comment period to the ISDE	January 12, 2012	Marcia Beckman
Superintendent Luna spoke to an estimated 70 Idaho secondary principals at the Idaho Association of Secondary School Principals – provided an overview of Idaho's draft application for ESEA Flexibility and encouraged principals to provide feedback.	January 16, 2012	Superintendent Luna Melissa McGrath
Held a webinar with superintendents, district-level administrators and the leaders of educational stakeholder groups to go over the details of Idaho's draft application for ESEA Flexibility. 55 districts participated.	January 18, 2012	Carissa Miller Steve Underwood Christina Linder Melissa McGrath

In person and webinar presentation provided for Special Education Advisory Panel (SEAP) meeting. Included members and representatives from the following groups: Boise State University: COE ID Juvenile Corrections Center - Nampa Idaho State University: COE Idaho Dept. of Correction Idaho State Correctional Institution Easter Seals-Goodwill University of Idaho: COE Idaho Division of Vocational Rehabilitation (IDVR) Idaho Council on Developmental Disabilities Northwest Children's Home - Treasure Valley Dept. of Health & Welfare Casey Family Programs Disability Rights Idaho (DRI), and Idaho Parents Unlimited (IPUL)	January 19, 2012	Richard Henderson
Consulted with the Commission on Hispanic Affairs, regarding the details of Idaho's waiver application.	January 26, 2012	Wendy St. Michell Carissa Miller
Posted an announcement regarding the waiver to Idaho's Title III Directors, asking for review and feedback.	January 31, 2012	Fernanda Brendefur
Presentation at the Idaho Association of Bilingual Education regarding Idaho's waiver application and English Learners.	February 3, 2012	Fernanda Brendefur

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

First, the Department held focus group discussions with five key stakeholder groups on October 19 and October 20, 2011. Each focus group consisted of six to eight individuals and lasted about 1 hour and 15 minutes. The focus group was led by an independent, third party who reviewed the waiver process and then asked for ideas and input on each section. ISDE staff was on hand to answer clarifying questions, take notes, and audio record each meeting. Each focus group consisted of community members (parents, legislators, community groups, and business community), school board trustees, local superintendents, and district-level administrators, teachers and principals, and State Board of Education members. Key educational stakeholder groups – the Idaho Education Association, the Idaho Association of School Administrators, the Idaho School Boards Association, and the Idaho Commission on Hispanic Affairs – selected participants for these focus groups.

Second, ISDE staff met with the leaders of key educational stakeholder groups, including the Idaho Education Association, the Idaho Association of School Administrators, and the Idaho School Boards Association, to gather their initial ideas and input before developing the waiver application. In addition, as a follow up to the focus group, the Department sent the members of the Idaho State Board of Education a list of questions about the waiver application to seek further feedback and input. ISDE staff met with the leaders of the stakeholder groups again on January 6, 2012 to review a draft of the waiver application before it was published for public comment.

Third, the ISDE built a public comment website to seek ongoing input from teachers, school administrators, parents and others in the community. The public website was advertised to Idaho's public schools and school districts through the state's Weekly E-Newsletter, e-mails to superintendents, e-mails to the leaders of key educational stakeholder groups, and e-mails to focus group participants. The public website was advertised to the public through a news release, newspaper stories and briefs, and the ISDE's social media outlets (Facebook, Twitter, and blog).

Fourth, the ISDE published a draft of its waiver application on January 9, 2012. The waiver application was posted on the ISDE website at www.sde.idaho.gov and a copy was e-mailed to the following: district superintendents, school principals, district test coordinators, district federal program managers, Idaho Education Association executive director, Idaho Association of School Administrators executive director, Idaho School Boards Association executive director, Idaho Commission on Hispanic Affairs executive director, State Board of Education members, House and Senate Education Committee members, and participants of the focus groups. The ISDE opened an official public comment period of at least 21 days and requested public comments on the ISDE website or via fax or mail to give all stakeholders and the public an opportunity to comment on the draft application. Twenty-one days is the same period of time the Idaho State Board of Education allows for public comment on all administrative rules. The ISDE advertised the draft application and 21-day public comment period to educators in the state's Weekly E-Newsletter, e-mails to superintendents and school district administrators, e-mails to the leaders of key educational stakeholder groups, and e-mails to focus group participants. The ISDE advertised the draft application and 21-day public comment period to the public through a news release, newspaper stories and briefs, and the Department's social media outlets (Facebook, Twitter, and blog).

The waiver application was reviewed by the Idaho Committee of Practitioners and the Special Education Advisory Panel (SEAP) and was sent to all Title III directors. ISDE reviewed all comments received through the online website and via letters and emails through February 2. Based upon suggestion received through the public comments, ISDE revised the waiver application and addressed all concerns.

All comments, stakeholder groups and ISDE response to each can be found in Attachment 2. The specific changes enlisted in the waiver include:

1. ISDE is proposing to remove LEP1, LEP2 and LEP3 students from the achievement category. LEP1 students (students new to the U.S. for the first year) are already exempted from those calculations. ISDE is proposing to exempt those same students in their second and third year new to the U.S. while they are still learning the language. However, LEP2 and LEP3 student would still be required to test and are included in the growth to achievement and growth to achievement subgroups categories. The growth-to-achievement measures ensure schools have these students on track to meet proficiency in three years or 10th grade, whichever comes first.
2. The growth matrix has been adjusted. This new matrix accounts the actual data of the schools in Idaho and lessens the student growth percentile requirements for those schools whose students are meeting their average growth expectations.
3. The overall star rating point span has been adjusted. There are approximately 5% of schools classified as One Star, 10% as Two Star, and 5% as Five Star with the rest distributed across Three and Four Stars.
4. Required set asides for professional development have been reduced from 20% to 10%.
5. A special provision has been made based on public comment relating to One-Star Schools on or near tribal lands and which serve a large number of Native American students. The district and school will need to demonstrate that they are continuously engaging and seeking input from the tribal community. This will be embedded in the Turnaround Plan process.
6. The parameters of STS (tutoring) have been defined so that districts may budget for it in advance in order to help with early reduction of any unused set-aside. This definition is in Section 2.A.i. under the STS heading. Essentially, the ISDE is focusing on the delivery of the service (2 hours per week for 28 weeks with early exit being a choice of the parent) rather than spending a set amount of funds. Therefore, districts will be able to reduce the set-aside amount as soon as they have a contract in place with a sole-source vendor or have otherwise established the service for students and can document that there will be unused funds.
7. Eligibility for Choice and STE has been revised to be the same in One Star Schools as in Two Star Schools. Eligibility in both categories is solely based on academic need, but permits for prioritization.
8. The design of STS has been clarified. While a list of options is not required, One and Two Star schools and districts must utilize an external provider of its choosing, if one is available, to deliver STS. If a provider that aligns with the district and school improvement plan does not exist, the district may provide STS itself, with the approval of ISDE.

9. There will be a one-year transition period between the consequences of the previous accountability system and the new system. In the meantime, a transition plan has been outlined in Section 2.A.i. under the description of the WISE Tool, along with transitional statements regarding how the new definitions of STS and School Choice may be used for 2012-13 if the waiver is approved.
10. ISDE clarified that the UDL lesson plans were not a requirement for school districts but more clearly described the model lesson plans that teachers may submit as statewide models to be placed in Schoolnet.
11. ISDE will not submit a list of the schools and their star ratings as required in the waiver. Instead, ISDE will build an application similar to the AYP appeals site and provide districts the opportunity to view and appeal any data related to the star rating. Once this process is completed, Idaho will submit the final list to US ED.
12. ISDE clarified that the waiver application does not require two evaluations annually but rather suggests that policy will be revised to require that novice or partially proficient teachers be observed at least twice annually, and that all other staff shall submit to, at least, two formative observations and/or evaluative discussions within the school year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

The Idaho State Board of Education will review the full application and vote on its approval during its February 2012 meeting.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

In 2009, representatives of every educational stakeholder group, the State Department of Education, the Governor's Office, and representatives of the business community formed the Education Alliance of Idaho. For two years, this group had worked together to develop a roadmap for improving public education in Idaho. Everyone recognized a need for change. While Idaho has one of the highest high school graduation rates in the country, we have one of lowest rates of students going on to and completing postsecondary education. To compete in the 21st Century global economy, the state recognized certain policies needed to change. They created a vision statement to make Idaho a global leader, providing high-quality, cost effective education to its citizens. It also developed several goals related to transparent accountability, high standards, postsecondary credit in high school, and postsecondary preparation, participation and completion. With the unveiling of this plan, Idaho had a clear path to improving its education system.

Back then, it was clear the current education system was not flexible enough to change and accomplish these goals. Idaho Superintendent of Public Instruction Tom Luna strongly believed it was the responsibility of the state and all educational stakeholders to follow through in implementing the Alliance's work to ensure every student graduates from high school and not only goes on to postsecondary education but does not need remediation once they get there.

Not only did the state have to change its laws and policies, but Idaho also needed a new accountability system – a system that provides better measures of student achievement and more meaningful forms of technical assistance for schools and every student population.

In 2011, Idaho reformed its public education system to meet the goals and vision of the Education Alliance of Idaho and make sure every student graduates from high school college- and career-ready. The Students Come First laws are rooted in the higher Common Core State Standards. With this foundation, the state is now creating 21st Century Classrooms in every school, ensuring every student has equal access to highly effective teaching and the best educational opportunities, and giving families immediate access to understandable information about their child's school. Specifically, through these laws, Idaho is making historic investments in classroom technology, implementing pay-for-performance for teachers, tying performance evaluations to student growth measures, providing unprecedented funding for professional development, expanding digital learning and paying for every high school junior to take a college entrance exam.

Now that these laws are in place and Idaho is reforming its public schools to better meet students' needs in the 21st Century, the state must have a new accountability system that is in line with these efforts. Idaho has developed its new system of increased accountability to align with the Students Come First, holding schools to a high standard by using multiple measures of student achievement including academic growth. Under this system, Idaho will still maintain one system of accountability for all schools – both Title I and non-Title I schools – to ensure the needs of all students are met.

The new accountability plan rates schools based on a five-star scale rather than Adequate Yearly Progress to give parents, patrons, and educators an accurate and meaningful measurement of school performance statewide. Five-Star and Four-Star Schools will be publicly recognized and shown as examples to other schools across the state. One-Star and Two-Star Schools will receive intensive technical assistance and oversight from the State. Staff and leaders in the school would be held accountable for the achievement of all students.

Idaho's new accountability system also provides multiple measures of student achievement to more accurately assess how a school or district is performing. Schools are measured on proficiency, academic growth, academic growth to proficiency targets, and metrics of postsecondary and career-readiness. Through this system, the state is finally able to measure academic growth in schools, rather than only proficiency. Academic growth is a critical measure in the performance of a school, whether a student is struggling to reach proficiency or has already reached proficiency and needs more advanced opportunities.

The new system of increased accountability also holds schools and districts accountable for the achievement of all students – no matter where they live or their family background. Idaho is a large, rural state with expansive geography, remote communities and a diverse student population. The state ranks as the thirteenth-largest state in the nation geographically, spanning 83,557 square miles and two time zones. Yet, Idaho has a small population with only an estimated 1.5 million people, or 18.1 residents per square mile.

The total student population is about 282,000. Because of this, all but nine of Idaho's forty-four counties are defined as rural, and many communities are remote.

In addition to its rural and remote nature, fifty percent of students are low-income across Idaho. Fifteen percent of our students are Hispanic, and 1.5 percent of the student population is Native American. Nine percent of students have disabilities. Six percent of students have been identified as Limited English Proficient. This geographic dispersion often has schools and districts with negligible numbers in identified subgroups. For example, 52 percent of districts have less than 600 students and 60 percent of districts have less than three schools.

Through Students Come First, we are closing the divide between urban, rural and remote communities to ensure every student has equal access to the best educational opportunities to all. Now, the new accountability plan ensures students are receiving these educational opportunities. The new system makes sure these students are growing and achieving.

Schools will be held accountable for all students' proficiency, growth, growth toward proficiency targets and their achievement in reaching postsecondary and career-readiness metrics. In the growth toward proficiency targets, the state focuses on the academic performance of subgroups of students so every school is held accountable if students are not on a path to postsecondary- and career-readiness.

Finally, through this new system, Idaho teachers, principals and other educators will now have a clear understanding of how they will be evaluated for performance from year to year. Idaho has implemented a new performance evaluation system for teachers in which 50 percent of their evaluation must be based on the Danielson Framework for Teaching and 50 percent must be tied to measures of student growth. The district also must gather parent input to include in evaluations. Principal evaluations also must be tied to student achievement. Under the new accountability system, the state will develop a framework for administrator evaluations and ensure teachers and administrators receive meaningful feedback on their evaluations across Idaho.

Idaho's new accountability system was developed with input from stakeholders throughout the process. Before crafting the accountability plan, the State Department of Education held focus groups with representatives of key groups, including classroom teachers, principals, superintendents, school board trustees, parents and community members. Staff from the Department met with representatives of Native American tribes and the Idaho Commission on Hispanic Affairs to gather their input and feedback. After developing the new accountability plan, the leaders of every stakeholder group in Idaho – the Idaho Education Association, Idaho Association of School Administrators, and Idaho School Boards Association – had an opportunity to review a draft. The plan was sent to members of the Idaho State Board of Education and every school district superintendent in the state. In addition, the state published the draft on the Department's website and solicited public comment for a month. The public comments and letters received from districts and the Idaho Association of School Administrators were compiled and each was addressed. See Attachment 15, which outlines each recommendation, the group and/or groups that gave the recommendation and how ISDE addressed each.

For these reasons, Idaho's new accountability system addresses the needs of students and families across Idaho. Through this waiver for ESEA Flexibility, Idaho will align its accountability system for schools with its statewide reform efforts and the vision and mission of the Education Alliance of Idaho. This new system of increased accountability provides a comprehensive approach to measuring student performance, holding schools and districts accountable for results and providing the necessary resources statewide to ensure every school can eventually become a Five-Star School.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

- 1.A** *Has the SEA adopted college- and career-ready standards in at least reading/language arts and mathematics through one of the two options below?*

Option A:

If the SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards, did it attach evidence that the State has adopted the standards consistent with the State's standards adoption process? (Attachment 4)

Option B:

If the SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards, did it attach:

- i. Evidence that the State has adopted the standards consistent with the State's standards adoption process (Attachment 4); and*
- ii. A copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet the standards will not need remedial coursework at the postsecondary level (Attachment 5)*

Option B.i: The state of Idaho adopted the Common Core State Standards officially during the 2011 legislative session. Page 4 of Attachment 4 illustrates the State Board of Education approval vote. Idaho will have full implementation of the Common Core State Standards by 2013-2014.

Option B.ii: As part of the Memorandum of Understanding for the SMARTER Balanced Assessment Consortium (see Attachment 5), all of Idaho's public colleges and universities signed the agreement noting participation and agreement "in implementation of policies, once the high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and on any other placement requirement established by the IHE or IHE system."

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

- 1.B** *Is the SEA’s plan to transition to and implement college- and career-ready standards statewide in at least reading/language arts and mathematics no later than the 2013–2014 school year realistic, of high quality, and likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards?*

Idaho has been involved in the development of the Common Core State Standards since 2008. Idaho Superintendent of Public Instruction Thomas Luna served on the board of directors for the Council of Chief State School Officers (CCSSO) and was active in promoting a voluntary, state-led effort to develop the common core standards. Idaho adopted the Common Core State Standards in February 2011 with approval from the Idaho State Board of Education (“State Board”) and Idaho Legislature.

The State will transition to Common Core State Standards by 2013-2014. Over the next two years, the Idaho State Department of Education (ISDE) will build capacity at the State, district and school levels to ensure the transition to Common Core increases the quality of instruction in every classroom and raises achievement for all students, including English Learners, students with disabilities, and low-achieving students. The State is integrating the transition to Common Core State Standards with the implementation of other critical statewide initiatives to ensure consistency and uniformity across Idaho. For example, the State will provide professional development on the Common Core State Standards as it rolls out a new instructional management system to Idaho teachers. The State also has reformed the teacher evaluation process and will make sure Common Core State Standards are a key part of every teacher performance evaluation and the training that goes with each evaluation.

A high-quality plan will likely include activities related to the following questions or an explanation of why one or more of the activities are not included.

- *Does the SEA intend to analyze the extent of alignment between the State’s current content standards and the college- and career-ready standards to determine similarities and differences between those two sets of standards? If so, will the results be used to inform the transition to college- and career-ready standards?*

In 2010, staff from the Idaho State Department of Education (ISDE) worked with Idaho teachers to analyze the alignment between current Idaho Academic Content Standards and new Common Core State Standards in mathematics and English language arts. The ISDE refers to this as the gap analysis. It was conducted using Achieve’s Common Core Comparison Tool. The results were published on the ISDE website in July 2010. (The gap analysis is available online at <http://www.sde.idaho.gov/site/common/>)

ISDE used results of the gap analysis to inform the public about Common Core State Standards and to build a plan for transitioning to the Common Core State Standards by 2013-14. The gap analysis data were shared in community meetings in Summer and Fall 2010 and also used to inform training the ISDE provided to school districts in Fall 2011 on the implementation of the Common Core State Standards. (Presentations are available online at <http://www.sde.idaho.gov/site/common/>.)

- *Does the SEA intend to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*

ISDE will analyze the linguistic demands of the Common Core State Standards through its adoption of the WIDA (World-Class Instructional Design in Assessment) Standards in 2013-2014. These new English Language Development (ELD) standards will ensure English Language Learners (ELLs) have the opportunity to achieve Idaho's college- and career-ready standards on the same schedule as all students. The WIDA ELD standards were aligned to the Common Core in 2011 through an alignment study that examined the linguistic demands of the Common Core State Standards.

Timeline for Implementing the ELD Standards

Activity	Responsible	Timeline
Convene focus groups around the State regarding comments on WIDA ELD Standards.	Title III Division	Spring 2012
Begin work to present WIDA ELD Standards for adoption by the State Board of Education.	Title III and Assessment Divisions	August 2012
Professional Development for school districts regarding WIDA ELD standards.	Title III Division	School Year 2012-13
Board Rule to adopt WIDA ELD Standards presented to Idaho Legislature (for formal adoption in 2013-14.)	ISDE and ISBE staff to present to Idaho Legislature	January 2013
New ELD standards in place. Districts start using WIDA standards. Continued Professional Development provided.	Title III and Assessment Divisions	School year 2013-14

- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to support students with disabilities in accessing the college- and career-ready standards on the same schedule as all students?*

ISDE will assist school districts and public charter schools in analyzing the learning and accommodation factors necessary to ensure that students with disabilities have the opportunity to achieve college- and career-ready standards. Specifically, ISDE will work with Idaho educators, administrators, and other stakeholders in Spring 2012 to help school districts conduct gap analyses between a student's current baseline with the Idaho Content Standards and the new Common Core State Standards. ISDE will use the results of this analysis to support students with disabilities in achieving Common Core State Standards.

For example, ISDE will provide professional development opportunities for school districts and public charter schools which is infused and incorporate Universal Design for Learning (UDL) in instruction, technology integration, and assessment, which will in turn increase the opportunities for all students including those with disabilities to demonstrate progress toward the Common Core State Standards. UDL is a set of principles developed by the Center for Applied Special Technologies (CAST) at www.cast.org, aimed at providing all students with equal opportunities to learn. It involves a flexible approach to instruction that can be adjusted to fit individual learning needs; by designing a learning environment and lesson plans which include opportunities for; multiple means of engagement: multiple means of representation and multiple means of representation and the "consideration" of appropriate assistive technology and accommodations. Equal access is extended to all students under UDL to include the following populations; students with disabilities, English language learners (ELL) and low-achieving students. The use of UDL principles is proposed to facilitate and assure equal access to the learning environment, technology and materials in the general education classroom and to the CCSS in all areas.

In 2011, the State passed comprehensive education reform that resulted in significant changes to Idaho Code. This included changes related to public school funding, labor relations, and the structure of Idaho classrooms. A major goal of the education reform laws, known as "Students Come First," was to increase the integration of technology in every Idaho classroom over the next five years to ensure that every student has equal access to educational opportunities, no matter where they live or how they learn. Through this technology, teachers can use new tools such as text-to-speech capabilities and magnification to benefit students with special needs.

The ISDE will ensure that all schools have access to and can utilize UDL through a Statewide instructional management system, known as Schoolnet. Schoolnet is a web-based platform now available to all classroom teachers and administrators at the building and district levels.

Through Schoolnet, a teacher or administrator can access the Common Core State Standards and lesson plans aligned to the standards and which are UDL-compliant¹. In 2011-12, six school districts are piloting the use of assessment tools in Schoolnet as well.

These assessment tools will be available to a majority (but not all) of Idaho's schools and districts in the 2015-2016 school year through a competitive grant process. Eventually, all Schoolnet tools and resources will be available to every public school in Idaho in the 2016-2017 school year. The project is funded through a donation from the J.A. and Kathryn Albertson Foundation.

In addition to access to its Statewide instructional management system, Idaho is implementing new Statewide assessments in 2014-15. The State is a governing partner in the SMARTER Balanced Assessment Consortium (SBAC). Through SBAC, the ISDE will implement a summative assessment to be given at the end of each school year to meet ESEA requirements.

Formative assessment tools will also be available that classroom teachers can choose to use throughout the school year. Idaho plans to pilot the SBAC tests in 2013-14.

The SBAC formative tools and resources for the classroom, interim and summative assessments will be UDL-compliant. The summative and interim assessments will provide for access and accommodations for students with disabilities depending on the student's Individual Education Plan.

Timeline for the ISDE's Implementation

Activity	Responsible	Timeline
Design follow up training on using a gap analysis based on student's current baselines and the standards.	Secondary Special Education and Regional Coordinators	Spring 2012
Create a team to assist in developing/locating assessment rubrics.	Secondary Special Education and SESTA	July 2012
Research secondary assessments that document growth based on Postsecondary and- and Career Ready standards.	Secondary Special Education, SESTA, and Assessment and Content Teams	Fall 2012

¹ To be UDL-compliant, a lesson plan must meet core principles: multiple means of representation, multiple means of action, and expression, and multiple means of engagement.

Research link with Common Core Standards	Secondary Special Education, SESTA, and Assessment and Content Teams	Fall 2012
Collect rubrics available to measure content.	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Create additional rubrics (literacy, mathematics, problem solving, critical thinking, analytical thinking, work place competencies).	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Develop tools to use rubrics to calculate growth.	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Prepare training on how to use the rubrics.	Secondary Special Education and SESTA	School year 2012-2013
Prepare training on how to use the same data to determine Response to Intervention (RTI) interventions, document SLD eligibility, create transition plans, and document SOP.	Secondary Special Education and SESTA	School year 2012-2013
Design evaluation of the trainings effectiveness.	SESTA	Summer 2013

- *Does the SEA intend to conduct outreach on and dissemination of the college- and career-ready standards? If so, does the SEA's plan reach the appropriate stakeholders, including educators, administrators, families, and IHEs? Is it likely that the plan will result in all stakeholders increasing their awareness of the State's college- and career-ready standards?*

ISDE has conducted outreach to the public and targeted stakeholder groups and will continue to do so to increase awareness as the State transitions to Common Core State Standards. Since the Common Core State Standards were published in 2009, ISDE has conducted outreach in every region of the State to ensure stakeholders are aware of the transition to college- and career-ready standards. Most of those activities are described below in detail. The overarching goal of these activities is to foster increased awareness, understanding, and ultimately the adoption of these standards.

As the standards were being developed, ISDE solicited feedback on those as well as perceived benefits of raising academic standards to a higher college- and career-ready level. In so doing, ISDE additionally sought feedback from institutions of higher education and the Idaho Business Coalition for Education Excellence (IBCEE).² Of particular interest was whether the standards would effectively result in students who are prepared for postsecondary education or the workforce, without the need for remediation.

² The Idaho Business Coalition for Education Excellence (IBCEE) is a not-for-profit organization, comprising the leaders of approximately 80 of Idaho's largest companies, who share a common goal – better education in Idaho.

ISDE presented the Common Core State Standards to the provosts of Idaho's institutions of higher education in July 2010 and subsequently corresponded with faculty at these institutions via e-mail. IDE received verification from each institution of higher education that the Common Core would ensure a student meeting these standards would be prepared for postsecondary education and the workforce. (Link to copies of e-mail correspondence.) In addition, every college and university president in Idaho signed a Memorandum of Understanding committing that a student who passes the State's new assessments aligned to the Common Core State Standards will not need remediation in mathematics or English language arts. The new test is being developed through SBAC and will be implemented in 2014-15.

To expand stakeholder awareness of the Common Core, Idaho sent a team of 10 stakeholders to a national common core adoption conference in Chicago, Illinois on October 30, 2009. The conference centered on discussion of the common core standards and their implementation. Members of the team included representatives from the Idaho Education Association, the Idaho School Boards Association, the Idaho Association of School Administrators, the Idaho Legislature, the Idaho Council of Teachers of English, and the Idaho Council of Teachers of Mathematics as well as Superintendent Luna.

The ISDE staff conducted several regional meetings to meet with educators and parents before the Common Core State Standards were adopted. In the meetings, staff discussed the need for college- and career-ready standards like the Common Core and Idaho's plan for transitioning to Common Core State Standards. ISDE conducted these regional meetings in Summer 2009 when the Common Core State Standards were first published and again in Summer 2010 when the State was working to adopt the standards. As noted above, in 2010, the State conducted a gap analysis comparing the Common Core State Standards to Idaho's current content standards. (The Achieve Gap Analysis discussed earlier in this section.)

These results were presented at the regional meetings in Summer 2010 to show parents, teachers, school administrators and legislators how the Common Core State Standards were more rigorous and would better prepare Idaho students for postsecondary education and the workforce.

The ISDE staff also presented at several meetings to targeted educational stakeholder groups, such as the Idaho School Boards Association, the Idaho Association of School Administrators, professional organizations of teachers, higher education, the Idaho State Board of Education, the Idaho Workforce Development Council and the IBCEE. To officially adopt the standards, ISDE conducted additional public hearings and took in-person and written public comment during October of 2010 after initial approval from the State Board of Education on August 12, 2010. The ISDE did not alter the standards based on public comment but did incorporate strategies for implementation into ISDE plans.

The Idaho State Board of Education voted to adopt the Common Core State Standards on November 17, 2010. In January 2011, ISDE representatives presented the standards to the Idaho Legislature. The Legislature approved the standards in January 2011, which are now part of Idaho Administrative Rule.

To develop an effective implementation plan for the Common Core State Standards, the ISDE established a Common Core Leadership Group composed of mathematics and English language arts teachers, principals, superintendents, special education directors, curriculum directors, mathematics coaches, Mathematical Thinking for Instruction instructors, higher education faculty, and ISDE staff. ISDE's content coordinators selected the members of this leadership group because these individuals demonstrated considerable leadership in mathematics, English language arts or their respective role. The leadership group met in May 2011. The group functioned as a focus group, giving ISDE staff input on how to shape a timeline for implementation as well as the tools, resources, and professional development necessary for teachers of all students including teachers of English language learners, students with disabilities and low-achieving students.

As a result of the Leadership Group meeting, the ISDE formulated a timeline for implementation and decided to host trainings with leadership teams from each school district and public charter school in Fall 2011 to begin the process of transition to Common Core.

In the District Leadership Team Workshops, districts and public charter schools had to include a superintendent, principal, curriculum director, test coordinator, and lead teacher in their team. The State reached leadership teams in more than 110 districts and public charter schools serving more than 90 percent of Idaho students. At this workshop, each team learned the overarching concepts of the Common Core, acquired a clear understanding of the implementation timeline, and determined ways in which their district could begin the implementation process. The ISDE team demonstrated the Schoolnet instructional management system, a web-based platform providing instant access to the Common Core State Standards and lesson plans aligned to the standards. The State provided PowerPoints and other materials so districts could replicate a similar training for others at the district or school level.

During April and June 2011, Idaho began a comprehensive process of “unpacking” the Common Core State Standards. The methodology used was Total Instructional Alignment (TIA). TIA³ is funded through a State Agency for Higher Education (SAHE) grant and is a cooperative effort by all the Idaho state universities.

³ The Total Instructional Alignment [TIA] system, developed by Lisa Carter, is a standards and instruction alignment tool. TIA work on the Common Core State Standards is funded by a SAHE grant administered by the Idaho State Board of Education and housed at Idaho State University, with many teachers statewide, particularly from eastern and southwest Idaho contributing to the effort.

The TIA professional development consists of a two-day facilitator training and a five-day workshop for teams of classroom teachers from participating school districts, along with faculty from Idaho colleges of education and arts and sciences.

During the training, participating K-12 teachers, school administrators, and college faculty are guided through the process of translating and aligning each Common Core Standard to specific tasks, lesson plans, and example assessment items. To date, the professional development has been provided at the Meridian School District for southwestern Idaho and at Idaho State University for the eastern part of the state. In April 2012, trainings and workshops will be held at the University of Idaho for northern Idaho.

The ISDE is working closely with the Colleges of Education in Idaho's institutions of higher education to assist them in preparing teachers who can teach students to meet the Common Core State Standards. The Deans of the Idaho's Colleges of Education meet not less than six times per year at the Idaho Association of Colleges of Teacher Education (IACTE). In addition to the deans and/or directors of teacher preparation programs, representatives from the Idaho State Board of Education and the ISDE attend these meetings as regular non-voting members of the association. At each meeting, updates being considered by the State are shared with the entire group in order to solicit feedback.

The ISDE and State Board staff worked with three deans representing IACTE to develop a new process which the State will follow in making teacher preparation program approval decisions. This will further ensure that Common Core State Standards are integrated into teacher preparation programs and that the State Board has more oversight over the success of teacher preparation programs. The revision to the State's process for approving teacher preparation programs requires a change in Idaho Administrative Rule which ISBE recently approved. The rule change will go to the State Legislature's House and Senate Education Committees for consideration in January 2012, and later to the full Idaho Legislature for adoption.

Under the revisions, teacher education programs would have to show how they are implementing into preservice programs the Common Core State Standards by no later than 2014-15. The State will begin to conduct focused reviews of State-specific, core teaching requirements that may be amended if necessary to meet the goals the Idaho State Board of Education has set in its strategic plan for K-12 public schools.

The emphasis on State teacher education reviews anticipated over the next decade will include integration of technology, the use of student data to drive instruction, and the pre-service preparation that address effective K-12 practices in the teaching of the Common Core State Standards. (IDAPA 08.02.02.100).

- *Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new standards?*

If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction?

ISDE plans to provide professional development and ongoing support to all classroom teachers as they transition to the Common Core State Standards. Professional development opportunities will focus on all teachers as well as teachers of English language learners (ELLs), students with disabilities, and low-achieving students. To conduct these opportunities for all teachers, ISDE will integrate the professional development activities for Common Core State Standards with other Statewide initiatives and strategic partnerships that are already established. Below is a synopsis of how ISDE will provide that professional development to all classroom teachers. That is followed by a timeline for the delivery of the professional development activities.

The professional development activities that ISDE will carry out are cross-cutting. They include programs and training opportunities that focus on the system of schooling as well as targeted components of the school system. Furthermore, these activities address the capacity of different audiences as appropriate. At times, support is given to specific teachers and school leaders. In other circumstances, it is most appropriate to provide support to district leaders. And, in many cases, support is provided across job roles to ensure diffusion of the innovation or ideas included in the activity. Table 1 provides an overview of the activities, which are described in further detail below.

Table 1
Overview of Activities

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
Classroom Technology Integration		✓	✓	✓	✓
Idaho Building Capacity Project	✓			✓	✓
Idaho Math Initiative		✓	✓	✓	
Idaho's English Language Development Program	✓		✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
Statewide Instructional Management System		✓	✓	✓	✓

Professional Development Activities

Statewide Instructional Management System: The J.A. and Kathryn Albertson Foundation granted ISDE \$21 million to implement a statewide instructional management system, known as Schoolnet. Schoolnet is a web-based platform providing multiple tools for classroom teachers and administrators at the building and district levels. The tools include instant access to data on individual student attendance and academic achievement; access to Idaho Content Standards and Common Core State Standards; lesson plans aligned to Common Core State Standards; and digital content aligned to Standards and lesson plans. Teachers can develop their own lesson plans and share with others in their own building, district, or across the State. ISDE is using an estimated \$2 million a year in grant funding from the Albertson Foundation to provide professional development to classroom teachers on how to use Schoolnet. The Common Core State Standards have become the foundation of Idaho's efforts to reform its education system through the passage of the Students Come First legislation in 2011.

Thus, ISDE emphasizes the alignment of content, curriculum, and lesson plans in each of the professional development activities related to Schoolnet. Statewide training focused on the Common Core State Standards and lesson plan alignment has and will continue to occur. The State is contracting with retired school district superintendents and building administrators who showed excellence during their careers to assist with this professional development. After an application process, the State selected 17 individuals who have undergone additional training in the effective use of Schoolnet. Beginning in February 2012, they will be based regionally to assist each of the six pilot Schoolnet districts during the remainder of the 2011-2012 school year. In 2012-13, the State will recruit and train 20 more data coaches to offer support and assistance to other districts across Idaho. They will support teachers and school administrators through face-to-face and web-based interaction on a regular basis throughout the school year.

Classroom Technology Integration: As has been noted in this request for flexibility to implement a next-generation accountability system, the State passed comprehensive education reform that significantly changed Idaho Code related to public school funding, labor relations, and the structure of Idaho classrooms. (For the full text of the Students Come First laws, visit <http://www.studentscomefirst.org/bill.htm>.) A major goal of the Students Come First education initiative is to increase the integration of technology in every Idaho classroom over the next five years to ensure every student has equal access to educational opportunities, no matter where they live or how they learn. The Students Come First legislative package included: \$10 million in funding in classroom technology for all grades and \$4 million in professional development opportunities annually.

Through advanced technology, teachers can utilize new tools to individualize instruction for every student and help all students, including those with special needs, to achieve their learning goals.

To receive funding for advanced classroom technology, every school district and public charter school in Idaho must submit a plan to ISDE by January 2012 detailing how the classroom technology they plan to use is linked to student achievement goals, including the transition to the Common Core State Standards.

Response-to-Intervention (RTI): Idaho has scaled up implementation of RTI significantly over the past seven years. Beginning with the cohorts of schools participating in Reading First, ISDE piloted and refined the RTI model. Subsequently, virtually all school improvement efforts have been influenced by or specifically include the elements of RTI as a model for meeting the needs of all students. Most recently, Idaho has worked in partnership with the National Center on Response to Intervention (NCRTI). NCRTI has assisted Idaho with the development and delivery of Statewide training in the essential elements of RTI and implementation planning by helping build a highly effective model for continuous improvement.

The RTI model is built on a multi-level tiered prevention system that includes data-based decision-making using screening tools and progress monitoring techniques. It provides differentiation in core academic subjects.

All students are expected to be served in Tier 1, the level in which core academic instruction is provided based on State standards (i.e., the Common Core State Standards). For students who struggle and need additional time and intervention, Tier 2 provides additional opportunities for them to catch up and keep up in the core academic subject areas. Lastly, for students who are substantially behind, Tier 3 is highly intensive instruction, often stripped of any non-essential coursework, in which students are taught directly and in ways that will help them to close their achievement gaps in the quickest manner. The RTI model is well established in Idaho and also serves as an effective way to improve the instruction and outcomes for students with disabilities. It has been integrated into the State's school improvement planning model and Title I Schoolwide Program planning process. It also forms the basis for identification of students with a Specific Learning Disability. A majority of Idaho schools and more than 80 percent of Idaho school district leadership teams have been trained in the RTI model. As the State transitions to Common Core State Standards, the RTI model will continue to serve as a highly effective vehicle that schools and districts will use to ensure all students, including students with disabilities, are achieving college- and career-ready standards.

Idaho Building Capacity Project: To better assist low-performing schools, ISDE partnered with Idaho's three largest public universities and created a program to train and support school and district improvement coaches. More commonly referred to as Capacity Builders, these individuals work directly with school and district leadership teams to improve student achievement. Capacity Builders are veteran building and district administrators who have the requisite skill set to effect lasting change and build effective relationships with school personnel. Each university employs the services of a Regional School Improvement Coordinator who works directly with ISDE to identify Capacity Builders.

The regional coordinators provide the Capacity Builders with professional development and then contract with them to provide services over a three-year period. The Capacity Builders provide hands-on technical assistance linked to research-based best practices. Their primary goal is to develop the capacity of local leaders in understanding the characteristics of effective schools and how to manage change in a complex school system. The Idaho Building Capacity Project was piloted in 2008 and fully implemented statewide in 2009.

The project now serves 105 schools and districts Statewide. Since its inception, the State also has utilized Capacity Builders to implement other new Statewide programs and initiatives, such as Response to Intervention implementation grants and the Statewide longitudinal data system.⁴ ISDE provided initial training for Capacity Builders on the Common Core State Standards in Summer 2011 and will continue to provide more in-depth training so they can assist with the dissemination and implementation of the Common Core in their schools and districts.

Idaho Math Initiative: In 2008, ISDE launched the Idaho Math Initiative, a \$4 million annual statewide effort to raise student achievement in mathematics across all K-12 grade levels. Through the Math Initiative, the State provides remediation through a web-based supplemental mathematics instruction program for students who are struggling, advanced opportunities for students who excel in mathematics, and a three-credit professional development course for every mathematics teacher and school administrator.

The Mathematical Thinking for Instruction (MTI) course was developed in partnership with Dr. Jonathan Brendefur of Boise State University to enhance educators' content knowledge in mathematics and their understanding of how students best learn mathematics. The course has been aligned to the Common Core State Standards and will provide a strong foundation for implementing the Common Core mathematics standards across Idaho.

All K-8 certified teachers, 9-12 mathematics teachers, and school administrators are required to take the MTI course in order to recertify in 2014⁵. To date, approximately 59 percent of the required teachers and administrators have completed the course. The remainder is expected to complete the course by the end of 2012-13. The course has been divided into three tracks to better serve educators, based on the grade level they teach: K-3 track focuses on early number sense, 4-8 track on rational number sense, and 6-12 track on algebraic thinking.

⁴ Idaho began developing its Statewide longitudinal data system in 2008. The State fully deployed the longitudinal data system for the first year in 2010-11.

⁵ The following educators are required to successfully complete the MTI course prior to September 1, 2014 in order to recertify: teachers holding Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) employed in an elementary school classroom (multi-subject classroom, K-8); teachers holding a Standard Elementary School Certificate (K-8); teachers holding a Standard Secondary School Certificate (6-12) teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; teachers holding a Standard Exceptional Child Certificate (K-12); and school administrators holding an Administrator Certificate (Pre K-12).

Through the MTI course, educators learn to develop and utilize research-based strategies to assist all students regardless of their challenges: achievement level, English language learners, and students with disabilities.

As part of the Idaho Math Initiative, ISDE has contracted with Boise State University to employ six mathematics specialists, who cover five regions statewide. During 2011-12, the regional mathematics specialists are teaching the MTI courses approximately 40 percent of their time and providing in-school support approximately 40 percent of their time. Through in-school support, they provide hands-on technical assistance to classroom teachers and school administrators as they implement the strategies learned in the MTI course. The remaining time is spent on research and administrative duties. As teachers and administrators complete the MTI course, the regional mathematics specialists will move to full-time in-school support. These regional specialists and the Mathematics Coordinator at ISDE will assist schools and districts as they transition to Common Core State Standards through ongoing professional development and support through workshops, webinars, and a four-year unit study aligned with the Common Core and based on the Japanese model of Lesson Study.

Idaho's English Language Development Program: Idaho plans to adopt the WIDA (World-Class Instructional Design in Assessment) English Language Development (ELD) Standards in 2013-14. ISDE will begin the transition process in 2012-13 with public forums for communities and professional development opportunities for teachers and school administrators. ISDE will use processes currently in place to transition to and implement the new Standards.

In 2010, in an effort to better serve ELL students Statewide, ISDE conducted a needs assessment to guide the State's policy and funding direction for ELL programs. In this assessment, ISDE examined data from the ISAT, IELA, IRI⁶, and Integrated Focus Visits (monitoring and technical assistance visits) provided to school districts. As a result of the assessment, ISDE shifted more attention to improving English Language Development (ELD) program services by developing the Idaho Toolkit and organizing ELD Standards Workshops Statewide.

To ensure consistency and better assist all districts in providing research-based ELD program services, ISDE developed the Idaho Toolkit in Fall 2011. The Idaho Toolkit provides districts with historical foundations, legal requirements for teaching ELL students, content standards, and the most current research on effective and culturally responsive programs and instructional practices for ELLs. The Toolkit is designed so school districts and charter schools can tailor it to their individual needs.

⁶ ISAT – Idaho Standards Achievement Tests, the general assessment series of mathematics, reading, and language usage used to meet NCLB requirements.

IELA – Idaho English Language Assessment, the English language proficiency assessment used to meet NCLB's Title III requirements and to assess entry, exit, and progress of English language proficiency by ELL students.

IRI – Idaho Reading Indicator, a reading assessment required by Idaho Statute to be given in K-3 twice a year to monitor students' progress and identify achievement gaps in reading skills.

ISDE also organizes regional ELD Standards workshops every year. Through these workshops, the State assists ELL teachers, content teachers, and school administrators as they incorporate ELD standards into their instruction. This serves to ensure that ELLs have full access and opportunity to master prescribed academic content. As Idaho transitions to Common Core State Standards and WIDA Standards aligned to the Common Core, these workshops will focus on the new Standards and how Idaho educators can view these standards as intricately connected rather than separate from one another. Trainers for these workshops are State-endorsed and highly qualified elementary and secondary school ELD teachers/coaches and content area teachers. ISDE has found these workshops to be particularly effective because they are provided by educators in the field who use the standards every day.

In addition to efforts already in place, the State will use State-endorsed, highly qualified elementary and secondary school ELD teachers/coaches and content area teachers to provide more targeted professional development opportunities to ensure the full implementation of WIDA standards. ISDE's LEP Coordinator will work collaboratively with the content specialists at the State to provide specific professional development opportunities, tools, and resources for the access to and mastery of the Common Core State Standards by ELL students.

Following adoption of the WIDA standards, Idaho will also adopt a new online English Language Proficiency Assessment being developed by WIDA through an ED Enhanced Assessment Grant.

National Center and State Collaborative (NCSC) GSEG Tier II Involvement:

Idaho's involvement in the NCSC as a Tier II state participant, allows Idaho teachers' of students with significant cognitive disabilities access to the Common Core State Standards aligned professional development, curriculum and instructional resources pilot tested and refined by the Tier 1 states. Idaho will have access to all NCSC products and materials before broad dissemination by 2015. Specifically, Idaho's involvement as a Tier II state is to provide feedback on usability and outcomes of NCSC provided tools and protocols. Idaho will look to recruit a minimum of one to two cohorts, consisting of two to three teachers of students with significant cognitive disabilities who administer the ISAT-Alt, in each of our six state regions. Idaho will also look to recruit individual districts which can support district-wide collaboration regarding the NCSC professional development, curricular, instructional and assessment tools provided. Participating cohorts and/or districts will also be asked for input on alternate assessment decisions and will be utilized in delivering regional trainings once the NCSC alternate assessment has been developed.

Professional Development Timeline

Table 2 provides an overview of the professional development timeline, with activities described in greater depth below.

Table 2
Professional Development Timeline

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
2011-12 School Year					
Idaho Math Initiative		✓	✓	✓	
iSTEM Summer Institutes		✓	✓		
Idaho Summer Institute of Best Practices		✓	✓	✓	
District Leadership Team Workshops	✓				✓
Online Office Hours & Webinars		✓	✓		
Common Core State Standards Toolkits		✓	✓		
Summer Regional Institutes		✓	✓		
Response-to-Intervention (RTI)	✓			✓	✓
2012-13 School Year					
Integrating Classroom Technology		✓	✓	✓	✓
Curriculum Integration	✓				
Transition to WIDA Standards	✓		✓	✓	✓
Recruit and Establish NCSC cohorts		✓	✓		
Model Instructional Units		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
2013-14 School Year					
Implementation of WIDA Standards	✓		✓	✓	✓
Pilot NCSC PD, curriculum, and assessment resources		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
SMARTER Balanced Assessment Consortium Training		✓	✓	✓	✓

2011-12 School Year: Professional development activities during 2011-12 have focused on initial training opportunities to familiarize classroom teachers with the Common Core State Standards, how they can familiarize themselves with the new standards, and begin implementing the standards in their classroom if they choose.

- Idaho Math Initiative, 2008 to 2011: During this time, 59 percent of the required teachers and administrators have completed the three-credit Mathematical Thinking for Instruction course. The remainder is expected to complete it by the end of 2012-13. The MTI Course was designed as part of the Idaho Math Initiative in 2008. It was fully aligned to the Common Core State Standards in 2009. This course has helped ensure K-8 teachers and high school mathematics teachers are better prepared to implement the Common Core. Six regional mathematics specialists provide follow-up support to teachers as they work in the classroom.
- iSTEM Summer Institutes, July 2011: The iSTEM workshops consisted of three regional workshops held in Twin Falls, Nampa, and Coeur d'Alene. Teachers representing all grade levels across Idaho learned how to incorporate science, technology, engineering, and mathematics (STEM) activities into their lesson plans. ISDE presented on the Common Core State Standards at two of the three regional workshops, reaching 300 teachers at the Twin Falls and Coeur d'Alene regional workshops.
- Idaho Summer Institute of Best Practices, August 2011: More than 150 classroom teachers and building principals attended the two-day Summer Institute that focused on research-based best practices to incorporate in the classroom. The Institute was held in Wendell, Idaho Falls, and Coeur d'Alene. Each session focused on hands-on implementation activities and discussion of how the Common Core aligns to the current content standards.
- District Leadership Team Workshops, Fall 2011: In this capacity-building effort, an ISDE team delivered training to district leadership teams consisting of a superintendent, principal, curriculum director, test coordinator, and lead teacher. The State reached more than 110 district leadership teams serving more than 90 percent of Idaho students.

At these workshops, each team learned the overarching concepts of the Common Core, a clear understanding of the implementation timeline and ways in which their district could begin the implementation process. The ISDE team demonstrated the Schoolnet instructional management system, a web-based platform providing instant access to the Common Core State Standards and lesson plans aligned to the standards.

ISDE's Coordinated School Health team presented on their efforts to work with the Council of Chief State School Officers Health Education Assessment Project (HEAP) to develop effective health education assessment resources.

Through this project, the State also will work to teach health content through literature and informational text, keeping with a major goal of Common Core to teach literacy across the disciplines.

- Online Office Hours, Spring 2012: ISDE staff are planning online office hours and short tutorials bi-monthly on selected Common Core State Standards topics. Online office hours will be open-ended webinars where teachers can join for a few minutes or for a long period of time, depending on their questions. No specific agenda is set, but this approach makes sure teachers have access to experts at ISDE's offices.

The bi-monthly tutorials are scheduled webinars focused on a single topic. These have a set agenda with time left for questions at the end. Both online office hours and tutorials will be held after school hours to allow classroom teachers to participate. Copies will be archived and provided on the ISDE website and through Schoolnet.

- Hosted on the ISDE common core website, Common Core State Standards Toolkits specifically for teachers are being developed to be deployed in spring 2012. These Toolkits will be published on ISDE's website in January 2012 and advertised to teachers through the monthly teacher newsletter, direct e-mails to principals, Schoolnet and professional organizations. The Toolkit will include modules organized to move incrementally from awareness to deeper understanding. Introductory material includes short video vignettes created by writers of the common core that underscore key principles of the standards, tutorials on the structure of the standards and critical documents supporting the need to move to the Common Core. This is followed by materials such as an in-depth deconstructed version of the standards, the alignment analysis of the common core to Idaho Standards, comparison of and concrete examples of what the standards look like in the classroom. Among the items are videos of sample lessons, sample curricular units, curricular maps from several sources, in-depth instruction on writing instruction and assessment, content alignment tools, criteria to guide curriculum developers and publishers, and professional development tools. Finally, a synopsis of the role of Smarter Balanced Assessment Consortium and implementation of the common core demonstrates that this next generation assessment will adhere with fidelity to all core principles and claims of the common core. Links to all sample SBAC item types and important documents such as the Content Specifications are included. This site will be continually updated to provide Idaho teachers with the most complete and up to date resources as they are created or become available. These resources will also be available on Idaho's statewide data management system, Schoolnet.

- Summer Regional Institutes, Summer 2012: The ISDE is planning Summer Institutes to delve more deeply into the Common Core State Standards and how a classroom teacher can transition to the new standards 2012-13 and beyond. The State has developed strategic partnerships with groups, such as the Boise State Writing Project, to provide training in specific areas of the Common Core. The Boise State Writing Project, for example, will provide training on writing across the curriculum including using scoring rubrics as a platform for instruction and a common language around learning, with specific tutorials around the three modes of writing emphasized by the Common Core: informative, narrative and argumentative. The Idaho Math Initiative staff will also host a Mathematics Initiative Conference that will provide deeper, hands-on work with the Common Core mathematics.
- RTI, The ISDE will continue to invest in building the expertise of all school staff and establishing district and school teams through the Math Initiative in order to support quality Tier1 and Tier 2 instruction. This includes special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.

2012-13 School Year: ISDE, working with strategic partners, will provide more in-depth training on the Common Core State Standards and how Idaho classroom teachers can effectively transition to the new standards.

- Integrating Technology: In Fall 2012, all high school teachers will receive a mobile computing device as the State begins to phase in its one-to-one initiative. Under this initiative, every Idaho high school will have a one-to-one ratio of mobile computing device to student and teacher by 2015-16. At the same time, the State is investing in additional technology for all classrooms with \$13 million annually for technology and professional development. As Idaho's classroom teachers work to integrate technology in the classroom, the State will partner with Boise State University to show them how advanced classroom technology can assist in transitioning to the Common Core State Standards.

In partnership with Boise State, ISDE will create short, web-based interactive tutorials demonstrating best practices in classroom technology integration tied to the Common Core. The tutorials will emphasize Universal Design for Learning (UDL) to ensure teachers know how to individualize instruction and meet the needs of all students, including those who are English language learners, students with disabilities, or low-achieving students. All tutorials will be archived online for future use.

- **Curriculum Integration:** ISDE Content Coordinators for mathematics and English language arts will develop curricular protocols and training in repurposing existing curricular resources to bolster the areas needed to support a successful implementation of the Common Core. The Coordinators will work closely with ISDE's Limited English Proficient Coordinator, Special Education team, and Statewide System of Support team to ensure that their work also meets the needs of all students, including English language learners, students with disabilities and low-achieving students.
- **Model Instructional Units:** ISDE Content Coordinators for mathematics and English language arts will develop model instructional units and videos of instructional best practices. The Coordinators will utilize Schoolnet to share these materials with classroom teachers across Idaho.
- **Regional Math Specialists:** As a vital link in providing support and extended follow-up to the common core compliant MTI training course which they will continue to teach, these specialists will deliver instructional support to in-service teachers to improve content knowledge, pedagogical knowledge, RTI, and CCSS knowledge. In addition, regional specialists will provide critical support of focused school improvement efforts to ensure high quality mathematics professional development and effective transition to the common core. The well-established structure of the MTI program, the expertise of the specialists, and the strength of the current relationships with the field built over a number of years, makes the cadre of regional specialists a potent tool in service of common core implementation.

Transition to WIDA Standards: ISDE will provide the professional development required by the WIDA (World-Class Instructional Design in Assessment) Consortia to ensure the State provides the necessary training for all teachers as they transition to new English Language Development (ELD) Standards.

- **Recruit and establish regional cohorts for piloting of the National Center and State Collaborative (NCSC) tools.**
- **RTI:** The ISDE will continue to invest in building the expertise of all school staff and establishing district and school teams through the Northwest Inland Writing Project and the Boise Writing Project who provided training to over 1000 Idaho teachers in 2010 in order to support quality Tier 1 and Tier 2 instruction. This included special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.

2013-2014 School Year: The 2013-14 school year is the first that Idaho's teachers will be teaching Common Core State Standards in their classrooms. The State will offer ongoing support throughout this year.

- **Regional Mathematics Specialists:** This group will continue to build the capacity of teachers and school and district teams by providing additional outreach opportunities for professional development, particularly in the summer for administrators and teachers. Model lesson plans will be created and available for all individuals and teams who complete the MTI course to further bolster integration of common core math principles into classroom instruction.
- **Implementation of WIDA Standards:** ISDE will provide the professional development required by the WIDA (World-Class Instructional Design in Assessment) Consortia to ensure the State provides the necessary training for all teachers as they begin teaching the new English Language Development (ELD) Standards.
- **Piloting of NCSC Tools:** ISDE will use NCSC professional development, curriculum, instruction and assessment resources and tools and provide required feedback on usability and outcomes. ISDE will collect input from cohorts/districts for alternate assessment decisions in Idaho
- **RTI** An increased effort to build capacity of the school and district teams will be the cornerstone of RTI efforts. The ISDE will continue to invest in building the expertise of all school staff through the Math Initiative in order to support quality Tier1 and Tier 2 instruction. This includes special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.
- **SMARTER Balanced Assessment Consortium Training:** ISDE will pilot the new assessment developed through the SMARTER Balanced Assessment Consortium (SBAC) The end-of-the-year summative assessment will be fully implemented in 2014-15 school. Formative assessment tools that teachers can use throughout the school year will be available in 2014-15 as well. In 2013-14, ISDE will make SBAC-related resources available to classroom teachers, including formative and interim assessment item banks, learning progressions with embedded test items, performance tasks with annotated scoring guides. Scoring guides and examples for all constructed items and performance assessments, including practice sets and annotated scoring guides for writing assessments will be included in this suite of tools for teachers. The ISDE will provide training on these resources throughout the year.

- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*

ISDE has a plan to provide professional development and ongoing support to principals based on the Common Core State Standards.

The building principal is the instructional leader who plays a critical role in making the implementation of the Common Core State Standards successful and sustainable. As the instructional leader, the building principal will provide support, technical assistance, evaluation and guidance. To fulfill this role, the State will provide principals with initial professional development and ongoing support.

The State's goal is for every building principal to be the instructional leader with a high level of knowledge of the Common Core State Standards.

To accomplish this goal, ISDE is developing a three-pronged approach that will provide face-to-face professional development for building principals, a toolkit of resources for principals to utilize during the school year, and additional training on the teacher performance evaluation process. First, in Spring 2012, ISDE will develop and publish a Toolkit for Principals on its website. The Toolkit will include an in-depth suite of materials focused on awareness and deep understanding of the standards and the important changes they demand in the creation and delivery instruction. Other critical sections will provide training on teacher evaluations and what quality instruction infused with common core principles looks like for all disciplines. Principals imbued with deep working knowledge of the common core will help drive the instructional change so essential for successful implementation. ISDE will advertise the Toolkit to principals and district superintendents through direct e-mails, newsletters, and professional organizations. In addition, the State will offer webinars in the spring on how to use the Toolkit. ISDE will hold at least three focus groups with principals in different regions of the State to get feedback on the effectiveness of the Toolkit and what, if any, improvements should be made. The State also will measure the effectiveness of the Toolkit during administrator professional development opportunities in Summer 2012.

Second, ISDE will host training opportunities for principals in Summer 2012 focused on the Common Core State Standards. These workshops will be designed to build deep knowledge of the common core and provide administrators tools to provide effective and constructive feedback via classroom observations and evaluation of lesson plans using the newly adopted UDL compliant lesson plan template. ISDE will measure the effectiveness of the trainings with pre- and post-surveys. After the trainings, ISDE will hold at least three focus groups with building principals and instructional coaches located in certain districts and schools across the state to gather more data on school-based needs to implement the Common Core successfully.

Additionally, ISDE will host at least two focus groups with classroom teachers from different regions of Idaho to gather their feedback on what more building principals need to be effective instructional leaders and to successfully implement the Common Core. These focus groups will all be conducted by the end of September 2012, so the results can be used to shape future trainings.

Finally, by Fall 2012, ISDE will develop teacher performance evaluation protocols that incorporate the Common Core State Standards. Idaho already has a Statewide Framework for Teacher Performance Evaluations based on the Charlotte Danielson Framework for Teaching. ISDE has been providing training on this new evaluation model to teachers and school administrators since Fall 2009. Idaho school districts and public charter schools implemented this framework for the first time in 2011-12. In Fall 2012, ISDE will provide additional training to classroom teachers and school administrators on how building principals and other evaluators should incorporate the Common Core State Standards into the teacher performance evaluation process. The training will be a combination of face-to-face workshops and webinars offered throughout the school year.

In addition to these efforts, ISDE will ensure the Common Core State Standards are incorporated into the agendas and discussions of pre-established statewide professional learning communities for school administrators. ISDE created the Idaho Superintendents' Network in 2009 to support the work of district leaders in improving learning outcomes for all students by focusing on the quality of instruction. Currently, 37 superintendents participate in the Network, representing one-third of superintendents statewide.

Superintendents who serve a high percentage of at-risk students receive first priority to join. Membership is limited based on funding. The group meets face-to-face four times a year. Topics for discussion in 2011-12 have included improved outcomes for students, developing a sense of purpose, working with stakeholders, district central offices and learning improvements, creating and supporting district and building-level leaders, and analyzing teaching and learning through data. ISDE's Content Team is regularly consulted by the Superintendents' Network staff to ensure Common Core State Standards are incorporated into the discussions regarding how these key leaders must plan and prepare for implementation.

The Principal Academy of Leadership (PALs) is a project developed by ISDE to support the work of building-level administrators in improving outcomes for all students by focusing on the quality of instruction. Approximately 35 principals participate each year in a balance of content, professional conversation, and collegial instructional rounds related directly to improving the overall effectiveness of the Instructional Core such as those described below.

The effective leadership strands focus on:

- **Leadership Framework & Competencies:** The leadership framework is structured on the Nine Characteristics of High Performing Schools supported by McREL's Leadership Framework and the Educational Leadership Standards (ISLLC). Turn-Around Leadership Competencies will also support the leadership framework.
- **Instructional Rounds:** A network approach of improving teaching and learning at the instructional core through calibration visits and instructional classroom observations connecting Danielson's Framework to walk-through strategies.
- **Professional Growth & Development:** All participants complete a 360° Self-Assessment Evaluation provided by Education Impact. The information from this assessment helps each participant develop a professional growth plan to increase his or her effectiveness.
- **Collegial Connection & Collaboration:** Throughout the PALs project, there are many opportunities for all participants to network and connect through State-wide summits, regional meetings, and individual coaching calls.

Because PALs is funded under the Title I-A Statewide System of Support, principals are selected based on their school's improvement status and whether the school receives Title I-A funds. They meet four times a year in addition to conference calls and regional working sessions. New participants will be selected based on the placement of the school in the new accountability structure proposed in Idaho's ESEA Flexibility application. Priority will be given to those in the lowest-performing schools.

- *Does the SEA propose to develop and disseminate high-quality instructional materials aligned with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students?*

The ISDE will create and implement a process for the continual vetting of quality instructional materials and provide access to such material on the ISDE website and on the statewide learning management system, Schoolnet.

- *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*

Over the past five years, Idaho has significantly expanded the access to advanced opportunities for all students attending Idaho's public high schools.

First, the Idaho State Board of Education and Idaho Legislature approved new graduation requirements in 2007 for the Class of 2013.⁷ This was intended to ensure that high school graduates are better prepared for postsecondary education.

Under these new requirements, students must take three years of mathematics, three years of science, and a college entrance examination. School districts and public charter schools must offer high school students at least one advanced opportunity, such as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate.

Second, over the past three years, the State has created the Idaho Education Network (IEN). This is a high-speed, broadband intranet connecting every Idaho public high school with each other and to Idaho's institutions of higher education. The IEN was made possible through a change in Idaho Code and then by leveraging Federal, State, and private funding to invest \$40 million into building. (See Idaho Code 67-5745D online at <http://legislature.idaho.gov/idstat/Title67/T67CH57SECT67-5745D.htm>.) In addition to providing connectivity, the Network equipped at least one room in every high school with video conferencing equipment affording all students access to the educational opportunities they need, no matter where they live.

The possibilities of the Network are endless, and Idaho schools are just beginning to realize the value of this project. Currently, students are using the IEN to go on virtual field trips to places like the Great Barrier Reef or the Holocaust Museum. It is largely being used to take and complete courses not currently offered in a school or district, such as dual credit and Advanced Placement courses. The Idaho State Board of Education has set a goal for students to be taking 180,000 dual credits per year by 2020. Right now, approximately 8,000 students are taking 46,134 dual credit hours statewide. The IEN will help the State meet this goal by making sure every school and district has access to these courses. In 2011-12, more than 800 students were taking dual credits via the IEN. Eventually, the IEN also will expand to Idaho's elementary and middle schools as well as Idaho's community libraries.

Third, as part of comprehensive education reform laws passed in Idaho during the 2011 Legislative Session, a Dual Credit for Early Completers program was enacted. (For the full text of Idaho Code 33-1626, see <http://legislature.idaho.gov/idstat/Title33/T33CH16SECT33-1626.htm>.) In this program, students who complete all State high school graduation requirements, except their senior project, not later than the start of the twelfth grade are eligible to enroll in up to thirty-six (36) postsecondary credits of dual credit courses during their twelfth grade year at State expense. The State expects the program to grow in future years as students learn about the program through their schools.

⁷ Idaho's new high school graduation requirements are available online at <http://adm.idaho.gov/adminrules/rules/idapa08/0203.pdf> under IDAPA 08.02.03 104, 105, and 106.

Fourth, Idaho passed a new law to change the State's public school funding formula so funds follow the student through Fractional Average Daily Attendance (ADA). Fractional ADA will first go into effect for 2012-13.

In the past, school districts received full units of funding for students attending their schools, even if students only attended part of the day.

Through Fractional ADA, the State will divide school-day funding into segments to ensure the funds follow a student if he or she chooses to supplement their traditional education at a high school with online courses, dual credit courses, or other options such as professional-technical courses at a neighboring school district. Thus, Idaho's college and universities, other school districts, and online courses providers become eligible for a fraction of ADA funding for students participating in their courses during the school day. This will allow more students to take college-level courses, AP courses, or other courses not offered at their high school.

Finally, in the State's new accountability system, Idaho will hold public high schools accountable for the number of students who enroll in and successfully complete advanced courses, such as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate. Under this new system, Idaho high schools will earn more points toward becoming a Five-Star School if more students enroll in and successfully complete an advanced opportunity course⁸.

ISDE decided to make this a component of the new accountability system to encourage more school districts and high schools to offer advanced opportunities.

- *Does the SEA intend to work with the State's IHEs and other teacher and principal preparation programs to better prepare—*
 - *incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and*
 - *incoming principals to provide strong, supportive instructional leadership on teaching to the new standards?*

If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?

⁸ In Idaho Administrative Rule, advanced opportunity courses are defined as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate courses. See *IDAPA 08.02.03.106*.

ISDE has worked with the Idaho State Board of Education (“State Board”) and Idaho’s institutions of higher education (IHEs) to improve the preparation programs for classroom teachers and principals to ensure they have the skills and knowledge necessary to prepare all students to meet college- and career-ready standards.

ISDE and State Board staff first worked to align teacher preparation programs to the Common Core State Standards in 2011.

In August 2011, ISDE presented a proposed change in Idaho Administrative Rule to the State Board. The rule was adopted by the Board on November 3, 2011. It now will go before the House and Senate Education Committees of the Idaho Legislature in January 2012 for final approval.

The ISDE is working with institutions of higher education and other teacher preparation programs during the current school year to explain the changes in the teacher preparation program approval process and how they can best meet these new requirements. (For more on IDAPA 08.02.02.100, see <http://adm.idaho.gov/adminrules/rules/idapa08/0202.pdf>.)

Under the rule change, the ISDE would redesign the approval process for teacher preparation programs to ensure Colleges of Education and other preparation programs are producing candidates who have the skills and knowledge necessary to effectively teach the Common Core State Standards to all students, including English language learners, students with disabilities and low-achieving students.

The rule change provides the State Board more oversight of the teacher preparation approval process through focused reviews of preparation programs aligned to State-specific, core teaching requirements. Teacher preparation programs must demonstrate they are meeting these goals no later than 2014-15 in order to receive approval.

The State will measure the effectiveness of teacher preparation programs in two ways. First, focused reviews will be conducted in person. Once the rule change is effective, the State reviews of the preparation programs will be conducted every third year to specifically monitor candidate performance data in the following areas:

- Integration of appropriate educational technology into lesson plans and curriculum.
- Evidence of candidate knowledge and skill related to Common Core State Standards in mathematics instruction. ISDE is in the early stages of developing the framework for this evaluation, but it will include the components of the Mathematical Thinking for Instruction course for elementary school teachers, application of statistics for secondary school teachers and pre-service standards aligned to the Common Core State

Standards. ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the Common Core.

- The State is using Total Instructional Alignment (TIA); another recognized professional development strategy. TIA work already has begun in Idaho and will continue in 2012 with the assistance of ISDE staff.
- Evidence of candidate knowledge and skill related to Common Core State Standards in English language arts instruction. ISDE is in the early stages of developing the framework for this evaluation, but it will include pre-service standards aligned to the Common Core State Standards as well as competencies specifically addressing the needs of English language learners and students with disabilities.
- The ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the Common Core. The State is also using the TIA methodology for this work; work already begun and which will continue in 2012 with the assistance of ISDE staff.
- Evidence of growth through clinical practice culminating in a professional development plan for the beginning teacher. Supervision of clinical practice will be aligned with the Idaho Statewide Framework for Teacher Performance Evaluations, based on the Charlotte Danielson Framework for Teaching.

Through this alignment, the State will support a continuum of growth beginning in pre-service and provide a consistent construct for supporting teachers in their development towards becoming highly effective practitioners.

Second, the State will measure the effectiveness of teacher preparation programs through the use of longitudinal data. With the Statewide longitudinal data system, Idaho can connect candidates back to the teacher preparation programs they attended. Idaho first implemented its Statewide longitudinal data system in 2010-11. Thus, the first data on teacher preparation programs are expected to become available at the end of 2011-12. This data element will be one of the multiple measures used to evaluate the success of Idaho's Colleges of Education and other teacher preparation programs. Idaho has also participated in Stanford's Teacher Performance Assessment Consortium (TPAC) and will continue to participate with a focus on assessing the performance of ABCTE (American Board for Certification of Teacher Excellence) candidates.

Idaho already has made significant progress in aligning the standards in the Colleges of Education and other teacher preparation programs to the Common Core State Standards through the statewide Idaho Math Initiative. The Idaho Math Initiative has been described above in considerable detail.

The ISDE and State Board now are beginning to address necessary changes to administrator preparation programs that will make sure all principals recognize their roles as instructional leaders who have the skills and knowledge necessary to prepare all students to meet college- and career-ready standards.

Currently, under Idaho Code and Idaho Administrative Rule, the State does not have authority over principal preparation programs. These are the steps the State is taking to address administrator preparation programs.

First, the ISDE has brought together stakeholders from across Idaho to develop a Statewide framework for administrator evaluations. The ISDE conducted similar work in 2008 to create a Statewide Framework for Teacher Performance Evaluations based on the Charlotte Danielson Framework for Teaching. Under Idaho Code, Idaho's certificated staff, including administrators, must be evaluated at least annually; however, neither Code nor Administrative Rule sets standards upon which administrators will be evaluated. Therefore, evaluations vary from district to district and school to school.

In December 2011, the ISDE convened a steering committee and a larger stakeholder group to craft the framework for administrator evaluations in Idaho. The steering committee meets monthly to plan future meetings for the larger stakeholder group, evaluate past meetings from the stakeholder group and make sure the work of the stakeholder group is keeping consistent with State and Federal requirements as well as research. The stakeholder group meets monthly to work on creating the framework for administrator evaluations.

The working group is made up of the following participants: Rob Winslow, Executive Director of the Idaho Association of School Administrators; Karen Echeverria, Executive Director of the Idaho School Boards Association; Robin Nettinga, Executive Director of the Idaho Education Association; Christina Linder, Director of Certification and Professional Standards at the ISDE; Steve Underwood, Director of the Statewide System of Support at the ISDE; Becky Martin, Coordinator of Teacher Quality at the ISDE; and Rob Sauer, Deputy Superintendent of Great Teachers and Leaders Division at the ISDE.

The stakeholder group is made up of the following participants:

- Wiley Dobbs, superintendent in Twin Falls School District
- Geoff Standards, principal in Meridian School District
- Shalene French, principal in Idaho Falls School District
- Alicia Holthaus, principal in Grangeville
- Anne Stafford, teacher in Boise School District

- Nancy Larsen, teacher at Coeur d'Alene Charter Academy
- Chuck Wegner, curriculum director in Pocatello School District
- Marni Wattam, special education director in Post Falls School District
- Penni Cyr, Idaho Education Association President
- Dave Anderson, school board trustee in Oneida School District
- Mike Vuittonet, school board trustee in Meridian School District
- Cathy Canfield-Davis, higher education representative in Moscow
- Kathleen Budget, higher education representative in Boise
- Laurie Boeckel, Idaho PTA representative
- Selena Grace, Office of the State Board of Education
- Roger Brown, Office of the Governor
- Senator John Goedde, Idaho Legislature
- Senator James Hammond, Idaho Legislature
- Senator Steve Bair, Idaho Legislature

While there is consensus among stakeholders that instructional leadership will be a primary component in the State's evaluation system, corollary performance measures have yet to be determined. The group plans on concluding its work by the end of May 2012.

At the completion of the ISDE's work to develop a Statewide framework for administrator evaluations, the State will propose redesigning the principal preparation program approval processes to ensure these programs align with Statewide standards and measures. This timeline and process is fully described in Section 3 of this application.

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State's college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*
 - *Raising the State's academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State's 4-year public IHEs, or conducting NAEP mapping studies.)*
 - *Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State's college- and career-ready standards?*

- *Implementing another strategy to increase the rigor of current assessments, such as using the “advanced” performance level on State assessments instead of the “proficient” performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?*

If so, is this activity likely to result in an increase in the rigor of the State’s current assessments and their alignment with college- and career-ready standards?

Idaho will focus all of its resources and efforts on moving to the next generation of assessments and building capacity at the local level to implement these new assessments.

The next generation of assessment includes, but is not limited to, Idaho’s involvement in the SMARTER Balanced Assessment Consortium (SBAC). Idaho will pilot the SBAC assessments in the 2013-2014 school year and fully implement these assessments in the 2014-2015 school year.

In addition to its work with SBAC, Idaho is developing a Statewide item bank from which school districts and public charter schools can develop quality assessments at the local level that are aligned to the Common Core State Standards.

In November 2010, ISDE worked with more than 50 mathematics and science teachers to create end-of-course assessments in six courses: biology, earth science, physical science, pre-algebra, algebra I, and geometry. Because of this work, each subject area now has roughly 350 items in it and one complete form of each assessment. These tools now are available to all school districts and public charter schools to be used as end-of-course tests or as benchmark or interim tests throughout the school year.

Since the State received a grant from the J.A. and Kathryn Albertson Foundation to deploy an instructional management system across Idaho, the SDE also will begin loading these assessment items into the Schoolnet system (described in detail previously in this section).

The grant funding from the Albertson Foundation also is allowing ISDE to create a bank of assessment items constructed of items from other States and Idaho school districts; all of which are first aligned to the Common Core State Standards. Through the timeline below, numerous Idaho teachers will be invited to item alignment workshops to conduct the alignment and learn how to effectively use formative practices and interim assessments aligned to the Common Core State Standards. The alignment activity also will serve as an outreach and professional development opportunity as it will significantly increase teacher understanding and awareness of the Common Core.

Table 3
Timeline of Idaho Interim Assessment Item Bank

By October 30, 2011	2500 items loaded and available to create tests	2,500 items	Science and Math EOCs- Currently available in Schoolnet are: Pre-Algebra, Algebra, Geometry (1,402 items); and Earth Science, Physical Science, and Biology (1,124 items.)
By January 16, 2012	3000 items loaded and available to create tests	2000 state items 1000 district items	Primarily Math Gr. 3-8 with some ELA and Science. Primarily upper level Math & Language Arts/English as well as some Science.
By February 20, 2012	2000 additional items	1200 state items 800 district items	Same priorities as above with further expansion into science.
By March 19, 2012	2500 additional items	1500 state items 1000 district items	Same priorities as above with expansion into Social Studies.
By June, 2012	5000 additional items	5000 state items	The ISDE will continue to add state released items until there is a sufficient number in grades 3-12. The SDE will also look into adding items for K-2.

Idaho has consulted with the Technical Advisory Committee in possible ways to gain more information on students' performance on the Common Core State Standards by utilizing the current ISAT. One potential, still in discussion, is the possibility of coding current items, if applicable, to the Common Core State Standards and giving a holistic Common Core score to for students in addition to the current reported score. Idaho is still investigating the possibilities with the TAC.

- *Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State's college- and career-ready standards?*

All plans are outlined in the previous sections.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

- 1.C** Did the SEA develop, or does it have a plan to develop, annual, statewide, high-quality assessments, and corresponding academic achievement standards, that measure student growth and are aligned with the State’s college- and career-ready standards in reading/language arts and mathematics, in at least grades 3-8 and at least once in high school, that will be piloted no later than the 2013–2014 school year and planned for administration in all LEAs no later than the 2014–2015 school year, as demonstrated through one of the three options below? Does the plan include setting academic achievement standards?

Option A:

If the SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment (RTTA) competition, did the SEA attach the Memorandum of Understanding (MOU) submitted under that competition? (Attachment 6)

Idaho is a governing state in the SMARTER Balanced Assessment Consortium. See Attachment 6 - SMARTER Balanced Assessment Consortium for the Memorandum of Understanding

PRINCIPLE 1 OVERALL REVIEW

Is the SEA’s plan for transitioning to and implementing college- and career-ready standards, and developing and administering annual, statewide, aligned high-quality assessments that measure student growth, comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?

The Idaho State Department of Education (ISDE) has built a strong plan to transition to and implement college- and career-ready standards is sound, comprehensive, and attainable within the timelines established in the above narrative. The State has demonstrated extensive plans to strengthen professional development for current classroom teachers and principals and to align teacher and principal preparation programs with Common Core Standards. ISDE also is working with the State Board to ensure the State measures the effectiveness of teacher and principal preparation programs every year and holds these programs accountable for their outcomes.

The State is making significant progress to improve its already rigorous annual statewide assessments as it transitions to Common Core State Standards. Idaho is adding additional measures of student achievement, such as interim assessments, which classroom teachers and building principals can use throughout the school year to guide instruction and raise achievement for all students, including students with disabilities, English language learners and low-achieving students.

Through these efforts, Idaho is creating a consistent, comprehensive, and sustainable infrastructure that promotes quality instruction in every classroom while offering effective support to all students as they progress toward mastery of college- and career-ready standards.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

PRINCIPLE 2: INTRODUCTION

ESEA Flexibility permits Idaho to build on its successes. Like others, Idaho saw increasing numbers of schools identified for improvement. This reversed beginning in 2008 and through 2011 (declining from 46%, to 40%, to 31% and 31% in each respective year), despite increasing benchmarks. Meanwhile, student achievement increased statewide from 2007 to 2011. The median combined percent of school-level student proficiency on the state test for Reading and Math increased 4.9 points for all students (to 84.7%) and 7.8 points among the economically disadvantaged (to 79.2%). Gains steadily rose each year, which is encouraging since Idaho 4th and 8th grade NAEP scores in these areas are equal to or statistically higher than the national average. Idaho attributes this success largely to changes in its Statewide System of Support.

However, this success is not yet enough. There have been modest gains among English learners and students with disabilities. With the Common Core State Standards, achievement for all students must be raised even higher still. Therefore, Idaho will continue with a single accountability system for all schools, regardless of Title I status, using a Five-Star scale to annually evaluate and recognize school performance. The system of differentiated recognition, accountability, and support will enable the State to diagnose and more adequately meet the needs that exist in its schools and districts.

Schools and districts will be evaluated based on four metrics: absolute performance (percent of students who are proficient), student academic growth to standard for all students, academic growth to standard for equity groups, and postsecondary and career readiness. These metrics are incorporated in a compensatory framework in which schools and districts accumulate points in subdomains along a continuum of performance. Points accumulated will result in annual determinations based on a Five-Star scale. The State's goal is to get all of its schools and districts into the highest two categories: Four and Five Stars. These are reserved for schools and districts that effectively meet the needs of all students across the various metrics of performance.

The One, Two, and Three-Star categories will be used to identify schools and districts for differentiated levels of accountability and support. Support mechanisms for all schools and districts focus with the greatest intensity on the lowest-performing systems. The Statewide System of Support's processes and programs strategically determine what the lowest-performing schools and districts need, match resources and supports to those needs, and work to build the capacity of the district in order to improve the outcomes of its schools.

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

2.A.i.a. Did the SEA propose a differentiated recognition, accountability, and support system, and a high-quality plan to implement this system no later than 2012 school year, that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction of students?

- a. *Does the SEA's accountability system provide differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs based on (1) student achievement in reading/ language arts and mathematics, and other subjects at the State's discretion, for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) graduation rates for all students and subgroups; and (3) school performance over time, including the performance and progress of all subgroups?*

Idaho's single accountability system is one that has a foundation in rewarding schools and districts for not only excellent performance but also strong growth and measures that indicate preparation for postsecondary and career readiness. Idaho's focus on building local capacity to improve achievement over the course of ESEA, has illustrated that schools can make significant progress and yet are still considered failing under a restrictive definition. Safe harbor calculations do not go far enough to illustrate the kind of growth achieved by many of these schools.

An achievement-only based system provides a disincentive for focus on seemingly unachievable goals for many students and subgroups with low achievement. Conversely, the growth measures to achievement included in Idaho's system provide a stronger focus on the possibilities for subgroups and, in turn, serve as an incentive for schools to focus on increasing subgroup performance. Idaho's plan not only addresses achievement gaps among subgroups, but also for students who may not be members of any one of the designated groups who are low achieving. Through calculations to address growth to proficiency (see Adequate Student Growth Percentile description), students who are not making growth sufficient to get to proficiency within three years or by 10th grade, whichever comes first, are identified and schools are rated accordingly.

Idaho's Accountability System includes four measures and plus the rate of participation in State assessments. The four measures are outlined in Table 4.

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students⁹
3. Growth and growth toward proficiency for all students and subgroups over time: and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

The details that follow are organized into two main sections. First, a full description of the measures, standards, and accountability system are outlined in *Differentiated Recognition and Accountability*. Second, the *Rewards and Sanctions* section articulates the core support components to provide differentiated support systems and details the rewards, recognition, and required improvement actions.

PART I: DIFFERENTIATED RECOGNITION AND ACCOUNTABILITY

Idaho's accountability metric is based on a Five Star rating system. Idaho chose to use the star system for several reasons. First, the State believes it is important to provide easily understood information to parents and constituents about the performance of the schools and district in their community. A star rating system has been used in numerous venues with broad understanding across constituencies. Second, a system, like grading, that has become too widely associated with percentages would confine Idaho in setting its specific goals for the targets a high-achieving school and district must meet (i.e. a five-star school is not one that meets 90 percent of the benchmarks; the typical cut point for an A). Third, Idaho wanted a system that rewards schools and districts and creates an incentive for improvement. With a star rating system, schools deemed to be a three-star school can demonstrate the achievement and growth areas of exceptional performance but also focus on what it takes to reach a four-star and five-star rating without the stigma of being labeled failing overall.

Idaho has built a single system that seamlessly identifies Priority and Focus Schools as One and Two Star schools, respectively. The rationale and explanation of how this single identification protocol works is detailed in Sections 2D and 2E.

⁹ Idaho was granted a waiver due to late implementation of its longitudinal data system. The 4-year, cohort-based graduation rate will be fully implemented by 2013-14. At that time, Idaho will also be able to report subgroup graduation rates. See Attachment 13

Table 4
Idaho Accountability Measures

Idaho's Accountability Measures					
	Achievement	Growth to Achievement	Growth to Achievement Subgroups	Postsecondary and Career Readiness	Participation
Points/Weight <i>Schools with Grade 12</i> <i>All other Schools</i>	20 points 25 points	30 points 50 points	20 points 25 points	30 points N/A	Star Rating Change
Measure	Idaho Standards Achievement Tests (ISAT) Idaho Standards Achievement Tests- Alternate (ISAT-Alt) <ul style="list-style-type: none"> • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%) 	Idaho Growth Model <ul style="list-style-type: none"> • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%) 	Idaho Growth Model <ul style="list-style-type: none"> • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%) 	Graduation Rates (33.3%) College Entrance/Placement Exams (33.3%) Advanced Opportunities (33.3%)	Participation rate (100%)
Standard	% of students proficient and advanced	Median Student Growth Percentile (SGP) Normative growth relative to like peers Adequate Student Growth Percentile (AGP) Criterion referenced growth relative to proficiency target.	Disaggregated subgroups: <ul style="list-style-type: none"> • Free/Reduced Lunch Eligible • Minority Students • Students with Disabilities • Limited English Proficient Students Median Student Growth Percentile (SGP) Normative growth relative to like peers Adequate Student Growth Percentile (AGP) Criterion referenced growth relative to proficiency target.	Graduation rate College Entrance/Placement % of students reaching the college readiness score on SAT, ACT, ACCUPLACER or COMPASS Advanced Opportunities % of total eligible students (juniors and seniors) completing at least one AP, IB, dual credit or Tech Prep course. % of student completers reaching receiving a C or better in an AP, IB, dual credit or Tech Prep course.	Participation Rate Schools and Districts must test 95% of all students and all subgroups in each subject on the ISAT and ISAT-Alt. Participation rates less than 95% will result in a decrease by one star the overall school or district rating.

ACHIEVEMENT

The achievement metric measures school and district performance toward the academic standards assessed on the Idaho Standards Achievement Tests (ISAT) and alternate (ISAT-Alt) in reading, language usage, and mathematics. The determination is based on the percentage of students at the proficient or advanced category. Points are given on a scale indicating higher points for a performance at proficient or advanced.

Table 5 is the point distribution for the achievement categories:

Table 5
Achievement Points Eligible

Percent Proficient and Advanced	Points Eligible
95% - 100%	5
84% - 94%	4
65% - 83%	3
41% - 64%	2
≤ 40%	1

Idaho will report for each school and district the points earned for the achievement metric as in Table 6. Each school and district will earn points based on the proficiency percentages for reading, language usage, and mathematics.

Table 6
Achievement Point Distributions

Achievement	Points Earned	Points Eligible	N	% Proficient	% Advanced	Total %
Reading		5				
Language Usage		5				
Mathematics		5				
Total		15				
Percentage of Points	Total/15=X%					
Total Points Awarded	X * 20 (Schools with Grade 12) X * 25 (All other Schools)					

The percentage of points awarded will be scaled for the total points for schools to the appropriate weighting. For example, an elementary school that receives 13/15 points will have received 86.7% of the points and will be given 22 of the 25 total points for this metric. A high school that receives the same 13/15 points will be given 17 out of a total of 20 points.

GROWTH TO ACHIEVEMENT AND GROWTH TO ACHIEVEMENT SUBGROUPS

Idaho's growth measure uses the Student Growth Percentiles (SGP; also known as the Colorado Growth Model) to create both a normative measure of growth and a criterion-based measure. This combination is an important distinction in that growth alone is an insufficient measure. Growth must become proficiency or the measure of growth provides no better measure than proficiency alone. The first measure, normative growth, provides a median growth percentile for each subject area in each school. The normative growth measure calculates a growth percentile based on comparing like students or in other words, students who have scored in the same score range on the ISAT in the previous year.

Then, considering where a student scores in the current year, he or she is given a growth percentile. The Median Student Growth Percentile (SGP) is then assigned for each subject area and to an overall median percentile for each school and district.

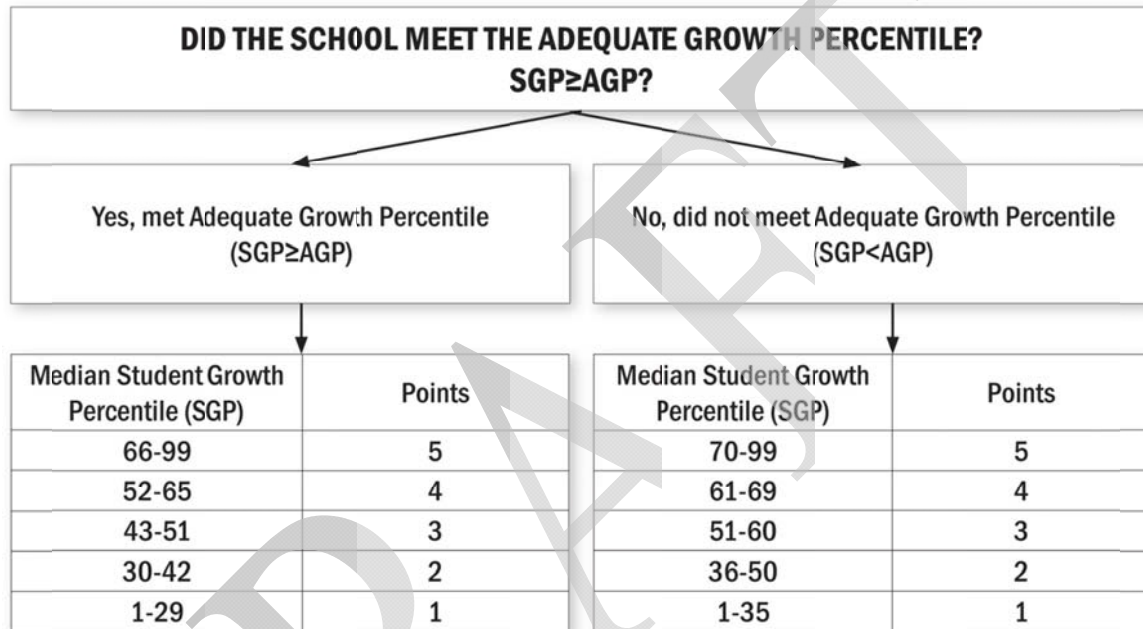
However, a normative measure is not sufficient without a criterion to ensure each student will eventually reach proficiency. The second measure, the criterion growth measure or Adequate Student Growth Percentile (AGP), is a further calculation for each student. The AGP calculates the required percentile of growth needed for a student to reach or maintain proficient or advanced within three years or by 10th grade, whichever comes first. These measures are calculated for students in each subject area (reading, language usage and mathematics).

The Growth to Achievement and Growth to Achievement Subgroups indicators use two different scoring matrices depending on whether or not the median growth percentile of the school or subgroup meets or exceeds the adequate growth needed for that school or subgroup. Growth to Achievement and Growth to Achievement Subgroups are evaluated first based on the criterion of whether or not the growth rate is adequate for the typical or median student in the school/subgroup to reach or maintain a performance level of proficient or advanced within three years or by 10th grade, whichever comes first. Academic growth and academic growth gaps are then evaluated based on a normative comparison to other schools. The three questions below determine the targets for each school and district.

- (1) What was my school or district's median student growth percentile (SGP)?
- (2) What was my school or district's median adequate growth percentile (AGP), the growth percentile needed for the typical student in my school or district, to reach proficient or advanced within three years or by 10th grade?
- (3) Did my school meet adequate growth? If yes, follow the scoring guide for "Yes, met adequate growth." If no, follow the scoring guide for "No, did not meet adequate growth."

Answering these questions results in a selection of a Growth to Achievement and Growth to Achievement Subgroups rating. This is due to the emphasis placed on moving students who are farther behind faster. Table 7 is the scoring guide and point allocation for each subject area for each school and district.

Table 7
Adequate Growth Flowchart



For example:

- What was my school's median growth percentile in elementary math? **87**
- What was my school's median adequate growth percentile in elementary math? **83**
- Did my school meet adequate growth in elementary math? **Yes**, my growth was adequate because my median growth percentile (SGP) in elementary math is more than my median adequate growth percentile (AGP) in math. **Using the YES scoring guide**, my growth in elementary math earns me **FIVE points**.

GROWTH TO ACHIEVEMENT

Table 8
Growth to Achievement Distributions

Growth to Achievement	Points Earned	Points Eligible	N	Median Student Growth Percentile (AGP)	Median Student Adequate Growth Percentile (SGP)	Made Adequate Growth?
Reading		5				
Language Usage		5				
Mathematics		5				
Total		15				
Percentage of Points	Total /15 =X%					
Total Points Awarded	X * 30 (Schools with Grade 12) X * 50 (All other Schools)					

The percentage of points awarded will be scaled for the total points for schools to the appropriate weighting. For example, an elementary school that receives 13/15 points will have received 86.7% of the points and will be given 43 of the total points 50 for this metric. A high school that receives the same 13/15 points will be given 26 out a total of 30 points.

GROWTH TO ACHIEVEMENT SUBGROUPS

Growth to Achievement Subgroups are calculated exactly the same as Growth to Achievement (with both the Median Student Growth Percentile and Adequate Student Growth Percentile). For this measure, those calculations are applied to the following subgroups to determine SGP and AGP:

- Free and Reduced Lunch Eligible
- Minority Students
- Students with Disabilities
- Limited English Proficient Students (LEP)

Free and Reduced Lunch (FRL) Eligible – FRL eligibility will still be used to represent the subgroup of students who live in families which are economically disadvantaged. The State is not making any change to the definition of this subgroup.

Racial and Ethnic Equity (Minority Students) – Idaho is not a very racially or ethnically diverse State; approximately 85% of the population is white. However, ISDE is strongly committed to educational equity among racial and ethnic groups. In smaller school districts, the lack of racial and ethnic diversity virtually precludes reporting by race or ethnicity group.

This has been an obstacle to equity in the past. Therefore, the State has changed two aspects of its accountability plan to particularly address the issue of masked ethnicity groups. First, the minimum N count for all metrics has been reduced from $N \geq 34$ to $N \geq 25$. Second, minority students are classified into one ethnic equity group. While combining across defined student groups is not a guarantee of attaining large enough numbers for reporting ($N \geq 25$), it increases the probability of highlighting potential disparities. Minority students are defined as all students who are coded in one of the following race categories: American Indian/Alaskan Native, Asian, Black/African American, Hawaiian/Other Pacific Islander, Hispanic or Latino, and two or more races. While these race and ethnicity categories will be combined for the accountability matrix, they will continue to be reported publicly by each individual classification.

Students with Disabilities – The State is not making any change to the definition of this subgroup. It is comprised of students with an Individual Education Plan (IEP) as defined by the eligibility requirements outlined in the Idaho Special Education Manual.

Limited English Proficiency (LEP) – Students who are defined as Limited English Proficient are determined as such through Idaho's ELL placement test and are served through LEP programs within Idaho districts. Idaho also defines students in the US school system for the first year to be LEP1 students. Currently, these students take the Idaho English Language Assessment (IELA) and therefore are exempted from taking the ISAT Reading and ISAT Language Usage tests; however, LEP 1 students must take the ISAT Math. The scores for LEP1 students are not included in the proficiency calculations for schools or districts. Idaho will continue this practice and the definition of LEP students will remain the same. In addition, Idaho will also remove LEP students within the first three years (LEP1, LEP2, LEP3) of being new to a US school from the Achievement calculations. LEP2 and LEP3 students will be included in the Growth to Achievement and Growth to Achievement Subgroups calculations. With the introduction of the growth model, districts and schools will be afforded the opportunity to illustrate the growth and progress made toward proficiency without the penalty of not proficient students who are still learning the English language. This methodology will allow the school system to make sufficient progress in English proficiency instruction prior to a determination about subject area proficiency, while at the same time holding the school accountable for the student's growth in those areas.

Due to the limited sizes of most subgroups in Idaho, Idaho will deploy the following business rules in the subgroup calculations. Idaho will first calculate the Growth to Achievement Subgroups by each of the four listed subgroups (LEP, Students with Disabilities, Free and Reduced Lunch eligible students, Minority Students). If a school has all four subgroups, those subgroups will be calculated based on the performance of each subgroup. However, given that a large number of Idaho schools do not have subgroups that meet the $N \geq 25$ threshold, Idaho is ensuring that all students who traditionally have been identified as having gaps in performance, be accounted for by combining those four groups into one subgroup. Each student, regardless of multiple subgroup designations, shall only be counted once in the total subgroup. The median growth will be calculated for that total subgroup for each subject area. If a school has no subgroups, even after combining all four of the identified subgroups, the points eligible for the Growth to Achievement Subgroups shall be awarded based on the overall Growth to Achievement of the school.

This methodology uses a two-fold approach to ensure students most at risk are identified in some way. Idaho first will award points for subgroups. If that is not possible, Idaho will combine the subgroups to ensure those students' growth to achievement is built into the accountability matrix. Under the current system and without this grouping, it would be possible for small subgroups of students to only be accounted for in the overall calculations and therefore masking their performance or gaps. All subgroup performance, including public reporting separately all ethnicity and races, will be publicly reported as is currently the practice by Idaho for groups of $N \geq 10$.

Schools will receive a report that utilizes the elements reported in Table 9.

Table 9
Growth to Achievement Subgroups Distribution

Growth to Achievement Subgroups	Points Earned	Points Eligible	N	Median Student Growth Percentile (SGP)	Median Adequate Growth Percentile (AGP)	Made Adequate Growth?
Reading		20				
Free/Reduced Lunch Eligible		5				
Minority Students		5				
Students with Disabilities		5				
Limited English Proficient Students		5				
Language Usage		20				
Free/Reduced Lunch Eligible		5				
Minority Students		5				
Students with Disabilities		5				
Limited English Proficient Students		5				
Mathematics		20				
Free/Reduced Lunch Eligible		5				
Minority Students		5				
Students with Disabilities		5				
Limited English Proficient Students		5				
Total		60				
Percentage of Points	Total/60 = X%					
Total Points Awarded	X * 20 (Schools with Grade 12) X * 25 (All other Schools)					

The percentage of points awarded will be scaled for the total points for schools to the appropriate weighting. For example, an elementary school that receives 50/60 points will have received 83.3% of the points and will be given 17 of the 20 total points for this metric. A high school that receives the same 50/60 points will be given 21 out a total of 25 points.

POSTSECONDARY AND CAREER READINESS

Idaho has created a foundation for rewarding schools and districts that increase the postsecondary and career readiness of their students. In 2007, the Idaho State Board of Education (ISBE) and Idaho Legislature approved an administrative rule (which has the force of law in Idaho) that all 11th grade students must take one of the four college entrance or placement exams (SAT, ACT, ACCUPLACER, or COMPASS) beginning with the graduating class of 2013. In 2011, Idaho signed a contract with the College Board to provide the SAT or ACCUPLACER to all 11th grade students at no cost to them.

Students who would receive a non-reportable score due to the accommodations required by their Individualized Education Plan (IEP) are exempt from this rule. However, given that there are a variety of options; counselors are being trained in the best way to include all students without violating an IEP. In April 2012, Idaho will administer the first round of SAT and ACCUPLACER exams. Additionally, Idaho passed legislation during the 2011 legislative session wherein the State will pay for dual credit enrollment up to 36 credits for any student who has completed all State graduation requirements prior to their senior year. Dual credit enrollment has been a focus of Idaho for several years. ISBE has set a goal for Idaho students to complete 180,000 dual credits per year. This legislation also provided the funding required to increasing the numbers by giving students greater access to dual credit opportunities. Idaho has provided a number of opportunities, but fundamentally believes that the same foundational skills in mathematics and English language arts are needed for postsecondary and career success.

Within this metric, there are three categories; each given equal weight. The first, graduation rate, will be calculated using the NCES formula that is currently used by Idaho and described in the State's approved NCLB accountability workbook. See the formula below.

$$G = c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

Where

- G = graduation rate.
- c_{st}^{long} = four-year completion rate for state s at year t .
- g_{st} = number of high school completers at year t .
- d_{st}^{12} = number of grade 12 dropouts at year t .
- $d_{s(t-1)}^{11}$ = number of grade 11 dropouts at year $t-1$.
- $d_{s(t-2)}^{10}$ = number of grade 10 dropouts at year $t-2$.
- $d_{s(t-3)}^9$ = number of grade 9 dropouts at year $t-3$.

Idaho's graduation rate goal is 90%. As per the agreement with ED to implement the cohort-based graduation rate in 2013-14, Idaho will switch to the cohort-based graduation rate and reset the graduation rate goal at that time. The point distribution for graduation rates is as follows:

Table 10
Graduation Rate Eligible Points

Graduation Rates	Points Eligible
90% - 100%	5
81% -89%	4
71% - 80%	3
61% - 70%	2
≤ 60%	1

The second category is College Entrance and Placement Exams. In addition to the reading and mathematics Idaho Standards Achievement Tests (ISAT) and Idaho Standards Achievement Tests-Alternate (ISAT-Alt), Idaho will also include in the metric results from the SAT, ACT, ACCUPLACER, and COMPASS. The Idaho State Board of Education passed Idaho Administrative Code requiring all students, beginning with the graduating class of 2012-13, to take one of the four listed college entrance/placement exams by the end of their junior year (IDAPA 08.02.03.105.03).

Idaho will establish a benchmark score that has the highest probability that the student will not need remediation for each exam and the metric will give points for the percentage of students that reach these set benchmarks. For example, the College Board has established that a composite score of 1550 on the SAT indicates an increased probability of success (defined as a freshman average grade of B- or higher) in college. This benchmark will be evaluated to determine the score where students are best prepared for college and professional technical courses. During the summer of 2012, the colleges and universities in Idaho will convene to agree upon a set cut score for the ACCUPLACER. That score will be used for this measure. The benchmarks for the ACT and COMPASS will either be set by the same process and adopted by the State Board of Education or be set by the Idaho State Board of Education based on past placement requirements of the state colleges and universities.

Table 11
College Entrance/Placement Exam Eligible Points

Percent of Students Meeting the College Entrance or Placement Exam Benchmark	Points Eligible
80% - 100%	5
65% - 79%	4
55% - 64%	3
40% - 55%	2
≤ 39%	1

The third metric is Advanced Opportunities which includes both the percent of students who completed and the percent who earn a grade of C or better on an Advanced Placement (AP), International Baccalaureate (IB), or dual credit or tech prep course. Eligible students in this category are all public school juniors and seniors. The first measure considers the total number of students eligible for such courses (as defined in IDAPA 08.02.03. 106.02) to be all juniors and seniors and the percent of the eligible students who took one or more courses. The second measure is a cumulative percentage of the number of courses taken by any eligible students who completed a course. If a student takes multiple courses, the higher of the two course grades will be calculated into the matrix.

Table 12
Advanced Opportunities Eligible Points

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
<i>Percent Completing Advanced Opportunity</i>	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50% - 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

Table 13
Overall Points for Postsecondary
and Career Readiness Measures

Postsecondary and Career Readiness	Points Earned	Points Eligible	Total %
Graduation Rate		5	
College Entrance/Placement Exams		5	
Advanced Opportunities		5	
Total		15	
Percentage of Points	Total/15 =X%		
Total Points Awarded	X * 30 (Schools with Grade 12) N/A (All other Schools)		

The percentage of points awarded will be scaled for the total points for schools with a grade 12 to the appropriate weighting. For example, a high school that receives 13/15 points will have received 86.7% of the points and will be given 26 of the 30 total points for this metric. Schools with no grade 12 will not be rated on this metric. The distribution of the points for schools without grade 12 is more heavily weighted in the first three metrics.

PARTICIPATION

All schools and districts must have at least a 95% participation rate in the State assessments for all of their students, including all subgroups, or the star rating for the school or district will be dropped one star.

STAR RATING

All the above measures are rolled into a cumulative measure that results in a star rating of one to five.

Table 14 illustrates how the star rating system is operationalized with all four of the measures. The star rating system follows the total number of points. Districts default to the schools with Grade 12 metric unless the district does not include Grade 12.

Table 14
Star Rating Point Range

Star Rating	Total Point Range
*****	83-100
****	67-82
***	54-66
**	40-53
*	≤39

Table 15
Example Overall Rating Chart for A School with Grade 12

Accountability Measures	Points Achieved	Points Eligible	Star Rating
Achievement	10	15	
Growth to Achievement	20	35	
Growth to Achievement Gaps	10	15	
Postsecondary and Career Readiness	25	35	
TOTAL	65	100	***
Participation Rates	Were at least 95% of students tested?	Yes	***
STAR RATING	Three Star		

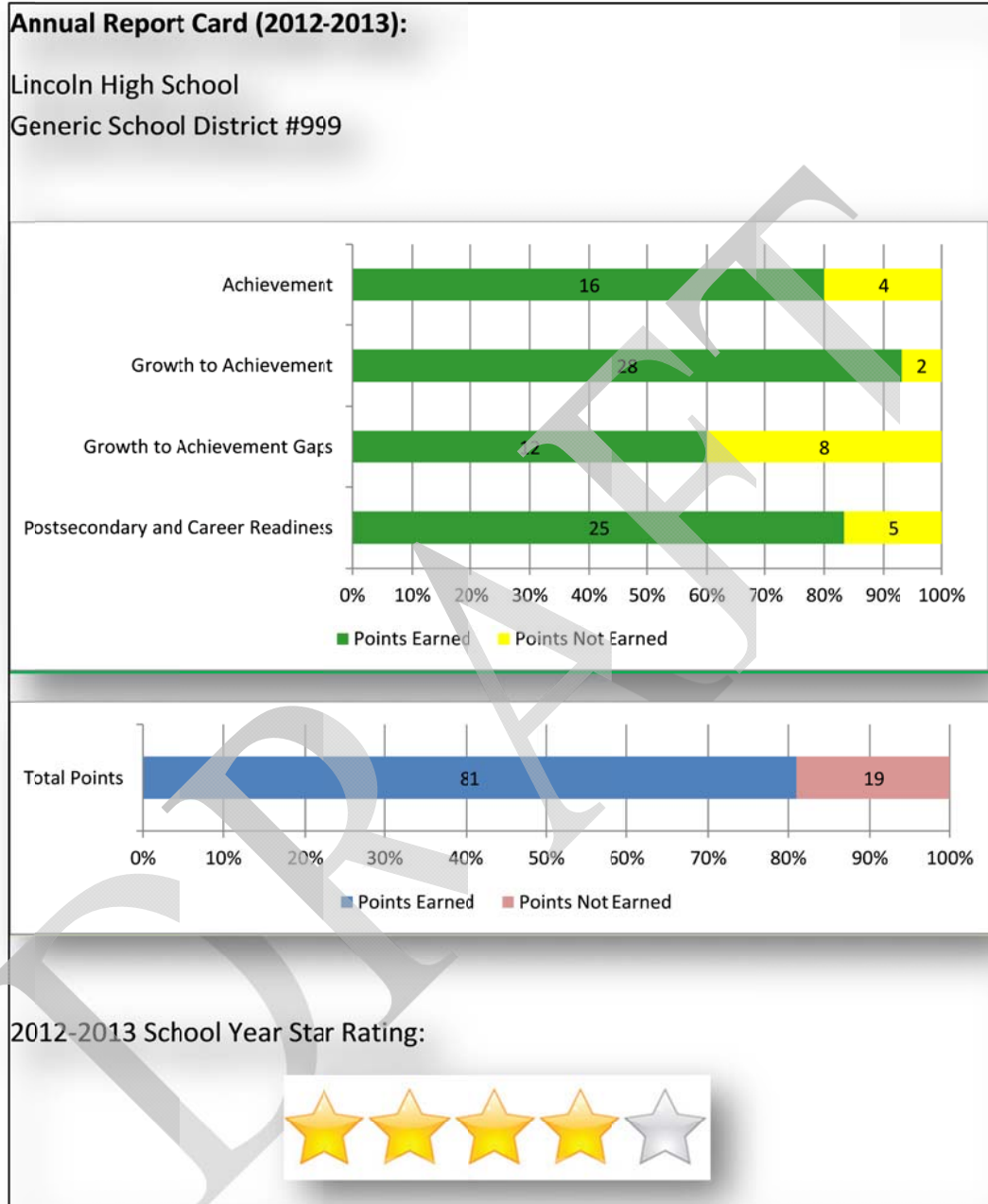
Table 16
Example Overall Rating Chart for A School without Grade 12

Accountability Measures	Points Achieved	Points Eligible	Star Rating
Achievement	20	25	
Growth to Achievement	40	50	
Growth to Achievement Gaps	20	25	
TOTAL	80	100	****
Participation Rates	Were at least 95% of students Tested?	No, star rating drops 1	***
STAR RATING	Three Star		

ACCOUNTABILITY REPORT CARD

The State has historically made accountability results known at the school and district level on its website in the form of a Report Card house at <http://devapps.sde.idaho.gov/reportcard>. ISDE will continue this practice. The report card has included tabs that highlight Adequate Yearly Progress (AYP), general assessment results, teacher quality, and graduation rates. The Report Card will maintain this basic structure. However, the AYP tab will be replaced for each school and district with a report that displays the following data elements and information as shown in Table 17.

Table 17
Example School Report Card



The use of this Report Card format will facilitate broader stakeholder understanding of the data metrics behind the school's overall Star Rating. Stakeholders will be able to explore the data more deeply by visiting the other tabs that detail the underlying data, such as assessment results broken out by grade level.

PART II: REWARDS AND SANCTIONS

The primary elements of Idaho's differentiated system of recognition, accountability, and support are:

1. Differentiated levels of rewards, sanctions, and consequences;
2. The WISE Tool Improvement Planning process;
3. Diagnostic reviews to assess local capacity, and
4. A Statewide System of Support that utilizes tiered levels of intensity and state intervention.

This section first provides a table for an overview of the rewards and sanctions at both the district and school level. Table 18 and Table 19 explains each of the elements of the system (Recognition and Rewards, WISE Tool planning, Statewide System of Support, School Choice, Supplemental Tutoring Services, Professional Development Set Aside, and State Funding Alignment).

Table 18
Rewards and Sanctions Overview – District Level

Districts	Five Star	Four Star	Three Star [*]	Two Star [†]	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	Optional (Continuous Improvement Plan)	Optional (Continuous Improvement Plan) <i>However, must coordinate district planning requirements with any One or Two-Star school level plans</i>	Continuous Improvement Plan <i>However, must coordinate district planning requirements with any One or Two-Star school level plans</i>	Rapid Improvement Plan <i>Also: Must coordinate district planning requirements with any One or Two-Star school level plans</i>	Turnaround Plan <i>Also: Must coordinate district planning requirements with any One or Two-Star school level plans</i>
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Family and Student Support Options • Supplemental Tutoring Services • School Choice	Must provide for eligible students in One or Two-Star schools	Must provide for eligible students in One or Two-Star schools	Must provide for eligible students in One or Two-Star schools	Must provide for eligible students in district	Must provide for eligible students in district
Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of District Title I funds	Required 10% of District Title I funds
State Funding Alignment Requirements[‡]	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

* Three, four, and five three star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.

† One and two star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.

‡ State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining 1 and 2-year teacher contracts. Further inclusion in the plans includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.

Table 19
Rewards and Sanctions Overview – School Level

Schools	Five Star	Four Star	Three Star [§]	Two Star ^{**}	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	Optional (Continuous Improvement Plan)	Optional (Continuous Improvement Plan)	Continuous Improvement Plan	Rapid Improvement Plan	Turnaround Plan
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Family and Student Support Options • Supplemental Tutoring Services • School Choice	Optional	Optional	Optional	Must provide for eligible students	Must provide for eligible students
Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of school Title I funding allocation NOTE: <i>This amount may aggregate into the District 10% set-aside</i>	Required 10% of school Title I funding allocation NOTE: <i>This amount may aggregate into the District 10% set-aside</i>
State Funding Alignment Requirements^{††}	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

[§] Three, four, and five three star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.

^{**} One and two star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.

^{††} State funds include: hard-to-fill, leadership and pay for performance, dual credit, technology, professional development, remediation, and criteria used for determining 1 and 2-year teacher contracts. Further inclusion in the plans includes a provision for focus on the teacher and administrator evaluation plans and how parental input will be included.

RECOGNITION AND REWARDS

Idaho will replace its current reward system with **one** reward for schools that earn “Five Star School” status under the State’s next generation accountability plan. Five Star Schools will be determined under Idaho’s new Accountability Plan (*as described in Part I of this section*). A school must be a Five Star School in order to be nominated for national awards such as the National Blue Ribbon Award and Distinguished School Awards.

Both Five Star and Four Star schools will be publicly recognized for their achievement through media releases and through ISDE’s websites and social media outlets.

PRIORITY AND FOCUS SCHOOLS OVERVIEW

Idaho is placing an emphasis on the accountability and support systems necessary for One and Two Star Schools (Priority and Focus Schools). The tables provided above for the Rewards and Sanctions Overview designation schools in the One and Two-Star categories based on entrance and exit criteria. The Turnaround Plan and associated requirements are the expectations for One Star Schools (i.e., Priority Schools). The Rapid Improvement Plan and associated requirements are to be implemented in Two Star Schools (i.e., Focus Schools). Charts 1 and 2 on the following page depict the relationship between the accountability requirements and support mechanisms available to One and Two-Star Schools.

Chart 1
Relationship of Accountability and System of Support for One-Star Schools

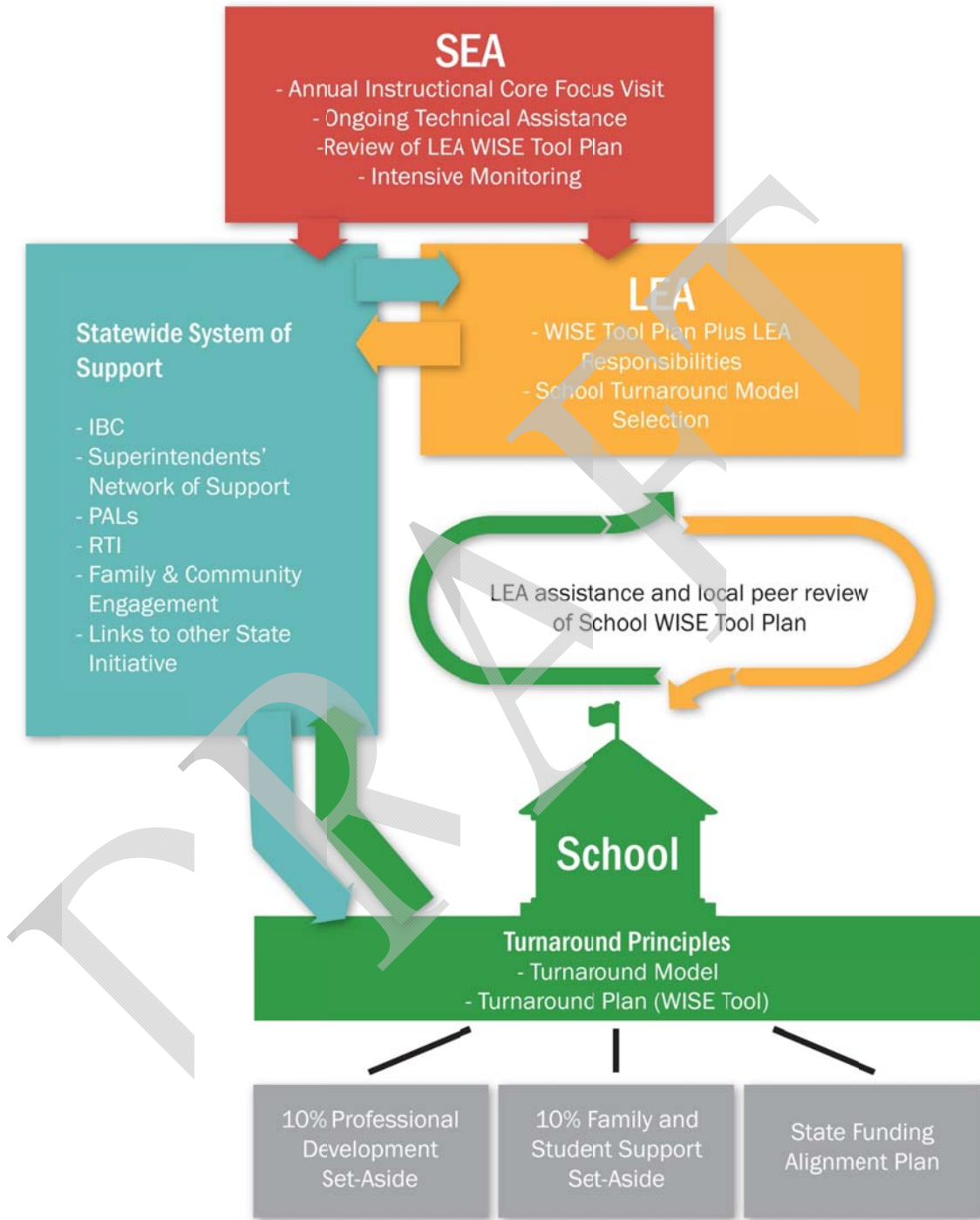
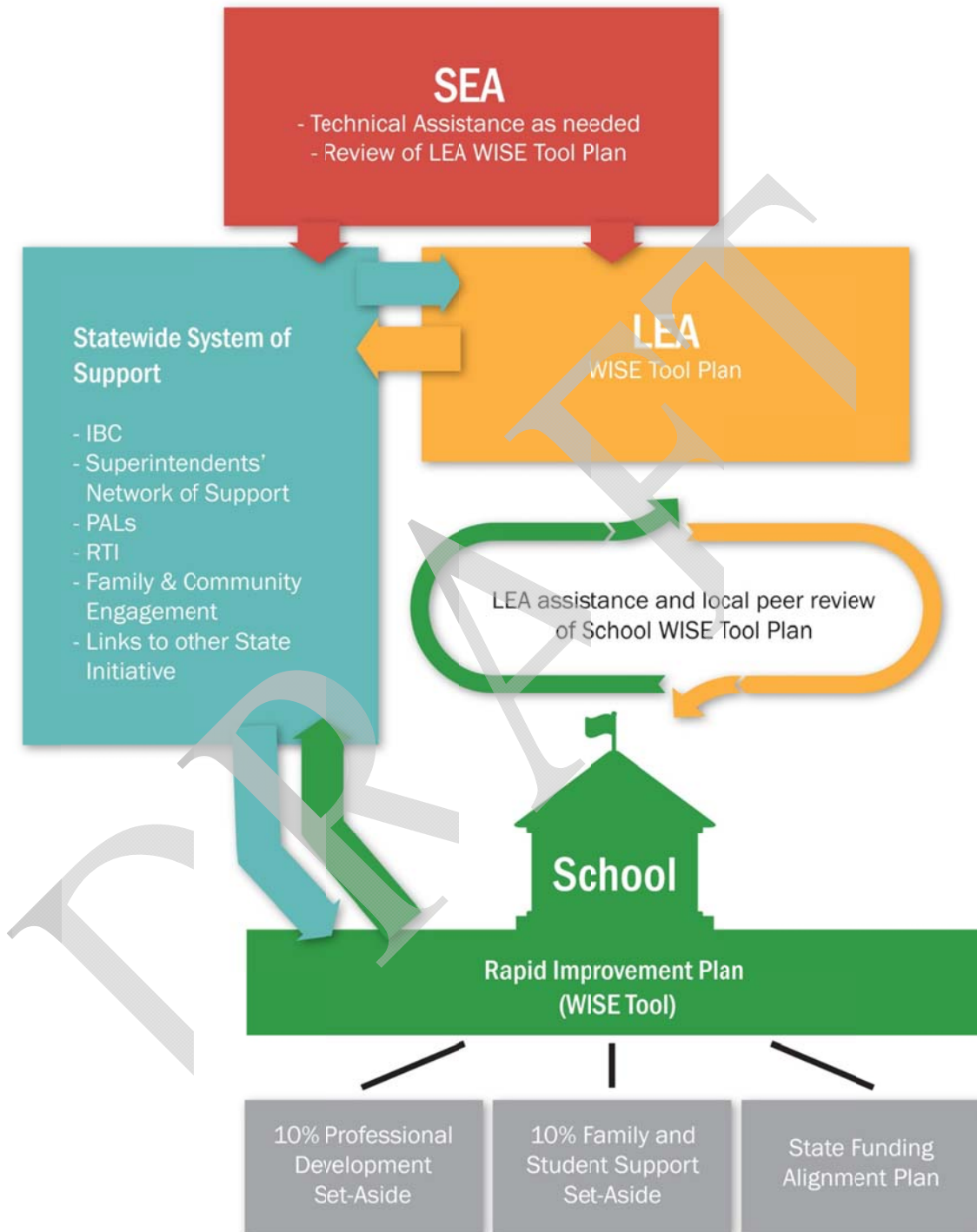


Chart 2
Relationship of Accountability and System of Support for Two-Star Schools



WISE TOOL

In 2009, the national Center on Innovation and Improvement's (CII – a center funded by the U.S. Department of Education to provide schools and districts with the information and skills they need to make wise decisions on behalf of students) asked Idaho to participate in the first cohort of the Academy of Pacesetter States. Participation in the CII Academy of Pacesetter States and the use of its tools has also served to significantly shape the evolution of the State's model for differentiated support. The WISE Tool, an online strategic planning process, is Idaho's version of the CII Indistar online strategic planning tool.

Idaho has divided responsibility for compliance into two areas: (a) applications for basic funding and assurances of compliance to ESEA and State requirements; and (b) planning tools for system improvement. Anything related to the former goes into our Consolidated Federal and State Grant Application (CFSGA). Anything related to the latter goes into the WISE Tool. What does not fit into the actual format of the WISE Tool, but which fits the intent of improvement planning, gets embedded within a dashboard that CII makes available when logging into the WISE Tool. CII customizes the dashboard for our state, which makes our state able to adapt quickly to new directions.

There are three levels of planning that Idaho makes available to schools and districts through the accountability and support system. The levels are differentiated to best meet the needs of the students in that school or district. The least intensive level is the Continuous Improvement Plan, which Three-Star Schools will utilize. The moderate level is the Rapid Improvement Plan, which Two-Star Schools will utilize. The most intensive level is the Turnaround Plan, which One-Star Schools will utilize. The planning requirements for each level are outlined in ISDE's *District and School Improvement Planning & Implementation Workbook* (Full document is available online at <http://www.sde.idaho.gov/site/schoolImprovement/>)

Continuous Improvement Plan

- **Schools** -- The Continuous Improvement Plan provides the full set of indicators available through the WISE Tool. There are over 200 indicators in the school level tool. Because schools in this level have a basic level of capacity and performance that is approaching State expectations, providing the larger set of indicators allows schools to customize and fine tune their planning without as much prescription from the state.
- **Districts** -- The district level Continuous Improvement Plan is also designed by CII and fits within the same online planning model. It is made up of a smaller set of indicators that relate to district context or governance; leadership; and curriculum, instruction, and assessment. Districts in this planning category are allowed significant flexibility in the choice of indicators used for planning.

Rapid Improvement Plan

- **Schools** -- The Rapid Improvement Plan is made up of a sub-set of approximately 90 indicators within the WISE Tool. These indicators are those which have been identified by CII as the highest impact indicators in order to achieve rapid improvement.
- ISDE has rank-ordered these as to the most important for schools in the Focus category as defined in the ESEA Flexibility guidelines. Because these schools demonstrate the largest within school achievement gaps, the State's theory of action is that the school system is not as healthy as it should be, and that by addressing these high impact indicators, the school will get the most immediate return on investment.

ISDE requires schools to plan for these indicators in stages; not all of them are required in any given year. This is to promote freedom of choice (i.e., self-selection of where to start) and buy-in at the local level. It is also to facilitate true planning, rather than a compliance mindset. However, the State does review the plans and expects the plan to reflect feedback provided to the school and the district through the Instructional Core Focus Visit¹⁰, if applicable. During a Focus Visit, a group of experts from the ISDE evaluates instructional programs and the leadership and governance structure at a school and district. (See Section 2.E.iii for more detail on Focus Visits.) The State review and the use of the Focus Visit will ensure that the plan addresses any subgroups who are underperforming. In balancing a degree of freedom for affected schools with a degree of prescription, ISDE aims to cultivate leadership capacity so that reform is sustained in the long term.

- **Districts** -- The district level Rapid Improvement Plan consists of the same indicators as those within the continuous improvement model. Districts in this planning category are allowed still allowed flexibility in the choice of indicators used for planning, but are required to address a few specific indicators deemed critical to rapid improvement.

Turnaround Plan

- **Schools** -- The Turnaround Plan is a hybrid of the Rapid Improvement Plan described above and the Transformation Toolkit provided by CII. The Transformation Toolkit is a companion planning process within Indistar. The indicators were designed by CII specifically as part of the changes in the School Improvement Grants (SIG) under ESEA 1003g that occurred in FY 2009. These indicators have a comprehensive focus on the strands of the turnaround principles (e.g., teachers and leaders, governance, instructional and support strategies, and learning time). Idaho has taken a scaffolded approach to the use of the Transformation Toolkit.

¹⁰ An Instructional Core Visit is an intensive evaluation of a school and district including observations of 100% of the classes, interviews with at least 60% of the staff, and interviews with parents and community members. The data are gathered against 49 indicators indicative of where the more intensive need and focus should be for the Turnaround Plan.

For schools with greater capacity, the Turnaround Plan is a combination of all the requirements for the Rapid Improvement Plan and specific portions that are extracted from the Transformation Toolkit. For contexts in which the need is more severe, the State directs the school to have a plan that solely uses the breadth and depth of the Transformation Toolkit. Districts with schools in the One Star category are required to support the Turnaround Plan with a specific set of indicators that describe how they will oversee the transformation of the school.

For example, districts have to identify what types of governance and staffing changes will occur prior to the school completing its level of planning.

- **Districts** -- The district level Turnaround Plan is made up of the same indicators as those within the continuous improvement model. Districts in this planning category are allowed little flexibility in the choice of indicators used for planning, and are required to address a few specific indicators deemed critical to rapid improvement. Planning at this level requires local Board of Trustee action and must address specific leadership actions similar to school level Turnaround Principles.

Transition Period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. The existing NCLB improvement timeline will continue to be in place until spring 2013. However, an initial Star-Rating will be available to schools and districts by fall 2012. Therefore, there will be a transition period in which schools have labels under two systems. In order to provide clarity of the requirements for 2012-2013, the following table. Table 20 details how the requirements of the two systems will integrate for a one year period. The table explains what each level of NCLB School Improvement Status is required to do depending on the star rating earned at the end of 2011-2012. The requirements balance the new and old systems to alleviate burden where possible and maintain strong accountability where performance is low.

Table 20
Transitional Period School Improvement Requirements

DRAFT

NCLB Status 2012-2013	Star Rating for 2012-2013			
	<i>Five or Four Stars</i>	<i>Three Star</i>	<i>Two Star</i>	<i>One Star</i>
School Improvement (SI) Year 1	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan School Choice	Continuous Improvement Plan School Choice
SI Year 2	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan School Choice STS	Continuous Improvement Plan School Choice STS
Corrective Action (SI Year 3)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan	Continuous Improvement Plan School Choice STS A Corrective Action State Funding Alignment Plan
Restructuring Year 1: Planning (SI Year 4)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan School Choice STS State Funding Alignment Plan	NCLB Restructuring Plan School Choice STS State Funding Alignment Plan
Restructuring Year 2 (or beyond): Plan Implementation (SI Year 5+)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan	NCLB Restructuring Plan Implementation School Choice STS State Funding Alignment Plan

STATEWIDE SYSTEM OF SUPPORT

The Statewide System of Support (SSOS) team problem solves to find solutions to local contexts and pulls from a variety of programs and strategies to build the capacity of leaders for

sustainable improvement.

The Statewide System of Support team oversees the implementation of the following services directly:

- ✓ Idaho Building Capacity Project
- ✓ Principals Academy of Leadership
- ✓ Superintendents Network of Support
- ✓ Response to Intervention
- ✓ Family and Community Engagement
- ✓ Instructional Core Focus Visits
- ✓ WISE Tool Improvement Planning Supports – Local Peer Review

Idaho Building Capacity Project -- The Idaho Building Capacity (IBC) Project, began in 2008, is a cornerstone of Idaho's Statewide System of Support for Idaho schools and districts that are in need of substantial improvement. Cultivation of leadership in rural and remote areas within Idaho is a key focus. In partnership with Boise State University, Idaho State University, and University of Idaho. This amounts to over 10 percent of all schools in the state, over 30 percent of schools in improvement status, and over 30 percent of the districts in the state. ISDE has delivered this assistance to over 60 schools in more than 40 districts each year throughout every region of the State. Under the Idaho Accountability Plan, this project has the capacity to serve more than just the lowest performing 15 percent, but will target and prioritize One and Two Star schools.

The IBC project hires highly distinguished educators trained by the State to assist school and district leaders. Capacity Builders (CBs) are assigned to all participating schools and districts within the IBC network. CBs coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or district system. Capacity Builders are provided with a tool kit of school improvement resources, and, in partnership with school and district leaders, help create and implement a customized school improvement plan.

Principals Academy of Leadership -- The Idaho Principals Academy of Leadership (PALs) project was developed by ISDE to support the work of building level administration in improving outcomes for all students by focusing on the quality of instruction. PALs is a professional learning community structured for building level administration to provide a learning environment focused on increasing the effectiveness to the Instructional Core. Principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the Instructional Core.

Strands of study include activities such as:

- Evaluating Leadership Frameworks and Turnaround Leadership Competencies.
- Supporting Instructional Rounds and Classroom Observations.
- Implementing personal professional growth plans based on self-evaluations.
- Networking with collegial conversation, collaboration and relationship building.

PALs serves as a resource for principals in Turnaround Plan schools in order to support and build their capacity in specific aspects of leadership. Whereas participation in IBC requires a three-year commitment to developing the leader and leadership team capacity for improvement in a school related to the specific context of the school's needs, PALs provides training unique to the principal regarding higher level perspectives on leadership.

Superintendents Network of Support -- The Idaho Superintendents Network of Support project was developed by the ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of district leaders in improving outcomes for all students by focusing on the quality of instruction.

The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. They support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their districts. The Department acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the State together to discuss self-identified issues.

Topics for discussion include:

- Improved Outcomes for Students
- Working with Stakeholders
- Transforming District Central Offices for Learning Improvements
- Creating and Supporting District and Building Level Leaders
- Analyzing Teaching and Learning through Data
- Balancing Political Forces
- Value, Ethics and Beliefs: Moral Purpose of Leadership

The Superintendents Network of Support also serves as a resource for superintendents in districts with schools that are in the One, Two, and Three Star status in order to support and build their capacity in specific aspects of leadership.

Response to Intervention -- Response to Intervention (RTI) is a framework originally advocated by the National Association of State Directors of Special Education. RTI is a systemic approach that schools can use to better meet the needs of all learners, but it is also well suited for students with disabilities who have a Specific Learning Disability (SLD).

Idaho has intentionally increased use of RTI as a framework for continuous school improvement. RTI integrates assessment, intervention, and curriculum planning responsive to student data within a multi-level prevention system in order to maximize achievement for all students. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor students' learning progress, provide evidence-based interventions depending on a student's responsiveness, and identify students with learning or other disabilities, as defined by State law. Additionally, schools use the data gained to determine the effectiveness of intervention and core program

instructional practices. Therefore, the feedback loop is able to be completed at all levels within a school: individual students, small intervention groups, whole class performance, whole grade level performance, and whole school performance.

In addition to the historical development of RTI, in the past three years Idaho has partnered with the National Center on Response to Intervention (NCRTI) to fine-tune and scale up implementation of RTI practices as part of our Statewide System of Support.

NCRTI has helped the State to further refine its working definition of RTI in a way that can apply to all schools and districts and within all subject areas, as opposed to just with the early implementation in the area of elementary literacy. Work with NCRTI has also helped the State explicitly tie the essential components of RTI into its larger school improvement model tools and framework: the WISE Tool and the Nine Characteristics of High Performing Schools. The four essential components of RTI match up with general school improvement and aspects of the ESEA Turnaround Principles very well:

- A school-wide, multi-tiered instructional and behavioral system for preventing student failure.
- Screening.
- Progress Monitoring.
- Data-based decision-making for instruction, movement within the multi-tiered prevention system, and identification of disabilities in accordance with State law.

The essential components of RTI and the Statewide System of Support components are tightly connected within Idaho's system (More on Idaho's RTI process is online at <http://www.sde.idaho.gov/site/rti/>.)

Family and Community Engagement -- ISDE has built a system to engage parents within the improvement process as well. The Family and Community Engagement Coordinator identifies, plans, and implements methods that would support district leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Idaho has partnered with the Academic Development Institute (ADI), the parent organization for the Center on Innovation and Improvement (CII), to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices.

The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan.

As described on the FET website (www.families-schools.org/FETindex.htm), the tool provides:

- A structured process for school teams working to strengthen family engagement through the school improvement plan.
- Purposeful family engagement that is linked to student learning.

- Rubrics for improving district and school family engagement policies, the home-school compact, and other policies connected to family engagement.
- Documentation of the school's work for the district and State.
- A reservoir of family engagement resource for use by the school.

The FET is a supplemental tool that is closely aligned with the WISE Tool indicators and planning components related to engaging families and communities in academic improvement across the system. The Statewide System of Support team coordinates services among and between the various programs, such as the Idaho Building Capacity Project and others, in order to assist leaders in knowing how to engage families and their communities at large in the work of school improvement.

Instructional Core Focus Visit -- To determine existing capacity, the state uses the Focus Visit process, a modification of CII's *Patterns of Practice Guide*. Focus Visits use 49 indicators from the WISE Tool and collect evidence of practices associated with substantial school improvement. Data are collected by an external team of reviewers with expertise in the characteristics of effective schools. The external team observes 100 percent of the teachers, including teachers of special populations. Observational data are collected for a sub-set of the indicators that coincide with our statewide teacher evaluation. A protocol linked to the indicators is also used to interview individuals (at least 60 percent of the certified teaching staff and all administrators) and identify recurring themes. Focus groups are conducted in each school for parents, students, non-certified staff (e.g., cooks, custodians, paraprofessionals), and teachers. All data are then analyzed and triangulated to describe the practices of the system. Resulting recommendations are made to district leadership regarding appropriate next steps, especially in the area of leadership capacity and the turnaround principles. Focus Visits recur once a year for three years to maintain a balance of positive support and pressure and to help determine further state supports and/or interventions. Since the protocol is linked to the WISE Tool, recommendations directly tie back to school and district improvement plans and processes, which enhance ongoing assistance efforts. Recommendations will also include connections to programs, technical assistance, and training opportunities that match the needs of the school or district. Table 21 illustrates some examples of opportunities the state can recommend under four key areas of the system.

Table 21
Sample Support, Technical Assistance, and Training Opportunities

<i>Teachers and Leaders</i>
<ul style="list-style-type: none"> • State training for teacher and administrator evaluation. • Enroll in the Principals Academy of Leadership. • Enroll in the Superintendents Network of Support. • Enroll in the Idaho Building Capacity Project. • Technical assistance on the alignment of pay-for-performance and other state funds with turnaround principles.
<i>Instructional and Support Strategies</i>
<ul style="list-style-type: none"> • Enroll school leadership in RTI training opportunities. • Provide a Mathematical Thinking for Instruction (MTI) course to the school to align it with the Idaho Math Initiative and/or follow up visits from Regional Mathematics Specialists. • Training on the Common Core State Standards and technical assistance with how to align curriculum, instruction, and assessment practices. • Training in the state's instructional management system as a support for data utilization and curricular planning. • Technical assistance with ELL program design, training on the new WIDA standards, and technical assistance on aligning WIDA standards with RTI practices. • Targeted training to the school or district regarding the SMARTER Balanced Assessments.
<i>Learning Time and Support</i>
<ul style="list-style-type: none"> • Technical assistance on how to redesign the school day using supplemental tutoring services and/or other opportunities (e.g., 21st Century Community Learning Centers). • Access to and support with the Family Engagement Tool (FET). • Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process. • School or district-wide training on Positive Behavior Intervention Supports (PBIS).
<i>Governance</i>
<ul style="list-style-type: none"> • Technical assistance in the design of governance policies and practices. • Recommendations about capacity of school and/or district leadership resulting from Instructional Core Focus Visits. • Technical assistance in the alignment of state funds (e.g., technology funds, dual credit, pay-for-performance, etc.) with turnaround principles and the policies necessary to ensure their success.

In addition to the system-wide recommendations that can be made, Focus Visits provide a diagnostic review which gives district leadership the information necessary to meet the first turnaround principle (providing strong, effective leadership). From the initial Focus Visit, the district and the SEA will have sufficient information to determine whether the principal should be replaced or has sufficient capacity. This must be reflected in the school's Turnaround Plan.

The Focus Visit provides a depth and breadth of information about district leadership capacity as well. This assists with the State's determinations about the potential need for changes in district leadership, and the degree to which intervention from the state is required. Due to the complexities of local control, special consideration is given to the needs of district leadership. At times, districts are in need of improvement due to governance issues that can be changed through coaching of the superintendent and cabinet level staff. For this, the state will utilize support mechanisms to provide coaching. In other contexts, district leaders (e.g., superintendents or cabinet staff) may not have the capacity or may be unresponsive to external support. In this situation, the state will work directly with the local board of trustees to make recommendations regarding staffing. Recommendations may be paired with positive or negative incentives for change, such as providing extra grant funding to solve specific concerns or withholding funding until conditions are met. In rare cases, district leaders have sufficient capacity and are responsive to supports, but they are restrained by decision making and policies of the local school board.

In severe circumstances, the state will work directly with the community to inform stakeholders about the needs of their district since only the local community can facilitate a change in trustee membership.

Under these conditions, the State reserves the right to withhold any or all federal funding for use in providing services directly to the students, families, and community of that school district in a manner that will ultimately result in turning around the performance of the district.

Such services may include, but are not limited to:

- Contracting services, such as before and after school tutoring for students
- Providing transportation of students to other school districts
- Enrolling students in a virtual charter school and redirecting funds to that school
- Reserving a percentage of funds for the state to conduct public meetings, provide public notices, and work with the public to make necessary decisions about yearly school board elections

WISE Tool Improvement Planning Supports: Local Peer Review -- ISDE supports the development of school and district leadership capacity through a state and local improvement plan review process that builds a common vision. The State expects districts to be the first line of support for the lowest performing schools and provides training to district leadership teams to fulfill this role. The state has developed a common language regarding the characteristics of effective schools that is designed into the WISE Tool and its improvement planning processes.

When school-level plans are required (One, Two, and Three Star Schools), the State expects districts to provide technical assistance at every point prior to submission of the plan to the State. Thus, the State provides a rubric for districts to use in the review of school plans and requires districts to submit copies of their review rubric to the state to demonstrate that assistance has been provided. The expectation is that the district will use standards of review equal to or higher than what the State has described during district training opportunities, that it will work with the school until planning and implementation meets with local standards, and that it will not submit a plan until it is of high quality. The state then conducts an independent review and returns that feedback to the district and school. Where there are differences in state and local scoring of the rubric, the State returns the plan for revisions, which creates a space for conversation around what effective practice and planning truly are and leads to determinations about the types of technical assistance the State needs to provide to the district. This design encourages a capacity building relationship between the State and district and the district and school. With this in mind, peer review of improvement plans is a critical component of the state's accountability model. It enables collective knowledge to be built at the school, district, and state level.

FAMILY AND STUDENT SUPPORT OPTIONS

School Choice

Idaho will require School Choice only in its lowest performing schools and districts that are identified under the One Star and Two Star categories. One Star and Two Star districts and districts with One Star and Two Star schools must adhere to the following requirements to offer school choice:

- First, the district must set aside a full 10 percent of its Title I-A funds for Supplemental Tutoring Services and Choice Related Transportation.
- Second, the district must send notification to eligible students¹¹ at least 14 days prior to the beginning of the first day of school.
- Third, the district must offer School Choice for any school within the district that is not identified as a Two Star or One Star school.
- Lastly, a district with an open enrollment policy may use this to fulfill the requirements of school choice so long as it can demonstrate that the impacted students eligible for choice have equitable opportunity for enrollment and transportation.

School choice can be met through the use of the Idaho Education Network and virtual charter schools as well as any public school in the State.

Transition period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. Existing NCLB improvement timelines will continue to be in place until Spring 2013.

⁴ Districts that have met their School Choice and Supplemental Tutoring Services obligations may reduce the amount of the 10 percent set-aside according to rules defined in Attachment 12 on set-aside requirements

¹¹ Eligible students are those who are classified as basic or below basic in any of the subject areas within the accountability system. Attachment 14 – Family and Student Support Options

However, in order to transition to the new accountability system, any district or school that currently is required to offer school choice may immediately take advantage of the flexibility described by the definition of school choice in this waiver.

In other words, any school in improvement, corrective action, or restructuring must continue to offer school choice but may meet its obligation under the new definition for eligibility and set-asides outlined in this waiver application.

Supplemental Tutoring Services

Supplemental Tutoring Services (STS) will take the place of Supplemental Education Services (SES) and will be required in all One and Two Star schools and districts. STS shall be defined as additional academic support provided to eligible students¹² to enable them to catch up or keep up to standards and expectations in core academic content areas. This may include social and emotional support mechanisms, provided that they are strategically linked back to core academic content subjects in a meaningful way. Additional academic supports through STS must be provided in such a way as to extend learning time beyond the regular school day.

Therefore, STS must occur outside of the time allotment that counts toward Average Daily Attendance. This may be before school, after school, during the summer, or within the school day if the program is designed to extend learning time beyond that which is required by the State or if it provides support during times not traditionally scheduled for classes (e.g., lunchtime tutoring services). STS services must be provided by individuals who have a demonstrated track record of teaching students and ensuring significant academic growth (e.g., certified teachers, reading or mathematics specialists, highly qualified and experienced paraprofessionals, or external providers that have met high standards of performance).

STS differs from SES in that the school district has the obligation to design and provide the services and is not required to offer services through a list of multiple external providers. School districts must put out a request for proposals (RFP) and select at least one external provider in order to design and deliver STS services that aligns with the district's and school's improvement plans. The district must select such providers through its standard procurement policies in order to promote fair business practices. The state will no longer maintain a list of approved providers; rather, the district is expected to exercise sound judgment in the selection of external STS partners. (ISDE will monitor STS plans as part of its review process for the district and school.) If no proposals are received that satisfactorily meet the district's RFP requirements, the district may develop a plan in which, pending ISDE approval, the district may provide its own STS services.

Supplemental Tutoring Services must be provided to participating eligible students for a minimum of 2 hours per week for at least 28 weeks¹³ (i.e., 56 hours of additional learning time). A school or district may cease services before this time at the request of the student's family.

¹³ The State may adjust the required hours for tutoring up or down as it learns about implementation practices.

If a student demonstrates he or she is proficient in the subject area of the tutoring before the 56 hours are finished, a school or district may present progress monitoring and/or benchmark assessment data to the family in order to make a recommendation that services are no longer needed. However, it is the family's final decision regarding whether or not to continue services the entire length of time.

Funding of STS will be differentiated based on the context of each district and school. As mentioned elsewhere, STS will only be a requirement in One and Two Star Schools, but districts may choose to offer STS voluntarily in other categories. Districts will be required to set aside 10 percent of their district allocation of Title I-A funds for Choice and Supplemental Tutoring Services. If the district or any of its schools is in the One and Two Star categories; it may substitute, if documented in the CFSGA, the use State, local, or other appropriate grant funds (e.g., 21st Century Community Learning Center grants) equal to this amount in order to meet this requirement. Because the performance of students in non-Title I funded schools contributes to the overall performance and accountability of the district, districts may use the 10 percent set-aside to meet the tutoring obligations for eligible students in non-Title I funded schools¹⁴. If a district meets its obligations for school choice and STS, it may reduce its set-aside according to rules defined in Attachment 12.

Transition period: The State is holding AYP targets for use during the 2012-2013 school year while introducing the new performance framework. Existing NCLB improvement timelines will continue to be in place until Spring 2013. However, in order to transition to the new accountability system, any district or school that currently is required to offer supplemental education services (SES) may immediately take advantage of the flexibility described by the definition of supplemental tutoring services (STS) in this waiver. In other words, any school in improvement year two, corrective action, or restructuring must continue to offer additional academic support to students in the form of STS and may meet its obligation under the new definition for eligibility and set-asides outlined in this waiver application.

PROFESSIONAL DEVELOPMENT SET-ASIDE

A district will be required to set aside 10 percent of the Title I-A school allocation for any One or Two Star school or of the district allocation if it is a One or Two Star district for professional development. This set-aside will follow the same regulatory structure as that which exists for schools in school improvement, corrective action, or restructuring and for districts in improvement or corrective action. On the other hand, the district may substitute State or local funds in an amount equal to or greater than the required 10 percent of Title I-A funds, if it has reason to do so in order to promote financial flexibility. In the event that a district takes this flexibility, it will be required to submit documentation to ISDE of the amount budgeted, the amount spent, and the actual activities and expenditures out of state and local funds.

¹⁴ The flexibility for the use of Title I funds in non-Title I schools is described fully in Attachment 12 on set-aside requirements and optional flexibility.

In the case of non-Title I-A funded schools in the One and Two Star categories, and because such schools may be contributing to the district's inability to meet the needs of all learners, a district must demonstrate that it has devoted professional development services to that school from State or local funds or other grant funding sources (e.g., Title II-A district allocation or the district level professional development set-aside) in an amount equal to or greater than the amount that would otherwise be required if the school were operating a Title I program.

Examples of how districts or schools may use professional development set-aside funds include, but are not limited to, the following:

- Providing job-embedded coaching opportunities for teaching staff in core academic content areas.
- Providing district leadership institutes or academies focused on providing the capacity for continuous improvement and turnaround leadership.
- Training administrators who are responsible for instructional leadership and teacher evaluation on the effective use of formative teacher feedback (e.g., the Danielson Framework) and how to effectively design coaching and training opportunities in individual and group areas of weakness based on evaluation data.
- Training staff on (and monitoring the implementation of) new instructional programs and/or the use of data to inform decision making about instructional programs (e.g., Response to Intervention – RTI).
- Redesigning the collaboration structure of a school to develop better collaborative processes that will support the professional learning of staff members (e.g., professional learning communities).
- Developing staff understanding of how to effectively engage parents and the community in the improvement of academic performance across the school or district.
- Providing training and ongoing support for creating a positive school environment in important, non-academic factors, such as students' social, emotional, and health needs (e.g., Positive Behavior Intervention Supports – PBIS).

STATE FUNDING ALIGNMENT

For schools and districts that are in the One, Two, or Three Star Categories, Idaho will require annual plans to be submitted that are aligned with the improvement requirements of each context. These annual plans will be embedded into the WISE Tool as a supplemental plan on the Dashboard. ISDE will ensure alignment by including an approval process as part of the annual review conducted of improvement plans in the WISE Tool. Specifically, the funds which must be aligned are:

- **Pay-for-Performance- Hard-to-Fill and Leadership:** In addition to salaries, teachers and leaders can earn annual bonuses for taking on leadership duties or teaching in hard-to-fill positions. These funds are formula allocated to all districts. The district will need to ensure that, at minimum, funds used in One-, Two- or Three-Star schools are aligned with the larger plan (e.g., the bonuses should be used to support the Turnaround Principles where appropriate).

- **Pay-for-Performance- Student Achievement:** Schools eligible for State distribution of Pay-for-Performance Student Achievement funds must have a plan on file with ISDE for how the entire school's eligibility for funds will be further broken down into eligible groups of employees within the school. These funds are based on either how well schools demonstrate (a) academic growth or (b) overall student achievement. The formula places all schools into quartiles, with higher shares of the State allocation determined by increasingly higher performance in growth, proficiency or both. It is possible that persistently low-achieving schools will receive a share of the allocation.
- **Technology funds:** Idaho The Idaho Legislature approved a new, ongoing funding allocation for technology. As such, districts are required to submit plans yearly regarding how their technology funds will be used and tied to student achievement outcomes. Districts with One-Star or Two-Star Schools are required to detail how the use of these funds specifically align with the systemic improvement necessary in each school (e.g., for a school that must implement the Turnaround Principles, the district must describe how technology will improve curriculum, instruction, assessment, data utilization, etc.
- **Dual Credit:** Idaho is providing funding for secondary schools in order to pay for the costs of up to 36 credits of dual enrollment for each eligible student. Districts with schools in the One-, Two- or Three-Star status are required to detail how they will ensure that such opportunities are provided for all eligible students, especially those at risk. The district will also be required to explain how they are using dual credit funding to improve the design of the entire school program.
- **Teacher and Administrator Evaluations:** Teacher and administrator performance evaluations in Idaho already require a strong tie to student performance metrics (at least 50%). The State will require One-, Two- and Three-Star schools to demonstrate how the application of teacher and administrator evaluations enhances their improvement plans. Further, the WISE tool also includes criteria in which these identified schools must describe how they will strategically place teachers in the areas of highest need.

Through its annual review, ISDE will only approve district and school plans that ensure high quality alignment of these funding sources (required only of One and Two Star Schools i.e., Focus and Priority Schools. Plans deemed to be lacking alignment will not be approved, and districts will be expected to revise them at the district and/or school level as necessary. If a district is unable to create alignment, ISDE will provide technical assistance in how to utilize these funding sources.

OTHER STATE FACTORS THAT SUPPORT IMPROVEMENT

In addition to the work and experiences described above, Idaho has developed other tools that are intended to support the academic achievement of specific student groups.

1. \$5,000,000 is allocated annually to provide remediation services for students who have not scored proficient on the ESEA accountability assessment. These funds are provided as an incentive to support school districts in their improvement efforts in that the distribution is conditioned on a match of at least one dollar in local expenditures for every two dollars in distributed State funding.
2. Another remediation program has been institutionalized providing early intervention for students in grades K-3 who are highly at risk of failing to master intended reading skills. The State has historically allocated approximately \$2 million for this purpose to provide supplemental reading instruction.
3. As part of the Students Come First legislation, Idaho has placed new emphasis on paying hiring bonuses for hard-to-fill positions; especially those that involving work with low-achieving, special education, and limited English proficient students.
4. The Students Come First legislation also provided a mechanism to incentivize student growth in order to encourage improvement among schools with student groups that may struggle in school. School staff members are eligible for pay-for-performance bonuses when their school has performed according to set benchmarks for students' academic growth.
5. Additionally, ISDE has partnered with the University of Idaho's Center on Disabilities and Human Development to create the Idaho Assistive Technology Project (IATP). This project provides training and support Statewide concerning Universal Design for Learning (UDL) as it relates to lesson design and assistive technologies.

In addition to incorporating differentiated support mechanisms into the Statewide System of Support, the above are intended to document some of the more significant initiatives and projects Idaho has put into place to address the unique needs of students who are low-achieving or otherwise at risk of educational failure.

2.A.i.b. Does the SEA differentiated recognition, accountability, and support system create incentives and provide support incentives and provide support to close achievement gaps for all subgroups of students?

Idaho's educational system provides for incentives aimed at encouraging and rewarding schools closing achievement gaps that may exist among and between groups of students. The system includes a mix of incentives intended to stimulate substantial and continuous improvement.

Idaho's Statewide System of Support has been designed to help schools and teachers close achievement gaps that may exist between various student groups. As described in Section 2.A.i.a., the system provides for multiple support mechanisms.

The data on student performance and growth that drive identification for focus, priority, and rewards schools, include definitive information concerning the achievement and growth of all students including those with disabilities, English language learners, and those who are low-achieving.

In Idaho, schools that are nearing, meeting, or exceeding State expectations for students' academic growth are afforded more flexibility in relation to planning, use of discretionary funds, and participation in support activities. This serves as a positive incentive for schools to continue their improvement efforts. For example, a school that reaches the Four Star category has demonstrated effective school performance and can choose the type of planning process for continued improvement. The school may choose to use a planning tool outside of the State system. Further, there is no requirement for school choice or supplemental tutoring services, but the school can provide same if they best serve given student needs.

Lastly, Idaho has chosen to lower the minimum number (N) for making accountability determinations regarding the achievement status of various student groups. Previously, $N \geq 34$ was the threshold. The public reporting threshold has been $N \geq 10$. ISDE will now make accountability determinations for all groups meeting $N \geq 25$. This lowering of the threshold will serve to highlight achievement gaps that may have previously been masked by low N counts.

2.A.i.c. Does the SEA's differentiated recognition, accountability, and support system include interventions specifically focused on improving the performance of English Learners and students with disabilities?

The Response to Intervention (RTI) framework is an integral part of Idaho's efforts to meet the educational needs of all learners, including English language learners and students with disabilities. Idaho's Statewide System of Support embeds the RTI conceptual framework into virtually every program and makes explicit connections to school improvement planning. For example, the clusters and indicators within the WISE Tool are aligned to the RTI framework so that schools and districts can plan for RTI while simultaneously planning for school improvement.

Using the RTI framework as part of our Statewide System of Support, ISDE works to ensure solid instruction in the core academic program for all students (Tier I), intervention and prevention support for those who need it (Tier II), and intensive support for those who are most in need (Tier III).

The State differentiates its support accordingly to assist schools and districts to meet the needs of English Language Learners (ELLs). As with students with disabilities, the State's support programs provide training and coaching for how to meet the needs of all learners, starting with core instruction (Tier I). However, many ELLs need two types of Tier II intervention—one that is academically focused and one that is linguistically focused. ISDE has provided tools, resources, and guidance in these areas.

Similar to what has already been described above, the State's support programs broker resources to ensure that schools and districts are matched with the supports they need. For example, if a Capacity Builder is working with local leadership and identifies a need to improve outcomes for

ELLs, the Capacity Builder would connect the school or district to training opportunities and external expertise available from ISDE or institutions of higher education. Additionally, if a school is struggling with meeting the needs of ELLs, ISDE will identify this need as it evaluates the local improvement plan. The State's Title III Coordinator participates in review of school improvement plans in order to provide feedback for the needs of the schools and districts. These design elements in the Statewide System of Support ensure that the needs of all ELLs are addressed, but especially in schools in the One and Two Star categories in which the state is working most directly.

For students with disabilities (SWDs), ISDE provides training and coaching regarding how to best support these students. The ISDE makes sure schools and districts have the support and expertise they need to best meet the needs of their students. For example, if a school in the One Star category needs support with SWDs, the Idaho Building Capacity Project targets Capacity Builders whose area of expertise is in Special Education for that school.

Or, for example, if training in such things as secondary transitions, identification of specific learning disabilities, or supporting the instructional needs of students with significant cognitive impairments is needed, schools are connected with experts at ISDE or institutions of higher education who can provide that training.

2.A.i.d. Did the SEA provide a plan that ensures that the system will be implemented in LEAs and schools no later than the 2012-2013 school year?

Idaho is well positioned to implement this system by 2012-13 given the Students Come First legislation enacted in 2011 and as evidenced by the documentation presented elsewhere in this section. This legislation as well as initiatives such as adopting a growth model comprises the foundation of Idaho's Next-Generation Accountability System. There are only a few elements needing to be changed or accommodated within Idaho State Board of Education Rules to fully implement his system. Those requirements are identified throughout this document.

The public reporting schema (district, school, and student growth reports) is close to be finalized as are the growth components detailed in Section 2.A.a. are required for the pay for performance laws. That reporting structure will be completely in place, as required by state law, in Summer 2012.

ISDE has determined the data analysis procedures and performance framework necessary to identify and implement the rewards and sanctions for schools and districts beginning in 2012-13. While the procedures for the identification of schools that are persistently low-performing will be new for the 2012-13 school year, the interventions and Statewide System of Support activities that will take place are built on existing programs and processes that have previously been successful in Idaho, such as the work done with the School Improvement Grant (SIG). These programs and processes will require only minor modifications, in most cases, and all of them will be ready for implementation in 2012-13.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A

☒ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

Option B

☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:

- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
- b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The State will use existing accountability assessments approved under ESEA for Reading, Language Usage, and Mathematics. Additional metrics for growth on these assessments is incorporated, as is the use of post-secondary and career readiness measures. The metrics are defined in section 2.A.i.a (Part I).

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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Option C:

2.B. Option C: Did the SEA describe another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups?

i. Did the SEA provide the new AMOs and the method used to set these AMOs?

The AMOs in Idaho's system are imbedded in each of the metrics in the matrix as well as for the overall performance of schools and districts. Idaho wanted to clearly distinguish high-performing and reward schools and therefore intentionally set the bar for the highest eligible points at a high threshold for all metrics.

Going forward, Idaho may request to adjust these targets when three years of data has been captured. Given that the Idaho Student Longitudinal Data System has been in existence just 1 ½ years, a longitudinal comparison is not possible at this time. Also, some metrics, such as college entrance/placement exams have not yet been administered and so data are not available for all students. Therefore, all metrics that were available were set based on a 2010-11 data and current Idaho State Board of Education strategic goals. It is clear that longitudinal performance provides a more complete picture and will allow the State to set targets that more accurately reflect higher standards.

Achievement: ISDE set the bar for excellence at a high threshold. A total of 531 schools had at least 84% of their students as proficient or advanced in reading, 154 in language usage and 281 in mathematics. A total of 6 schools received all points possible for proficiency distribution as illustrated in Table 22.

Table 22
Proficiency Distribution of Schools and Districts

Points	Percent Proficient and Advanced in Reading	Schools (N=622)
5	95% - 100%	88
4	84% - 94%	423
3	65% - 83%	100
2	41% - 64%	11
1	≤40%	-
Points	Percent Proficient and Advanced in Math	Schools (N=622)
5	95% - 100%	26
4	84% - 94%	264
3	65% - 83%	290
2	41% - 64%	32
1	≤ 40%	10
Points	Percent Proficient and Advanced in Language Usage	Schools (N=616)
5	95% - 100%	4
4	84% - 94%	135
3	65% - 83%	400
2	41% - 64%	67
1	≤ 40%	14

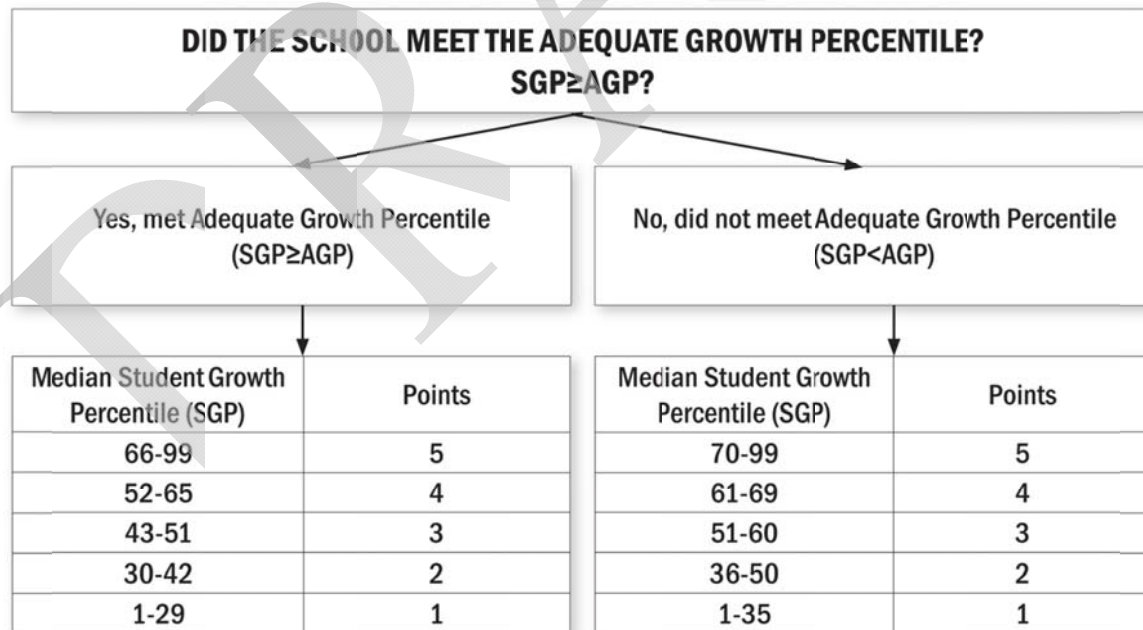
Growth to Achievement: The Idaho Growth Model was newly introduced to the State during 2011. Preliminary calculations for the **normative growth elements** have been made and Student Growth Reports are in the process of being distributed to schools and districts. The Median Student Growth Percentiles (SGP) is a normative measure and therefore a normative distribution is the outcome. In other words, the total median growth of schools is relative to the growth by other schools with similarly performing students in the State. However, the Adequate Student Growth Percentile (AGP) is a **criterion referenced growth target** that is relative to the proficiency target and the performance of each student. The necessary growth for each student is then combined for a median AGP.

The Growth to Achievement metric sets goals high for all schools. Schools with a high percentage of students who are already proficiency are still expected to make growth. The targets for schools not making the median growth percentile are higher than for those schools that are already have high achievement. Yet, the Growth to Achievement metric still allows the State to place strong emphasis on growth for all students within the accountability system. Idaho has adapted and is using the Student Growth Percentiles and growth formula first adopted and implemented by Colorado, and strongly researched by both, the SGP author, Damian Betebenner, and Colorado's team. Idaho's adaptation includes use of the foundations of Colorado's model and Adequate Student Growth Percentile (AGP) formulas for this metric as well as for Growth to Achievement Gaps metric.

Schools will be evaluated on whether the Median Student Growth Percentile (SGP) was greater than the Median Adequate Growth Percentile (AGP, considered adequate growth to get to the target within three years or by 10th grade). Schools with a SGP greater than the calculated AGP will follow one trajectory while those schools that have shown a lesser AGP than the SGP will have a steeper trajectory.

This is due to the emphasis placed on moving students who are farther behind faster. The distribution of the points for school is shown in Table 23.

Table 23
Adequate Growth Flowchart



Illustrated in Table 24 is the 2010-11 Growth to Achievement point distribution among Idaho schools. Clearly, this metric will present a challenge for most Idaho schools to get to the highest point distributions with only 5% of schools that met AGP also having SGP growth high enough to earn 5 points in each subject.

Table 24
Growth to Achievement Point Distribution

Subject	Met AGP		Did not meet AGP	
<i>Total Possible Points</i>	Schools	Districts	Schools	Districts
Reading	(N=576)	(N=132)	(N=8)	(N=1)
5	13	2	-	-
4	225	48	-	-
3	266	72	-	-
2	72	10	1	-
1	-	-	7	1
Mathematics	(N=525)	(N=125)	(N=58)	(N=8)
5	41	3	-	-
4	216	50	-	-
3	189	58	1	-
2	79	14	26	5
1	-	-	31	3
Language Usage	(N=525)	(N=125)	(N=55)	(N=8)
5	20	-	-	-
4	217	45	-	-
3	239	74	1	-
2	49	6	30	4
1	-	-	24	4

Growth to Achievement Gaps: Growth to Achievement Gaps calculations are made identically to the Growth to Achievement metric except that it is also done for each subgroup performance (Free and Reduced Lunch eligible, minority students, students with disabilities, and Limited English Proficient students). Shown in Table 25 is the distribution of Growth to Achievement Gaps when using 2010-11 data.

Table 25
Growth to Achievement Subgroup Point Distribution

Subject	Super Subgroup		Had All Four Subgroups	
<i>Range of Possible % Points</i>	Schools	Districts	Schools	Districts
Reading	(N=497)	(N=85)	(N=40)	(N=36)
80 – 100%	140	22	-	-
60 – 79%	185	44	2	9
40 – 59%	135	16	23	25
20 – 39%	37	3	15	2
Mathematics	(N=497)	(N=86)	(N=41)	(N=35)
80 – 100%	169	24	2	1
60 – 79%	161	33	7	3
40 – 59%	123	24	19	25
20 – 39%	44	5	13	6
Language Usage	(N=483)	(N=87)	(N=58)	(N=34)
80 – 100%	145	21	-	-
60 – 79%	204	34	14	-
40 – 59%	124	27	30	27
20 – 39%	10	5	14	7

This metric again clearly illustrates that fewer schools and districts are at the highest point ranges showing the targets are ambitious.

Postsecondary and Career Readiness: The metrics in this part of the accountability matrix are embedded in the Idaho State Board of Education’s (ISBE) strategic goals.

- **Graduation Rate:** The ISBE set the high school graduation rate target at 90%. Therefore, the metric awards schools and districts that achieve at least 90% graduation rate with the highest amount of points. In 2010-11, the graduation rate distribution for Idaho schools and districts included 138 schools and 97 districts achieving a 90% graduation rate or better.

Conversely, the lowest point award is for a graduation rate of 60% or lower. This threshold was selected to mirror and aspect of the priority school definition in the waiver.

Table 26 details the distribution of graduation rates among Idaho schools and districts.

Table 26
**Total Number of Schools Achieving
Graduation Rate Distributions**

Graduation Rates	Schools (N=166)
90% - 100%	135
81% - 89%	14
71% - 80%	5
61% - 70%	2
≤ 60%	10

- College Entrance/Placement Examinations: Idaho will implement a requirement for all 11th graders to take the SAT, ACT, ACCUPLACER, or COMPASS tests in Spring 2012. At present, the only data the State has is for the self-selected population of students who have previously taken one of these tests. Presented in **Error! Reference source not found.** are data from the past two years of performance on these exams. Starting in 2012, the State will have data for all students on one of these assessments.

Table 27
**College Entrance/Placement Exam Composite Scores
and Total Students Participating**

College Entrance/Placement Exams	State Composite Score (2009-10)	Total Students (2009-10)	State Composite Score (2010-11)	Total Students (2010-11)
SAT	1509	3,336	1598	3,557
ACT	21.8	10,647	21.7	11,321
COMPASS	NA		NA	12,412
ACCUPLACER	NA	98	NA	231

Prior to Spring 2012, students were not required to take any of these exams. In Spring 2012, the requirement will go into effect and the State signed a contract to offer the SAT or ACCUPLACER free to all students. COMPASS composite scores were not collected by the State or available from ACT for 2009-10 or 2010-11.

Idaho will establish a benchmark score having the highest probability that a student will not need remediation in entry-level college mathematics and English courses and the metric will give points for the percentage of students that reach these set benchmarks. For example, the College Board has established that a composite score of 1550 on the SAT indicates an increased probability of success in college.

This benchmark will be evaluated by ISDE to determine the score where students are best prepared for college and professional technical courses at Idaho institutions of higher education. During Summer 2012, the Idaho colleges and universities will convene to agree upon a set cut-score for the ACCUPLACER. That score will be used for this measure. The benchmarks for the ACT and COMPASS will either be set by the same process and adopted by ISBE or be set by ISBE based on past placement requirements of the State's colleges and universities.

Given that these exams will be administered to all Idaho public school students for the first time in Spring 2012, it is expected the overall performance will be lower. Also given the need to set AMOs at ambitious but achievable levels, Idaho has chosen to set the points eligible within this metric at a lower target initially. After the first two years of administration of these exams, Idaho will reevaluate the distribution of the percentage of students meeting those benchmarks and coordinate with Idaho's colleges and universities to determine if the benchmarks need to be reconsidered.

- Advanced Opportunities is also an ISBE strategic goal. As noted earlier, Idaho has not only set targets for providing more students more advanced study opportunities, but has also formalized those goals in the form of funding for up to 36 credits of dual credit enrollment for students who have met all graduation requirements before their senior year.
- Under this AMO, Idaho set two ambitious goals. First, the points available are based on the percentage of the total eligible population (defined as all juniors and seniors) taking at least one advanced study opportunity defined as an Advanced Placement (AP), International Baccalaureate (IB), dual credit, or tech prep course. ISBE's strategic plan goals for each of these opportunities are varied. Illustrated in Table 28 are the Board's goals, the current percentage of students engaging in advanced opportunities, and the percentage of the students taking classes in which they received a grade of C or better for the course.

Table 28
State Board Strategic Goals for Advanced Opportunities and
2010-2011 Statewide Numbers

Advanced Opportunity	State Board Goals (Percent of Students)	2010-11 Statewide Percent of Students	2010-11 Percent of Students Achieving C or better
AP	10%	7.7%	92%
IB	No goal	1.2%	89.4%
Dual Credit	25%	12.0%	Collection begins March 2012
Tech Prep	27%	22.9%	Collection begins March 2012

2010-11 AP data are the percent of students taking an AP exam, not enrolled in an AP course.

Given the varied data on this metric and the low numbers of participants currently, Idaho believes that it has set an ambitious but attainable goal. Further, Idaho is committed to not only providing opportunities but to ensure that those opportunities transcend into positive outcomes for students; thus the inclusion of a passing grade. These goals will be reconsidered after two years of data are available and after evaluation of the success of offering these opportunities throughout the State.

Table 29
Point Matrix for Advanced Education Opportunities

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
<i>Percent Completing Advanced Opportunity</i>	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50 - 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

Participation Rate: Idaho subscribes to the importance of including all students so much so that this metric was determined to override all other performance and growth by a school or district if a 95% goal is not met at all subgroup and all student levels.

Schools and districts must test 95% of all students and all subgroups in reading, mathematics and language usage. This goal was set as a continuation the current law set in Idaho Administrative Code (IDAPA 08.02.03.112.04.b).

ii. Did the SEA provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs?

The rationale for each target set was outlined in Section 2.B.i above. The current performance of schools as well as the increasing goals set for the State, were balanced to provide ambitious yet attainable goals throughout all the metrics. The final Star Designation for each school and district is the cumulative effect of the all the metrics and thereby validly results in the schools designated needing the greatest intervention by the State and impacted school district. As noted throughout the related description, the AMOs will be reexamined when additional data become available and goals will be reset to continue the progression of performance standards expected for the high performance for all schools and districts.

iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of progress?

Idaho does not require different AMOs for Districts, schools, or subgroups. However, the Adequate Student Growth Percentile within the Growth to Achievement and Growth to Achievement Gaps metrics requires more growth by those students that are further behind in order to have made adequate growth.

- iv. Did the SEA attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups? (Attachment 8)

Included in Attachment 8 is a detailed description of the average Statewide proficiency for all students and subgroups in reading and mathematics. The Idaho Report Card can be found at: <http://devapps.sde.idaho.gov/ReportCard/Results?Scope=state&SchoolYearId=8&DistrictCode=999&SDESchoolCode=999>.

However, at present Idaho uses an indexing formula to calculate proficiency for Adequate Yearly Progress (AYP). Under this formula, basic students are counted as 0.5 proficient. Therefore, the percentage of proficient and advanced students is more accurately represented in Attachment 8.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools.

Currently in Idaho, two awards are given annually the Idaho State Board of Education for the highest-performing and highest-progress schools. Both awards are based on a school’s performance on the ISAT and the ISAT-Alt. This reward system will change under Idaho’s application for *ESEA Flexibility*.

Idaho will replace its current reward system with **one** reward for all schools that earn “Five Star School” status under Idaho’s next-generation accountability system. Five Star Schools will be determined under Idaho’s new Accountability Plan (*see methodology for determining Five Star School in Section 2.A.i.*). A school must be a Five Star School in order to be nominated for national awards, such as the National Blue Ribbon Award or Distinguished School Awards. Five Star Schools identified for rewards status will be done so consistent with the definition of either a “highest performing school” or a “high-progress school” as set forth in the *ESEA Flexibility* document. The use of Title I funds in connection with the recognition of rewards schools will be limited to Title I schools receiving that recognition. Additionally, ISDE plans to conduct two (regionally) focus groups in Spring 2012 with stakeholders to solicit suggestions for additional reward strategies for high-performing and high-progress schools and to assess the potential support (as well as the likelihood of being able to implement same) for the additional strategies that are put forth. The goal of this effort is to determine a richer, fuller range of potential rewards.

2.C.ii Provide the SEA's list of reward schools in Table 2.

Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeal any discrepancies. Once this appeal process is completed, Idaho will produce a comprehensive star rating list for the US Department of Education.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Five Star Schools will be announced at the same time the ISDE announces Statewide accountability results for all schools (typically August annually). Members of the Idaho State Board of Education will publicly recognize Five Star Schools in a schoolwide assembly in September or October of each year. Five Star Schools will receive public recognition in three ways:

- Statewide announcement in August/September;
- Schoolwide assembly in September/October; and
- Symbol of recognition, such as a flag flow outside their school or a plaque to be hung at the school.

In addition, staff in Five Star Schools will receive financial rewards (Title I funds will not be awarded to non-Title I schools). Idaho has implemented a Statewide pay-for-performance plan for certificated staff at school buildings. One way in which staff can earn pay-for-performance bonuses is if entire schools reach specific achievement or normative growth goals. Staff in Five Star Schools will participate in these financial rewards since they will be identified as the highest-performing and high-progress schools statewide.

In refining the awards system, ISDE consulted extensively with members of the Idaho State Board of Education, representatives of the community, and representative of Districts in focus groups in determining the key ways in which to recognize schools and districts.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

Did the SEA describe its methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools?

Priority Schools are identified as those schools that receive a One-Star rating as described in Section 2.A.i based on the achievement of the all students group, the growth to achievement of all students, the growth to achievement of the identified subgroups and, if a high school, through the post-secondary and career readiness measures. Through this comprehensive

measure of student achievement, student growth, growth to standards, growth by students in subgroups, and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are the lowest-performing schools in Idaho. A One-Star rating does meet the ESEA Flexibility definition of “priority school,” which is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.

The total number of One-Star schools identified in the preliminary data equals 5.29% of the Title I schools in Idaho and includes 29 schools.

One Star schools meet the definition of a priority school as found under the Peer Review Guidance. The One Star schools, although based on a multitude of measures rather than just achievement, include the same lowest five percent of Title I schools in terms of all student proficiency, all Title I or Title I eligible school with a graduation rate of less than 60%, and the Tier I and Tier II schools currently using SIG funds to implement school intervention models with very few exceptions. Of the five high schools that have graduation rates <60%, only one is not identified as a One Star school. That school is, however, rated as a Two Star school. There were 8 schools that received SIG funds. Of those 8, two are identified as One Star, one as a Two Star, three as Three Star, one as a Four Star and one as a Five Star school. Given that the interventions implemented by the SIG have been in place for two years now, improvement by these schools should be expected. Further, these measures ensure that the improvement is illustrated through a continuous growth rather than just achieving the benchmark for one year.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

Does the SEA’s request include a list of its priority schools? (Table 2)

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all One Star schools for the US Department of Education. The preliminary identification has listed 5.29% of Title I schools as One Star schools.

a. Did the SEA identify a number of priority schools equal to at least five percent of its Title I schools?

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all One Star schools for the US Department of Education. The preliminary identification has listed 5.29% of Title I schools as One Star schools.

b. Did the SEA's methodology result in the identification of priority schools that are —

- (i) among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and have demonstrated a lack of progress on those assessments over a number of years in the "all students" group;*
- (ii) Title I-participating or Title I-eligible high schools with a graduation rate less than 60 percent over a number of years; or*
- (iii) Tier I or Tier II schools under the School Improvement Grants (SIG) program that are using SIG funds to fully implement a school intervention model?*

The state has verified this through five steps and will again review the ratings once the data has been appealed in the following steps: 1) a list will be created providing Star Ratings for the schools on the next generation accountability system metric described in Section 2.A.i.2) the Star Rating list will be compared to a rank ordered list of Title I schools by the all student proficiency on ISAT reading and mathematics; 3) the Star Rating list will be compared to a rank ordered list of Title I and Title I eligible schools' graduation rates <60%, 4) the Star Rating list will be compared to the current Tier I and Tier II schools utilizing School Improvement Grant funds to implement a school intervention model, 5) a cumulative chart will be created to illustrate any differences in the Star Rating list with the comparison lists.

As would be expected with different metrics, there are slight differences in the lists as outlined above.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Are the interventions that the SEA described aligned with the turnaround principles and are they likely to result in dramatic, systemic change in priority schools?

The interventions Idaho plans to use are aligned to the Turnaround Principles defined in ESEA Flexibility. Each intervention is designed to improve the academic achievement of students in Idaho's One-Star Schools and will be selected based on input from families and community members. Idaho aligned its interventions to the Turnaround Principles, as defined in the ESEA Flexibility guidance.

a. Do the SEA's interventions include all of the following?

Every One-Star School is required to write a Turnaround Plan, with the assistance of the State and a turnaround coach. The school's District and the State are responsible for making sure the school implements the Turnaround Plan effectively. If the plan is found not to be effective during the turnaround process, the One-Star School must work with its District and State to make changes accordingly.

Before the One-Star School writes a Turnaround Plan, the State conducts an Instructional Core Focus Visit. Staff from the Idaho State Department of Education (ISDE) visits the school and its District to collect evidence of practice. This evidence shapes the Turnaround Plan.

Before the One-Star School or District creates its Turnaround Plan, the District must choose one of the permissible Turnaround Models. The following are the Turnaround Model options:

- **Transformation model**, which addresses areas critical to transforming persistently low-achieving schools. These areas include: developing teacher and principal leader effectiveness (depending on the track record of the principal, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
- **Turnaround model**, which includes, among other actions, replacing the principal and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards.

A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

- **Restart model**, in which a district converts the district public school to a charter school or closes and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process. Such a school is still entirely accountable to the local school board for the results it produces.
- **School closure**, in which the district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.
- **Governance Partnership Model** in which the district partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
 - Agreeing to utilize services provided directly to the district by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school and district;
 - Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that has a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan;

- **Special Rule for District Charter Schools:** For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

After choosing a Turnaround Model, the One-Star School and its District develop a Turnaround Plan. The Turnaround Plan provides the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school and district that have led to persistently low student achievement outcomes. The plan must incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for the Turnaround Plan category.

The One-Star School must use the State's WISE Tool to write its Turnaround Plan. The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning. The WISE Tool is made up of 88 indicators. Each indicator is tied to research on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students.

In addition to requirements the One-Star School must implement through its Turnaround Plan, the State also places requirements on Districts in which a One-Star School is identified. The District must use the WISE Tool for district improvement planning and begin implementing research-based strategies in its lowest-performing schools. Strategies may include addressing governance and staffing. Through this planning process, the State makes sure the District is responsible for the success of the One-Star School and every school within the District.

The Turnaround Principles, as defined in the ESEA Flexibility guidance, are embedded in the WISE Tool indicators. During the local and state review of the Turnaround Plan in the WISE Tool, the rubric will provide a score for the plans created for each separate Turnaround Principle. Here are the ways in which improvement efforts for One-Star Schools are aligned to the Turnaround Principles:

- (i) *providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;*

- 1- The One-Star School must evaluate the performance of the current principal when it selects a Turnaround Model. The State conducts an Instructional Core Focus Visit to evaluate current practices in the school and in the District.

The Focus Visit includes an analysis of the current leadership at the school level and recommendations are made to the district leadership regarding the performance of the principal. The district must then take the recommendations of the State into account.

- 2- If the district chooses to retain the principal, it must describe its evidence and rationale for doing so in the Transformation Toolkit indicators related to school leadership.
- 3- Under the WISE Tool, One-Star Schools must develop a leadership team structure that addresses school governance policies and incorporates the school improvement plan into these policies. If necessary, the school should address the principal's flexibility in the areas of scheduling, staff, curriculum and budget. Teachers in the school as well as the District and State must be involved in the development of the plan.

(ii) ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

- 1- The One-Star School must evaluate the performance of all staff when it selects a Turnaround Model. The State conducts an Instructional Core Focus Visit to evaluate current practices in the school and in the District. The Focus Visit includes an analysis of the current school staff and quality of instruction in the school.
- 2- In 2011, the State passed a law giving building principals more authority over the staff who work in their school. Under Idaho Code 33-523, principals can refuse the transfer or hire of a teacher in their school. In this way, the instructional leader of the school is empowered to prevent ineffective teachers from transferring into a One-Star School.
- 3- Through the school improvement planning process in the WISE Tool, One-Star Schools are required to plan for professional development based on the needs of the students in the school and the school staff. The plan must account for the relationship between classroom observations and professional development needs that targets specific areas of student performance. The plan must include job-embedded, ongoing professional development opportunities based on the school's evaluation and performance data. One-Star Schools are required to set aside 10% of Title I funds to support professional development activities for staff.

(iii) redesigning the school day, week, or year to include additional time for student

learning and teacher collaboration;

Through the WISE Tool, a One-Star School is required to address the school schedule and additional time for student learning and teacher collaboration in its school improvement plan. Here are examples of specific indicators that schools may use to address these matters:

- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
- The principal plans opportunities for teachers to share their strengths with other teachers.
- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.

(iv) strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;

The most important factor in turning around the One-Star School is improving the quality of instruction to ensure the school is meeting the needs of every student, including English language learners, students with disabilities and low-achieving students. Through the WISE Tool, a One-Star School is required to strengthen the school's instructional program so it meets students' needs, is based on research and aligned to Idaho's content standards which now include the Common Core State Standards.

Here are examples of some of the indicators in the WISE Tool. Every indicator in the WISE Tool is tied to research. See

<http://www.indistar.org/about/brochure/indistarbrochure.pdf>.

- Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).
- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- Units of instruction include standards-based objectives and criteria for mastery.
- The principal keeps a focus on instructional improvement and student learning outcomes.

(v) using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;

Through the WISE Tool, a One-Star School is required to use describe its plans and implementation efforts in the use of data to inform instruction for continuous improvement. Here are a few examples of indicators in the WISE Tool that require the use of data to inform instruction and time for teachers and staff to collaborate on the use of data:

- The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.
- Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
- Instructional Teams use student learning data to plan instruction.
- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- Teachers re-teach based on post-test results.
- Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
- The principal plans opportunities for teachers to share their strengths with other teachers.

(vi) *establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and*

Through the WISE Tool, a One-Star School is required to develop and implement a plan for a supportive learning environment that improves school safety and discipline and ensures teachers and staffs address students' social, emotional, and health needs. Here are some of the WISE Tool indicators that address these matters:

- All teachers verbally praise students.
- All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
- Office and support staff are trained to make the school a 'welcoming place' for parents.
- All teachers display classroom rules and procedures in the classroom.
- All teachers correct students who do not follow classroom rules and procedures.
- All teachers reinforce classroom rules and procedures by positively teaching them.

(vii) *providing ongoing mechanisms for family and community engagement?*

One-Star Schools are expected to develop and implement plans that provide ways in which the family and community can engage in the school improvement process. Specifically, the WISE Tool includes the following indicators:

- The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
- All teachers maintain a file of communication with parents.
- All teachers systematically report to parents the student's mastery of specific standards-based objectives.

American Indian Tribes - Special Provision: For districts on or near tribal lands and with significant numbers of American Indian students enrolled in a One-Star School, the district must ensure it engages the tribe throughout the planning for the turnaround model and implementation process of the turnaround principles. ISDE will create a planning space within the WISE Tool that specifically allows the school and district to document the engagement of the local tribal community in addition to the existing planning indicators.

ISDE expects the school board to intentionally and formally seek input on policy and governance decisions regarding school turnaround and continuous support.

b. Has the SEA identified practices to be implemented that meet the turnaround principles and are likely to —

(i) increase the quality of instruction in priority schools;

Every One-Star School must submit a Turnaround Plan to the LEA and the State using the WISE Tool, a web-based school improvement planning tool. The indicators in the WISE Tool are aimed at improving student achievement through creating higher-quality instruction. Each indicator is tied to research-based practice.

(ii) improve the effectiveness of the leadership and the teaching in these schools; and

The One-Star School will improve the effectiveness of leadership and teaching by creating and implementing a Turnaround Plan and through one-on-one support from the State. The WISE Tool provides detailed steps that every One-Star School will take to improve leadership and the quality of teaching through its Turnaround Plan.

Specific indicators in the WISE Tool emphasize behavioral research regarding what effective principals must do to effect change in a school, including developing a leadership team and using data to guide instruction. These indicators are then connected to the use of the Danielson Framework for Teaching as an evaluation tool and the analysis of student achievement data to make sure the school is getting results.

The State also puts support structures in place to customize support for each One-Star School and the LEA that oversees it. The Idaho Building Capacity Project provides an external coach to a school and its district. The Idaho State Department of Education selects coaches, or Capacity Builders, from a pool of retired school administrators who have demonstrated excellence in instructional leadership in the past. The Capacity Builder works with the leader and leadership team in a school and at the district level to prompt thinking, instill internal knowledge and skills, and assist the school and the district as they evaluate the effectiveness of school improvement efforts. With this one-on-one support, the State is responsive to the One-Star School's needs and makes sure the School is effectively implementing its Turnaround Plan.

(iii) improve student achievement and, where applicable, graduation rates for all students, including English Learners, students with disabilities, and the lowest-achieving students?

The indicators that One-Star Schools must use in their Turnaround Plans are tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest-achieving students. Through the indicators, teachers must use data to guide and individualize instruction to meet student needs. The principal, as the instructional leader, is responsible for evaluating the classroom teacher and student achievement data to make sure goals are met for all students. The State must approve the school's Turnaround Plan and will remain involved in monitoring student progress.

c. Has the SEA indicated that it will ensure that each of its priority schools implements the selected intervention for at least three years?

Once identified, a school will remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the District, approved by the State and monitored by both the State and the District. Schools may exit priority status one year early if they meet the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification). If a priority school continues in this status for more than three years, the State will intervene as necessary in district leadership functions in order to ensure the school is turned around. Table 30 depicts the entrance and exit process and the sequence of years related to the One-Star school's Turnaround Plan requirements.

Table 30
School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit¹⁵

¹⁵ Star Ratings lag one school year behind the year in which they are earned because assessment data are produced each Spring and reported in the summer prior to the following school year. For example, if during the Spring testing

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
<i>School year prior to the school year during which the first One Star rating is earned</i>	<i>Depends on Star Rating Level</i>	<i>Depends on Star Rating Level</i>
Continuous Improvement Plan <i>The year following the first One Star rating</i>	Submit Continuous Improvement Plan and other state requirements (e.g., plan for aligning state funds)	Review school level Continuous Improvement Plan for approval before submission to the State
Turnaround Plan - Year 1 <i>The year following the second One Star rating</i>	<u>Fall</u> Participate in Instructional Core Focus Visit Begin providing School Choice Begin providing Supplemental Tutoring Services <u>Winter/Spring</u> Create school level Turnaround Plan aligned with turnaround principles and other state requirements	<u>Fall</u> Participate in Instructional Core Focus Visit Enroll district and school in appropriate technical assistance programs Choose school Turnaround Option Create district level plan for school turnaround principles <u>Winter/Spring</u> Oversee the development of school level Turnaround Plan Review school level Turnaround Plan for approval before submission to the State

window for 2011-12, a school performed in such a way as to earn a Three-Star rating, the Three-Star rating would go into effect for 2012-13, immediately after the Spring data are finalized and released.

<p>Turnaround Plan - Year 2</p> <p><i>Consecutive year after "Turnaround Plan – Year 1"</i></p>	<p>Full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements</p> <p>Submit updates and revisions to Turnaround Plan</p>	<p>Provide continuous support and monitoring of school level Turnaround Plan aligned with turnaround principles and other state requirements</p> <p>Review updates and revisions to school level Turnaround Plan for approval before re-submission to the State</p>
<p>Turnaround Plan - Year 3</p> <p><i>Consecutive year after "Turnaround Plan - Year 2", <u>unless</u> the exit criteria is met.</i></p>	<p>Continue full implementation of school level Turnaround Plan aligned with turnaround principles and other state requirements</p> <p>Submit updates and revisions to Turnaround Plan</p> <p><i>NOTE: If a Three Star rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the Turnaround Requirements one year early.</i></p>	<p>Provide continuous support and monitoring of school level Turnaround Plan aligned with turnaround principles and other state requirements</p> <p>Review updates and revisions to school level Turnaround Plan for approval before re-submission to the State</p>
<p>Turnaround Plan - Year 4</p> <p><i>Consecutive year after "Turnaround Plan - Year 3"</i></p>	n/a	<p>If a school has not met the exit criteria of two consecutive years at Three Star rating or higher by the end of Turnaround Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board</p>

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

2.D.iv. Is the SEA’s proposed timeline for ensuring that LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014-2015 school year reasonable and likely to result in implementation of the interventions in these schools?

Idaho’s proposed timeline for ensuring that Districts that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014-2015 school year is reasonable and is likely to result in implementation of the interventions in these schools.

The state will ensure that Districts implement meaningful interventions in One Star Schools (i.e., a Priority School) over the course of a graduated process to occur no later than 2014-2015. Because of the emphasis on district responsibility and capacity, the timeline articulates the actions that the state will take to inform districts regarding the identification of their schools. Then, the timeline allows the state sufficient time to conduct the Instructional Core Focus Visits that will be required to make determinations about leadership capacity and develop recommendations for local planning. After the recommendations from the Instructional Core Focus Visits, the timeline allows districts sufficient time to plan for district requirements, consult with families and the community, and to make important decisions regarding school governance. Once the district has completed the actions required of it, the timeline details the particulars required for school level planning.

➤ *Does the SEA’s proposed timeline distribute priority schools’ implementation of meaningful interventions aligned with the turnaround principles in a balanced way, such that there is not a concentration of these schools in the later years of the timeline?*

As detailed in Table 31, the timeline targets state, district, and school activities that will occur in order that the Turnaround Principles will be implemented in schools by 2014-2015; implementation efforts will continue in 2015 and beyond. The timeline does not distribute schools differentially or save all aspects of implementation for the latter years of the timeline. All schools identified will follow this timeline.

Table 31
Turn Around Principles Timeline

Timeframe	Agency	Action
Spring 2012 – Spring 2014	SEA	Continue implementing school turnaround models in persistently low-achieving schools identified under the School Improvement Grant 1003(g) requirements; monitor implementation; support district and school turnaround efforts through technical assistance and various programs
Spring 2012	SEA	Identify first year of schools achieving One Star according to new performance framework; notify districts of school ratings
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements and Turnaround Principles that are expected to be implemented in schools which are in the Turnaround Plan category
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect
Summer 2013	SEA	Notify Districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of One Star Ranking
Fall 2013	SEA	Conduct Instructional Core Focus Visits in Turnaround Plan schools; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures
Fall 2013	LEA	Begin providing required services for eligible students in each Turnaround Plan and Rapid Improvement Plan school (e.g., School Choice, Supplemental Tutoring Services) and enroll in appropriate state-sponsored technical assistance programs for the district and school
Fall 2013	LEA	Utilize state feedback from Instructional Core Focus Visit; consult with families and the community to gather input regarding School Turnaround Options; decide which School Turnaround Option the district will utilize for each Turnaround Plan school; and begin the district level planning and implementation work required of the school Turnaround Plan.
Winter 2014	SEA	Review district level planning components and selection of School Turnaround Option for state approval
Spring 2014	LEA and School	Develop school level Turnaround Plan components that account for the Turnaround Principles and any other state required activities
Spring 2014	SEA	Review school level planning components of the Turnaround Plan for state approval
Fall 2014 – Spring 2015	SEA, LEA, & School	Full implementation of school level Turnaround Principles in schools that are in the Turnaround Plan category; continuous monitoring, collaboration, and support between school, District, and SEA
Spring 2015 & beyond	SEA	Monitor and support implementation of the Turnaround Principles throughout the duration of the period for which the school is identified in the Turnaround Plan category; if the school does not exit from the Turnaround Plan category, make a determination regarding state intervention at the district level

- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement exits priority status?

- a. *Do the SEA's criteria ensure that schools that exit priority status have made significant progress in improving student achievement?*

The exit criteria ensure One Star Schools have made significant progress. One Star Schools will remain under the requirements of the Turnaround Plan, once identified, for at least three years in order to fully implement the Turnaround Principles and meaningful interventions, unless they meet the exit criteria. The state has set criteria for removing a school from the One Star School category (i.e., priority status) once it has made significant progress. The method the state will use to determine if a school or district has met its annual measurable objectives results is a rating scale of one to five stars. This annual rating includes absolute achievement and student growth. In order to be removed from One Star School status, a school must achieve a three-star ranking or better for two consecutive years after initial identification.

- *Is the level of progress required by the criteria to exit priority status likely to result in sustained improvement in these schools?*

The level of progress required is likely to result in sustained improvement. The state has determined that the exit criteria of two consecutive years achieving a three-star ranking or better on the annual measurable objectives is likely to result in sustained improvement. First, this is due to the fact that the school has demonstrated evidence of achievement that is not simply a one year anomaly. Rather, minimum state benchmarks have been met and the system has sustained that level of performance over time. Second, to achieve a three-star rating or better, the school must be demonstrating system-wide improvement in order to impact the multiple sub-domains on the performance framework. Because the exit criteria is based on all four dimensions of the accountability system, when a school receives a higher star rating, it illustrates that the school's performance has improved throughout and includes more than just students reaching proficiency. It includes all student and subgroup growth; growth to proficiency; and, for high schools, it also includes three measures of postsecondary and workforce readiness.

2.E FOCUS SCHOOLS

- 2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

Did the SEA describe its methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as focus schools?

Focus Schools will be identified as those Title I schools that receive a Two-Star rating as described in Section 2.A.i. Through this comprehensive measure of student achievement, student growth, growth to standards, growth by students in subgroups and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are among the lowest-performing in Idaho due to achievement gaps. A Two-Star rating does meet the ESEA definition of "focus school," which is a Title I school in the State that, based on most recent data available, is contributing to the achievement gap in the State. The total number of Two-Star Schools in Idaho includes 9.85% or 54 of the Title I schools in the State.

Idaho has defined Two Star schools as those that have low overall achievement and have a notable proficiency gap for subgroups. This is measured through the growth to achievement and growth to achievement subgroups. The One and Two star schools also encompass all schools that have a graduation rate <60%.

- 2.E.ii Provide the SEA's list of focus schools in Table 2.

Did the SEA include a list of its focus schools? (Table 2)

- a. *Did the SEA identify a number of focus schools equal to at least 10 percent of the State's Title I schools?*

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all Two Star schools for the US Department of Education. As noted in the aggregate in Table 2, 9.84% of Idaho schools are preliminarily classified as Two Star schools.

- b. *In identifying focus schools, was the SEA's methodology based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system or, at the high school level, graduation rates for one or more subgroups?*

SDE identified schools based on the total points awarded in the achievement category, the points awarded for growth to achievement and growth to achievement subgroups and for high schools, graduation rate, advanced opportunities and college entrance and placement exam preparedness. This point matrix created an overall rating for the school which then placed them on the rating scale.

c. Did the SEA's methodology result in the identification of focus schools that have:

(i) the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, the largest within-school gaps in the graduation rate; or

(ii) a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate?

SDE focused on definition ii. SDE verified the subgroup performance this through four steps: 1) a list was created providing Star Ratings for the schools on the next generation accountability system metric described in Section 2.A.i., 2) the Star Rating list was compared to a rank ordered list of Title I schools by the size of the proficiency gaps by all subgroups in reading and mathematics; 3) the Star Rating list was compared to a rank ordered list of Title I and Title I eligible schools' graduation rates, 4) a cumulative chart was created to illustrate any differences in the Star Rating list with the comparison lists.

As noted in the introduction to this waiver, Idaho's population precludes many schools from having reportable subgroups. Idaho has taken a strong approach in looking at subgroups in two different ways; both from four identified subgroups and then through the combined subgroup if there were not enough reportable students. This approach has allowed the Star Rating system to identify gaps for students that would otherwise only be part of an overall calculation. This identification produces a different list of schools than just comparing gaps of lowest and highest performing subgroups, which only affect a small number of schools in Idaho.

d. Did the SEA identify as focus schools all Title I-participating high schools with a graduation rate less than 60 percent over a number of years that are not identified as priority schools?

As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. The aggregate data for that preliminary designation is included in Table 2. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all Two Star schools for the US Department of Education. As noted in the aggregate in Table 2, 9.84% of Idaho schools are preliminarily classified as Two Star schools.

- 2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Did the SEA describe the process and timeline it will use to ensure that each LEA identifies the needs of its focus schools and their students and provide examples of and justifications for the interventions the SEA will require its focus schools to implement to improve the performance of students who are furthest behind?

Every Two-Star School is required to write a Rapid Improvement Plan, with the assistance of the Idaho State Department of Education (ISDE). The school's District and the State are responsible for making sure the school implements the Rapid Improvement Plan effectively. If the plan is found not to be effective during the improvement process, the Two-Star School must work with its District and State to make changes accordingly.

Regardless of the school's Rapid Improvement Plan, the State will require every Two-Star School to follow specific guidance to offer school choice options, supplemental tutoring services and financial set-asides for professional development to make sure the needs of all low-achieving students are met. Two-Star Schools must follow this guidance in the school year immediately follow their identification. (See the Timeline in Table 32 for more detailed information.)

School choice options and supplemental tutoring services are comprised of a 10 percent district Title I-A set-aside intended to provide support to families and students in the time during which the school is working on substantial improvement. The State will define "school choice" as providing an alternative learning setting to families and their eligible students in which instruction is not provided by the same school. The State will define "supplemental tutoring services" as providing extra tutoring in the core academic content areas to families and eligible students. Further description is given in section 2.A.i, eligibility requirements are outlined in Attachment 14 on Family and Student Support Options, and rules concerning the set-aside are set forth in Attachment 12.

The State will define the "professional development set-aside" as a 10 percent set-aside of Title I-A funds at either a school or district level, depending on variables at the district level that is intended to align with the professional growth needs of the entire staff in a school (or district). Further description is provided in section 2.A.i, and rules concerning the set-aside are set forth in Attachment 12.

The Rapid Improvement Plan will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school and District that have led to achievement gaps and low student achievement outcomes.

The plan must incorporate strategies based on scientifically based research that will close achievement gaps and address the specific academic issues that caused the school to be identified as a Two-Star School.

The Two-Star School must use the State's WISE Tool to write its Rapid Improvement Plan. The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning. The WISE Tool is made up of 88 indicators. Each indicator is tied to research on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students. Through the plan approval process, the State and District will make sure the Two-Star School has selected indicators and is implementing interventions that are proven to help the student populations affected by the school's achievement gap(s).

While the Two-Star School must determine its current level of performance in relation to all 88 indicators within the WISE Tool, it must set priorities and create in-depth, thorough plans for a smaller, actionable sub-set of approximately 20 indicators. The Two-Star School will be expected to plan for and achieve the full set of 88 indicators within its three years of improvement. However, by creating more in-depth plans for at least 20 indicators, the school can focus on priority student populations and more effectively sustain changes in the greatest area of need.

The State also places requirements on Districts in which a Two-Star School is identified. The District must support the planning and implementation processes in the Two-Star School. The ISDE monitors the District's support efforts through a local peer review process¹⁶. The District must coordinate technical assistance for the school and review the quality of the Rapid Improvement Plan created by the leadership team in the Two-Star School. The District is responsible for reviewing the plan and ensuring it is implemented effectively. The District's review will be documented and submitted to the ISDE, at which time a quality review will be conducted by the State to ensure the District has met its obligation to support the school.

Two-Star Schools will be required to annually review and update their Rapid Improvement Plans and resubmit these plans for the District and ISDE to approve. The ISDE will use this data to determine how effectively the Two-Star School is implementing its Rapid Improvement Plan and what, if any, adjustments need to be made. The State will work directly with the District and school to make the necessary adjustments. The ISDE will continue to monitor the District's involvement and support to the Two-Star School through the local peer review process.

The ISDE will conduct Instructional Core Focus Visits to Two-Star Schools on an as-needed basis. In the Focus Visit¹⁷, a small group of staff from the State Department of Education conducts an on-site visit to evaluate current practices in the school and in the District. To determine which schools need Focus Visits, the ISDE will analyze student achievement data from the school and district levels, along with other sources of diagnostic information such as results from federal program monitoring visits. If a Focus Visit occurs, the ISDE will expect the Two-Star School to revise its Rapid Improvement Plan to reflect the recommendations provided to the school and the District.

¹⁶ The local peer review process applies to Focus and Priority schools and is explained in detail in section 2.A.i.

¹⁷ Focus Visits are described in detail in section 2.A.i.

Districts in which a Two-Star School is identified will enroll in technical assistance opportunities that the ISDE makes available, such as professional development and on-site instructional coaching. The technical assistance opportunity must be aligned with the needs of the Two-Star School. For example, if a Two-Star School in a District is struggling to meet the needs of diverse learners, the District would enroll in Response to Intervention training. If the district determines the Two-Star School lacks leadership capacity, the District would enroll in the Idaho Building Capacity Project¹⁸, which provides an instructional coach on site. Through the Rapid Improvement Plan, the ISDE will ensure the District and Two-Star School select the most appropriate technical assistance available.

Table 32 provides a comprehensive timeline for how the State will ensure each District identifies the needs of its Two-Star School(s) to best meet the needs of the students.

¹⁸ More information on the IBC Project is found in section 2.A.i and at <http://www.sde.idaho.gov/site/ssos/IBC.htm>.

Table 32
Timeline on how the State will ensure each District Identifies
the Needs of its Two-Star School(s)

Timeframe	Agency	Action
Spring 2012	SEA	Identify first year of schools achieving Two Stars according to new performance framework; notify districts of school ratings.
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements that are expected to be implemented in schools which are in the Rapid Improvement Plan category (i.e., Focus Schools); provide guidance to Districts regarding the requirements that are expected to be implemented in schools in the Two Star School status.
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect.
Summer 2013	SEA	Notify Districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of Two Star rating or below.
Summer 2013	SEA	Notify Districts of schools within their districts that are identified as being in the Two Star School category (i.e., a Focus School); determine if school data suggest Instructional Core Focus Visit.
Fall 2013	SEA	Conduct Instructional Core Focus Visits in Two Star schools on an as-needed basis; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures.
Fall 2013	LEA	Begin providing required services for eligible students in each Two Star school (e.g., School Choice, Supplemental Tutoring Services) and enroll in appropriate State-sponsored technical assistance programs for the district and school.
Fall 2013	LEA and School	Develop school level Rapid Improvement Plan components that account for all improvement activities required by the State.
Spring 2014	LEA	Review school level planning components for district approval.
Spring 2014	SEA	Review school level planning components for State approval.
Spring 2015 & beyond	SEA	Monitor and support implementation of the Rapid Improvement Plan throughout the duration of the period for which the school is in the Two Star School category; if the school does not timely exit from the Two Star School category, make a determination regarding possible State intervention at the district level.

Has the SEA demonstrated that the interventions it has identified are effective at increasing student achievement in schools with similar characteristics, needs, and challenges as the schools the SEA has identified as focus schools?

Every Two-Star School must write and implement a Rapid Improvement Plan that it develops through the WISE Tool. The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning that is made up of 88 indicators. Each indicator is tied to researched best practices on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students. Through the plan approval process, the Idaho State Department of Education (ISDE) and District will make sure the Two-Star School has selected indicators and is implementing interventions that are proven to help the student populations affected by the school's achievement gap(s).

The ISDE will review student achievement data and other diagnostic information, such as federal program review visits or results of Focus Visits, to determine if the Two-Star School is implementing the Rapid Improvement Plan effectively. The State will require changes be made to the plan, if necessary.

The Two-Star School and its District will be required to participate in State technical assistance opportunities, such as Response to Intervention or the Idaho Building Capacity Project that will best meet the needs of the students who are struggling in their school.

This approach has been successful at assisting Idaho schools in meeting the State's adequate yearly progress goals; in significantly decreasing the percentage of schools identified for improvement, corrective action, and restructuring under current ESEA requirements; and for raising student achievement outcomes in general. For example, of 22 schools in the third cohort of the Idaho Building Capacity Project, the average school saw positive gains in the percent of students scoring proficient or advanced between 2009 and 2011 in both the students' categories and the primary sub-groups for both Reading and Math. This is demonstrated in Table 33.

Table 33
Average Percentage Student Proficiency Gains for
Schools with Capacity Builders (2009-2011)

	Average Percent of Students at Proficient or Advanced 2009	Average Percent of Students at Proficient or Advanced 2011	Average gain in individual school's percentage points from 2009 to 2011
Reading (all students)	83%	91%	+7 ¹⁹
Reading (sub-groups of limited English Proficiency, economically disadvantaged, and students with disabilities)	66%	83%	+12
Math (all students)	74%	87%	+10
Math (sub-groups of limited English Proficiency, economically disadvantaged, and students with disabilities)	56%	75%	+17

Has the SEA identified interventions that are appropriate for different levels of schools (elementary, middle, high) and that address different types of school needs (e.g., all-students, targeted at the lowest-achieving students)?

Through the development of the Rapid Improvement Plan, the Two-Star School must take into account its grade levels and individual needs. The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning that is made up of 88 indicators. Each indicator is tied to researched best practices on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students. The indicators can be adjusted to meet a school's individual needs, as necessary.

¹⁹ This column does not equal the difference in the columns for 2009 and 2011. This column is based on actual differences at the individual school level, not differences in the averages indicated in the chart.

The Idaho State Department of Education (ISDE) and District ultimately will be responsible for approving the school's Rapid Improvement Plan. Through this approval process, the ISDE and District will make sure the Two-Star School has selected indicators and is implementing interventions that are appropriate for its grade levels and student needs. The ISDE and District will monitor the school's progress and ensure the Rapid Improvement Plan is working effectively for students. If not, the plan will be adjusted to better meet students' needs.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status?

Once identified, Two-Star Schools will remain in the Two-Star category unless they meet the exit criteria or drop into the One-Star category. Under Idaho's accountability plan, a school can exit from the Two-Star category once it makes enough progress to rank as a Three-Star School or higher for two consecutive years. (See Section 2.A.i. for more details on Idaho's Star Rating System.) If a Two-Star School ranks in the One-Star category for two consecutive years, it will be required to implement the Turnaround Plan and interventions required of a One-Star School. Table 34 illustrates the sequence of events from entrance to exit related to the Rapid Improvement Plan associated with focus schools.

Table 34
School Level Rapid Improvement Plan Timeline for Entrance, Requirements, and Exit²⁰

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
<i>School year prior to the school year during which the first Two Star rating (or less) is earned</i>	<i>Depends on Star Rating Level</i>	<i>Depends on Star Rating Level</i>
Continuous Improvement Plan <i>The year following the first Two Star rating (or less)</i>	Submit Continuous Improvement Plan and other state requirements (e.g., plan for aligning state funds)	Review school level Continuous Improvement Plan for approval before submission to the State
Rapid Improvement Plan - Year 1 <i>The year following the second Two Star rating (or less)</i>	<u>Fall</u> Participate in Instructional Core Focus Visit (if required by SEA) Begin providing School Choice Begin providing Supplemental Tutoring Services Create school level Rapid Improvement Plan aligned with turnaround principles and other state requirements	<u>Fall</u> Enroll district and school in appropriate technical assistance programs Oversee the development of school level Rapid Improvement Plan Review school level Turnaround Plan for approval before submission to the State
Rapid Improvement Plan	Full implementation of school level Rapid Improvement Plan and other	Provide continuous support and monitoring of school level Rapid

²⁰ Star Ratings lag one school year behind the year in which they are earned because assessment data are produced each Spring and reported in the summer prior to the following school year. For example, if during the Spring testing window for 2011-12, a school performed in such a way as to earn a Three-Star rating, the Three-Star rating would go into effect for 2012-13, immediately after the Spring data are finalized and released. Entrance to the requirements for Two Star schools is based on two consecutive years in which a Two-Star rating or less is earned. In other words, the first year may be One-Star and the second Two-Star, or Two-Star then One-Star, or both years may be Two-Star in order to enter the requirements associated with Two-Star Schools that lack progress.

<p>- Year 2</p> <p><i>Consecutive year after “Rapid Improvement Plan – Year 1”</i></p>	<p>state requirements</p> <p>Submit updates and revisions to Rapid Improvement Plan</p>	<p>Improvement Plan aligned and other state requirements</p> <p>Review updates and revisions to school level Rapid Improvement Plan for approval before re-submission to the State</p>
<p>Rapid Improvement Plan - Year 3</p> <p><i>Consecutive year after “Rapid Improvement Plan - Year 2”, <u>unless</u> the exit criteria is met.</i></p>	<p>Continue full implementation of school level Rapid Improvement Plan and other state requirements</p> <p>Submit updates and revisions to Rapid Improvement Plan</p> <p><i>NOTE: If a Three Star rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the Rapid Improvement Plan Requirements one year early.</i></p>	<p>Provide continuous support and monitoring of school level Rapid Improvement Plan and other state requirements</p> <p>Review updates and revisions to school level Rapid Improvement Plan for approval before re-submission to the State</p>
<p>Rapid Improvement Plan - Year 4</p> <p><i>Consecutive year after “Rapid Improvement Plan - Year 3”</i></p>	<p>n/a</p>	<p>If a school has not met the exit criteria of two consecutive years at Three Star rating or higher by the end of Rapid Improvement Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board.</p>

a. *Do the SEA’s criteria ensure that schools that exit focus status have made significant progress in improving student achievement and narrowing achievement gaps?*

The performance framework by which the State evaluates progress includes measurements of proficiency, growth, growth to proficiency, and postsecondary and career readiness. To exit the Two-Star category, a school must demonstrate progress across these comprehensive measures of student achievement for two consecutive years.

Is the level of progress required by the criteria to exit focus status likely to result in sustained improvement in these schools?

Based on the State's comprehensive accountability system, the ISDE firmly believes the exit criteria of two consecutive years achieving a Three-Star ranking will result in sustained improvement for Two-Star Schools.

These schools will have demonstrated evidence of significant increases in student achievement across proficiency, growth, growth to proficiency, and postsecondary and career-readiness metrics for more than a single school year.

DRAFT

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Two Star Schools	Focus Schools ²¹	63			G
One Star Schools	Priority Schools	29		C, D, E	
Five Star Schools	Reward Schools	32	A		

Total # of Reward Schools: 32

Total # of Priority Schools: 29

Total # of Title I schools in the State: 548

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 5

²¹ As noted in 2.C.ii, Idaho has produced a list of star ratings for all schools. In spring 2012, Idaho will provide an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts can view the underlying data in a secure setting and appeals any discrepancies. Once this appeal process is completed, Idaho will produce a list of all One Star, Two Star and Five Star schools for the US Department of Education.

Key**Reward School Criteria:**

- A. Highest-performing school
- B. High-progress school

Priority School Criteria:

- C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group
- D. Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years
- E. Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

- F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

- 2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Does the SEA's differentiated recognition, accountability, and support system provide incentives and supports for other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps? Are those incentives and supports likely to improve student achievement, close achievement gaps, and increase the quality of instruction for students?

The State's accountability system provides incentives and supports that are likely to improve student achievement, close achievement gaps, and increase the quality of instruction for all students in Idaho, including those in other Title I schools.

Idaho has developed one comprehensive system of recognition, accountability, and support that applies to all schools, regardless of Title I funding. Non-Title I schools and Title I schools not identified as One-Star or Two-Star Schools will be evaluated under the same accountability system each year. All schools will be rated based on a Five-Star scale. Schools that receive a Three-Star rating are approaching the State goals for excellence in proficiency, growth, growth to proficiency, and postsecondary and career-readiness but still have areas of improvement. Therefore, Three-Star Schools will be required to develop and implement a Continuous Improvement Plan.

The Idaho State Department of Education (ISDE) has designed a set of options for Three-Star Schools that incentivize internal motivation among school staff by (1) giving them more operational flexibility in school improvement planning at the local level, (2) creating options for participation in State support programs at no cost, (3) permitting the schools and their districts to pursue funding flexibility related to Title I set-asides, and (4) allowing Three-Star Schools to more easily transition to Four-Star or Five-Star status. Here is a brief description of these options for Three-Star Schools.

First, the Three-Star School has more flexibility in the improvement planning process. The school will develop and implement a Continuous Improvement Plan in the WISE Tool²², the State's web-based school improvement planning tool. Whereas One-Star and Two-Star Schools must address plans that meet all 88 indicators in the WISE Tool, Three-Star Schools will have more flexibility and only need to address indicators that align with the school's areas of need. The plan will be annually revised and updated. The ISDE will review the plan for effectiveness.

Second, the ISDE will offer Three-Star Schools the opportunity to participate in statewide technical assistance activities offered through the Statewide System of Support. Participation in training, leadership support networks, or intensive improvement coaching is available at no cost to the Three-Star School. For example, if the Three-Star School and the ISDE determine the school needs technical assistance in building instructional leadership within the school, then the school can participate in the Idaho Building Capacity Project. Through this project, the school will receive on-site coaching from a veteran educator for up to three years.

Third, the ISDE will give Three-Star Schools more financial flexibility as they implement their Continuous Improvement Plans. Three-Star Schools as well as Four-Star and Five-Star Schools will receive optional fiscal flexibility. The following types of set-asides will be optional to promote continuous improvement²³:

- Set-aside Title I-A funds for supplemental tutoring services to provide additional learning opportunities for students and according to the definitions provided in this ESEA Flexibility request.
- Set-aside Title I-A funding for professional development according to the definitions and parameters defined in this request.

In addition, ISDE will ensure that Three-Star Schools are given priority in grant opportunities (prior to Four- and Five-Star Schools) to obtain additional funds to support improvement efforts, as appropriate and as permitted by grant regulations.

Fourth, the State's accountability system creates an incentive for schools to move up to a Four-Star or Five-Star rating, where they can earn rewards and public recognition. Three-Star Schools will be able to transition more easily to the Four-Star rating or higher. Under Idaho's accountability system, a Three-Star School can move to a new rating in just one school year.

The ISDE and Districts will make sure these incentives and supports improve student achievement outcomes in Three-Star Schools. Similar to the improvement planning process for One-Star and Two-Star Schools, the District in which a Three-Star School is located will play a critical role in the development and

²² The WISE (Ways to Improve School Effectiveness) Tool is a web-based system for school improvement planning. It is made up of 88 indicators aligned to researched best practices.

²³ A complete definition and description of the set-aside flexibility option is provided in Attachment 12.

implementation of the school's Continuous Improvement Plan. Specifically, Districts will be required to review the school's Continuous Improvement Plans each year, provide feedback and approve the plans prior to submitting such plans to the ISDE.

ISDE will provide a specific rubric for Three-Star Schools, and the District will use this rubric to conduct peer review²⁴ sessions either within the district or through partnerships with other school districts. The peer review will ensure a high-quality implementation of the Continuous Improvement Plan. The District will make online reports on its progress and support of the Three-Star School through the WISE Tool. ISDE will work with Three-Star Schools by reviewing the Continuous Improvement Plan, monitoring District reports in the WISE Tool and providing schools with access to technical assistance through the Statewide System of Support.

Through these incentives and supports at the State and District levels, the State will make sure other Title I schools and non-Title I schools improve student achievement, close achievement gaps, and increase the quality of instruction for all students in Idaho.

²⁴ Local peer review is a process that balances local review by and assistance from the district for each school. It is assisted by quality control review processes in which the State supports the district. A full description is provided in section 2.A.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G *Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:*
- i. *timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;*
 - ii. *holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and*
 - iii. *ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).*

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Is the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, likely to succeed in improving such capacity?

The ISDE has described how it will build capacity at the school, district and State level through the improvement planning process, effective implementation of an improvement plan and technical assistance offered through the Idaho Statewide System of Support. All these processes are aligned with researched best practices and will be evaluated on a regular basis by the district and the State to ensure they are working effectively at the school level. If not, changes will be made accordingly to best meet the needs of the students in the school.

Idaho's accountability system will build capacity at the State, district and school levels for the following reasons.

First, strong performance at the district level is necessary for improvement to take place the school level. The ISDE ensures that districts play a critical role in the improvement planning and implementation process. The ISDE, district and school work together to develop an improvement plan for schools that rated as One-Star, Two-Star or Three-Star. The plans will vary depending on the schools' needs, but each entity uses the web-based WISE Tool to write and review the improvement plan. Through this planning process, the State ensures both the district and school address leadership needs.

Second, when schools participate in technical assistance activities or support programs, such as Response to Intervention training or the Idaho Building Capacity Project, the ISDE requires district leadership to enter into performance agreements that detail expectations for how the district also will be involved in the project and support the schools. To build capacity at the State level, the ISDE has formed partnerships with institutions of higher education, such as Boise State University, to successfully implement and sustain the Idaho Building Capacity Project and other critical technical assistance activities.

Third, when the ISDE conducts professional development opportunities for Response to Intervention or other programs that work to strategically meet the needs of English language learners, students with disabilities and low-achieving students, the trainings are designed to support leadership teams. The ISDE focuses on a district or school leadership team, rather than only individuals, to ensure the program is sustained. These trainings require all district leadership roles to be present, such as the superintendent, federal programs director, LEP director, special education director, curriculum director.

Fourth, all improvement activities are tied to research. The ISDE requires districts and schools to develop improvement plans using the web-based WISE Tool because it includes 88 indicators that are tied to research.

This bolsters the improvement process because teams know how to connect their learning to the planning expectations the ISDE has put in place.

Fifth, improvement activities at the district and school levels are evaluated annually by the State and the school district. to make sure the school's improvement plan is working effectively to raise student achievement or close achievement gaps. The State and district use achievement data and other diagnostic factors, such as on-site Focus Visits or federal program review visits, to conduct the evaluation. If the plan is not working effectively, the State and district will work with the school to revise its plan or offer additional technical assistance activities aligned to the school's needs.

In these ways, the State is making sure it is building leadership capacity at every level. The ISDE integrates a State role, district role and school role into every planning, implementation and review process. The effectiveness of this model will ensure leaders at all levels gain the knowledge and skills they need to support teaching and learning and implement continuous, substantial improvement after the State's involvement ends.

The ISDE believes this system of accountability will work to improve student achievement and close achievement gaps because it is based on research and based on previous successes in the State. Idaho became the subject of a case study on promising practices within the Statewide System of Support in 2010. The National Center on Innovation and Improvement (CII) published *Transforming a Statewide System of Support: The Idaho Story* (Lane, 2010) highlighting how the

State's model has resulted in changed partnerships with districts and schools in a way that is contributing to improved student achievement and sustainable improvement across the State. The following is an excerpt for the findings of the study:

*The original purpose of this case study was to document how Idaho had developed its statewide system of support. In the process of documenting Idaho's story, what we found was a state that has dramatically altered its relationship with districts and schools. In three years, beginning in 2008, the Idaho Department of Education has transformed its approach to working with schools, revised (or created anew) all the tools that they use with schools around school improvement, and developed a set of institutional partners that strengthen the system, thereby contributing to the sustainability of overall improvement efforts. Perhaps most telling is the fact that by the end of the 2010 school year, many schools and districts **not** identified for improvement began to request access to the same supports and assistance provided to underperforming schools...Idaho is developing a system of support for all schools, not just those identified as low performing by state and federal accountability systems (Lane, 2010).*

- a. *Is the SEA's process for ensuring timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools likely to result in successful implementation of these interventions and in progress on leading indicators and student outcomes in these schools?*

The ISDE has described a plan to evaluate improvement plans and interventions in One-Star and Two-Star Schools on a regular basis. Every One-Star and Two-Star School must submit an improvement plan through the WISE Tool, the State's web-based school improvement planning tool. The WISE Tool has 88 indicators tied to research in school improvement. Each district in which a One-Star or Two-Star School is located also must develop and submit an improvement plan. All interventions must be aligned to the indicators in a school or district's improvement plan. Here are the ways in which the improvement plans for One-Star and Two-Star Schools will be monitored:

First, the WISE Tool contains several ways in which the State and school districts can monitor improvement activities. It is accessible at the State, district and school levels so staff at all levels can coordinate planning and provide feedback. External improvement coaches, such as those provided through the Idaho Building Capacity Project, will have access to the WISE Tool to comment on improvement plans. The Tool includes timelines and self-monitoring procedures to promote internal responsibility and team planning.

Second, the ISDE and the school district are responsible for evaluating the effectiveness of the One-Star or Two-Star school's improvement plan annually. The ISDE also will evaluate the district's improvement plan annually.

The ISDE and district will use student achievement data and other diagnostic information, such as Focus Visits (if conducted) or federal program reviews. If a plan is not being implemented effectively, the ISDE and district will make changes to the plan or interventions offered to the school.

Did the SEA describe a process for the rigorous review and approval of any external providers used by the SEA and its LEAs to support the implementation of interventions in priority and focus schools that is likely to result in the identification of high-quality partners with experience and expertise applicable to the needs of the school, including specific subgroup needs?

The ISDE has described a rigorous review and approval process for external providers. The following is the process the ISDE will use.

Many of Idaho's districts and schools are located in rural and remote areas. Thus, it is unlikely that new external providers will be available to assist One-Star or Two-Star Schools in their efforts to improve student learning. As such, ISDE does not intend to maintain a state list of newly approved providers. However, the ISDE has existing partnerships with Idaho's three institutions of higher education (IHEs), which serve as approved external partners and have a track record of providing high-quality services in every region of Idaho.

These approved providers include the Center for School Improvement at Boise State University, the Intermountain Center for Education Effectiveness at Idaho State University, and the College of Education at the University of Idaho.

If school districts desire to utilize additional external providers, they may choose to do so at a local level. To attain State approval, the district must define the plan for services, the costs entailed and governance relationships agreed upon in each applicable One-Star or Two-Star School through the district improvement planning process, submitted to the ISDE in the WISE Tool.

The plans for other external providers will be evaluated on a case-by-case basis by the Statewide System of Support (SSOS) Leadership Team, which oversees the review and approval of all improvement plans and associated requirements. Districts plans for other external providers will be evaluated based on the degree to which they demonstrate:

- a rigorous and thorough review, or screening, of available external providers has been conducted by the district
- a rigorous and thorough bidding process has been conducted by the district, if more than one choice is available
- that the external provider's services align with the implementation of the turnaround principles as defined in the Idaho Accountability Plan
- the external provider is sufficiently qualified to provide the services necessary for implementation of the turnaround principles or associated services

If the plan for utilizing a previously unapproved external provider is found lacking, the SSOS Leadership Team will provide direct support and assistance to district leadership in the process of recruiting, screening, and selecting such providers, and then require the plan to be revised as appropriate.

- b. *Is the SEA's process for ensuring sufficient support for implementation in priority schools of meaningful interventions aligned with the turnaround principles (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources) likely to result in successful implementation of such interventions and improved student achievement?*

The SEA's process for ensuring sufficient support for implementation in One-Star Schools of meaningful interventions is aligned with the Turnaround Principles and likely to result in successful implementation of such interventions and improved student achievement.

The interventions, planning, and expectations for implementation that ISDE has created for schools in One-Star status are comprehensive and integrated across multiple support programs and aligned with each other.

The Turnaround Principles are embedded in the improvement planning process that all One-Star Schools must complete through the WISE Tool, a web-based school improvement planning tool with 88 different indicators. Additional actions, such as the support of effective teaching and learning through professional development and the temporary support needs of students, are enabled through leveraging District funds previously targeted to specific activities under ESEA Section 1116(b)(10).

Districts with One-Star Schools are still required to set aside funds for professional development, school choice, and supplemental educational services according to the definitions provided in the Idaho Accountability Plan. Additionally, the State leverages funds through section 1003(a) and 1003(g) allocations as permitted within ESEA to deliver and provide services directly to schools and their districts as well as provide grants directly to the district to pay for other innovations at the local level. Lastly, the State has written flexibility into this waiver request with the intent of aligning other Federal funding streams, such as 21st Century Community Learning Centers, to support extended learning time and supplemental tutoring to students in need of support.

An additional process the State plans to use to support successful implementation of the Turnaround Principles is the coordination of State funds to reward teachers in hard-to-fill and leadership positions. In 2011, Idaho passed comprehensive education reform laws, known as "Students Come First" that includes a Statewide pay-for-performance plan to reward teachers for improvement student achievement, working in hard-to-fill positions and taking on leadership duties. In

the 2012-13 school year, school districts will work with teachers to develop plans to identify the hard-to-fill positions and leadership duties that should be awarded at the local level. Plans and bonuses will vary from district to district. The State will provide funding in Fall 2013 for districts to offer rewards in these two areas to support effective teaching and leadership. For example, districts can use these funds to incentivize job-embedded instructional coaching by providing bonuses to teacher leaders. For more information on Students Come First laws, see <http://www.studentscomefirst.org/bill.htm>.

- c. *Is the SEA's process for holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools, likely to improve LEA capacity to support school improvement?*

The SEA's process for holding Districts accountable for improving school and student performance, particularly for turning around One-Star Schools, is likely to improve District capacity to support school improvement.

As has been described throughout the flexibility request, Idaho has designed all of its K-12 educational support systems with significant consideration given to district leadership capacity and the ways in which districts develop and support school leadership capacity that is necessary to support school improvement.

- First, the district must be involved in the One-Star School's improvement planning process and implementation of its improvement plan. ISDE holds districts accountable for their responsibility through multiple means, one of which is State review of school improvement plans the district has already approved via local peer review. Subsequently, ISDE will offer assistance to the district and work with them to improve the plans and/or improve the district's capacity to help its schools improve student learning.
- Second, ISDE programs emphasize the development of district leadership capacity along with school leadership. For example, the Idaho Building Capacity Project ensures that for every participating school that is in need of improvement, there is an external Capacity Builder, or improvement coach, who also works with the district superintendent and district leadership team on improvement of the district system.
- Third, ISDE designs and delivers training opportunities for Response to Intervention and other initiatives to district leadership teams to ensure they have the capacity to implement sustainable school improvement practices. District and school leadership teams must work in tandem to achieve higher student outcomes, especially in turning around the lowest-performing schools.

PRINCIPLE 2: SUMMARY

ISDE is seeking to maximize the flexibility being offered within ESEA in order to build on previously successful practices and move to a more comprehensive approach to improvement and accountability. The State strongly believes in the moral imperative to improve the academic outcomes of all students, but especially those most at risk. The State has experienced a reversal in the trajectory of schools identified for improvement, and ISDE has developed a plan for differentiated recognition, accountability, and support in order to capitalize on the momentum of the past few years.

The State recognizes that it still must work to improve the academic outcomes of students who are at risk. In order to differentiate between the needs of schools and districts, the State model is changing from a conjunctive system of achievement targets to a performance framework that is compensatory in nature. As such, schools and districts will be classified on a spectrum of performance, with points accumulated across multiple metrics, and will be subsequently labeled each year using a Five-Star Scale to differentiate between the highest and lowest levels of performance.

In response to the need of each school and district, the State has designed recognition opportunities, accountability requirements, and support mechanisms that appropriately match each system's performance. In order to leverage substantial improvement in the lowest performing schools and districts, the State will provide intensive intervention and support opportunities. This comprehensive approach is developed with the intent that all schools and districts will ultimately meet high expectations and move across the Five-Star Scale into the highest levels of performance (i.e., Four and Five-Star Status).

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
<input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide: <ul style="list-style-type: none"> i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<input checked="" type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: <ul style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; 	<input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

	<ul style="list-style-type: none"> iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	
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PRINCIPLE 3 – INTRODUCTION

This section primarily provides an overview of work already done in Idaho around teacher evaluation, the efforts to strengthen evaluations for continuous improvement, and the processes in place to create a system for administrator evaluation:

Idaho has created, and continues to develop, statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Under Students Come First, at least 50 percent of teacher and administrator performance evaluations must be based on student achievement. Two other required measures of educator performance are parental input and observation. Districts must make sure that parent input is included on teacher and school-based administrator performance evaluations going forward. This data must be considered as part of the overall evaluation, however, districts have local control over by what means they collect and at what percentage they calculate parent information into the evaluation equation. Additionally, every school district is currently using the Statewide Framework for Teacher Performance Evaluations, based on the Danielson Framework for teaching. The states goal is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations informs ongoing professional growth.

Currently, the Idaho State Department of Education is working with educational stakeholder groups to develop the specifics of a statewide framework for administrator evaluations to ensure this goal.

One of the priorities of the State is to emphasize the principal's role as an instructional leader who is proficient in assessing teacher performance and carrying out reflective conversations to promote each teacher's growth. This work is underway and should be completed by May 2012. Once established, the State intends to use this framework to make necessary changes within administrator preparation programs, and to implement Individual Professional Performance Plans for both teachers and administrators prior to initial certification.

3.A.i The SEA has developed and adopted one or more, but not all, guidelines consistent with Principle 3.i. Explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students:

In March 2011, Idaho lawmakers enacted Students Come First; a significant new law mandating unprecedented change for the State's K-12 schools. One of the three foundational pillars underlying Students Come First is dedicated to developing great teachers and leaders in Idaho, with the goal for every student to have a highly effective teacher every year of his or her schooling. At the center of this pillar is an emphasis on teacher and administrator evaluations.

These evaluations build on Idaho's past work to create a Statewide framework for teacher performance evaluations to further ensure that all educator evaluations involve multiple measures, with at least 50 percent of the evaluation based on growth in student learning. The landmark legislation provides for the following (see Idaho Code 33-513 through 33-515 and 33-1004I). <http://legislature.idaho.gov/legislation/2011/S1108.pdf> and <http://legislature.idaho.gov/legislation/2011/S1110.pdf>:

- Educators will be evaluated based on their impact on student growth, with not less than 50 percent of academic growth accounting for an educator's total evaluation;
- Evaluation will serve as a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, and non-renewal;
- Annual performance evaluations will be made for all teachers and principals; and,
- Forced placement of teachers is prohibited. This means that no building administrator may be forced to employ a teacher released or otherwise displaced from another school within the district.

A timeline outlining key events in the development and confirmation of adoption of Idaho's educator evaluation policy is included as Attachment 10.

The events included in this timeline illustrate a comprehensive plan that will likely lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement. Attachments 10 and 11 provide evidence of Idaho's commitment to a rigorous and relevant evaluation system reflected in policy changes in all phases; from full implementation to proposed rule. Together, these changes represent a comprehensive system for evaluation that will be

used for continual improvement of instruction and will meaningfully differentiate educator performance using multiple, valid measures and emphasizing student growth.

i. Evidence of the adoption of the guidelines (Attachment 11):

- Students Come First-Proposed revisions to Idaho Code 33-513 through 33-515:
 - <http://legislature.idaho.gov/legislation/2011/S1108.pdf>
- Students Come First-Proposed revisions to Idaho Code 33-1004I:
 - <http://legislature.idaho.gov/legislation/2011/S1110.pdf>
- Finalized Idaho Code 33-513 through 33-515 and Idaho Code 33-1004I
 - <http://legislature.idaho.gov/idstat/Title33/T33CH5SECT33-513.htm>
 - <http://legislature.idaho.gov/idstat/Title33/T33CH5SECT33-514.htm>
 - <http://legislature.idaho.gov/idstat/Title33/T33CH5SECT33-514A.htm>
 - <http://legislature.idaho.gov/idstat/Title33/T33CH5SECT33-515.htm>
 - <http://legislature.idaho.gov/idstat/Title33/T33CH10SECT33-1004I.htm>
- Idaho Administrative Rule - IDAPA 08.02.02.120

ii. The SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year:

The teacher evaluation guidelines were adopted by the Idaho Legislature in March 2011. Development and adoption of the administrator evaluation guidelines will follow the same process, with recommendations going to the State Board of Education in April 2012. The ISDE and educational stakeholder groups have discussed administrator evaluation since Idaho developed a Statewide Framework for Teacher Performance. In May 2008, the first task force was charged to develop “minimum Statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho.” They completed their work in April 2009 but in December 2011, the ISDE convened a Focus Group to start work in the area of crafting a Statewide Framework for Administrator Performance.

In the first few months of this work, all stakeholders have shown strong support for the development of a rigorous framework for administrator evaluation; thus, suggesting successful adoption of the related/necessary policies in the 2011-2012 school year. ISDE held its first meeting with representatives from educational stakeholder groups on December 15, 2011. Participants included:

- Administrators from both large urban and small rural districts
- Public School Teachers
- Central District Staff- Directors of Curriculum and Special Education
- Idaho Education Association President
- School board trustees from both large urban and small rural districts
- Higher education representatives
- Idaho PTA representative
- Office of the State Board of Education representative
- Office of the Governor representative
- Senator John Goedde, Idaho Legislature
- Senator James Hammond, Idaho Legislature
- Senator Steve Bair, Idaho Legislature

(See Attachment 15 - Meeting Minutes from December 15, 2011)

This Focus Group will continue to meet once monthly. ISDE has created a webpage at <http://www.sde.idaho.gov/site/teacherEval/> where interested stakeholders and members of the public can track the group's progress, find links to the research and provide feedback to group members. The group plans on concluding its work by May 2012.

In addition to the Focus Group, ISDE has formed a smaller working group that will also meet monthly to plan for the larger group meetings and specifically craft related State's policy based on stakeholder feedback. The smaller working group consists of the Executive Director of the Idaho Association of School Administrators, the Executive Director of the Idaho School Boards Association, the Executive Director of the Idaho Education Association, and ISDE staff.

(See Attachments 15 and 16 - Meeting Minutes from November 2011 and January 2012 meetings.)

- iii. *Description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines:*

Idaho values stakeholder input, even beyond teachers and principals, in developing evaluation policy, and will continue to provide avenues for input in developing remaining guidelines. In Fiscal Year 2009, \$50,000 was legislated to fund the research and development activities of the Teacher Evaluation Task Force as briefly referenced above. The task force was comprised of key stakeholders from across Idaho who shared a desire to improve education through a consistent set of statewide standards for teacher evaluation. Teachers, parents, school administrators, school board trustees, legislators, and representatives of higher education were involved in the Teacher Performance Evaluation Task Force. The task force met initially in May 2008 with the charge of "developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

(See Attachment 17 - 2010 Legislative Report on the Teacher Performance Evaluation Task Force)

<http://www.sde.idaho.gov/site/teacherEval/docs/implementation/2010%20Legislative%20Report%20-%20Teacher%20Evaluation.pdf>.

Key findings of the Teacher Evaluation Task Force included:

1. Idaho lacked consistency, reliability and validity in measuring teacher performance. Both the standards and procedures by which teachers were being evaluated lacked consistency from one school district to the next and often within a district from one school to another.
2. Many teachers expressed concern about the quality, fairness, consistency, and reliability of teacher evaluation systems that were being used.
3. Many school districts had spent considerable resources creating robust, research-based teacher performance evaluation models (but disparate) that were developed with stakeholders involvement.
4. Idaho's school administrator preparation programs needed to focus more on the supervision and evaluation of teachers in a purposeful, consistent way.
5. A majority of Idaho's school districts were utilizing a teacher performance evaluation model based on Charlotte Danielson's Framework for teaching domains and components of instruction.
6. Idaho's Core Teaching Standards, used in pre-service teacher education and key to the ongoing professional development for practicing teachers, were aligned with Charlotte Danielson's Framework for teaching domains and components of instruction.

Based on task force recommendations, the Idaho State Board of Education and Idaho Legislature subsequently approved administrative rule changes to adopt a Statewide Framework for Teacher Performance Evaluations in Idaho in January 2009. (See Attachment 18 – Idaho Administrative Rule IDAPA 08.02.02.120, <http://adm.idaho.gov/adminrules/rules/idapa08/0202.pdf>.) The following timeline for implementation of the new Idaho teacher performance evaluation standards was then adopted and executed:

- Summer 2009: The Idaho State Department of Education began offering trainings and technical assistance on teacher performance evaluation standards. These trainings were part of the technical assistance provided by ISDE designed to assist school districts in the implementation of their new evaluation models.
- 2009-10 school year: Districts and public charter schools worked with educational stakeholders to develop evaluation models.
- February 2010: Districts and public charter schools submitted their proposed models for State approval. The adopted model had to be signed by representatives from the Board of Trustees (school board members), administrators, and teachers. If a school district or public charter school was not prepared to submit their evaluation model and policy for review at that time, the ISDE had to have received evidence that progress was being made toward Fall 2011 implementation. These districts and public charter schools had to submit a letter outlining progress along with a timeline for completion.

- Fall 2010: At a minimum, districts and public charter schools had to begin piloting their approved Teacher Performance Evaluations:
 - i. Districts and public charter schools were required to submit an interim progress report to ISDE regarding plan implementation.
 - ii. A waiver process was afforded for districts and public charter schools showing evidence of progress but needing additional time before piloting.
- Fall 2011: Full implementation of the teacher evaluation model.

Technical Assistance Provided by ISDE:

Beginning in 2010-2011, ISDE provided technical assistance to school districts and public charter schools in their efforts to implement the new teacher evaluation requirements. This technical assistance included:

- Six face-to-face regional workshops on the Charlotte Danielson Framework. The workshops were designed for school administrators and focused on giving them a deeper understanding of the Charlotte Danielson Framework and how to use the framework for teacher evaluation purposes.
- A contract with Educational Impact to provide 24-hour access to online video-based professional development to all public school teachers and administrator to support understanding of the Charlotte Danielson Framework. This online training was designed to help teachers and administrators better understand the basics of the Framework.
- A second contract with Educational Impact was authorized for the purpose of developing a custom training program targeted specifically at administrators. The training centered on how to use the Danielson Framework for evaluation purposes, including examination of performance artifacts and best practices in conducting pre- and post-observation conferences. The program allows administrators to view video footage of teachers in the classroom and practice evaluating teacher performance.
- A website remains posted with links to sample school district evaluation models, sample policy language, rubrics, evaluation tools, and other guidance that can be utilized by districts as they work to develop and revise their own models.

Idaho believes that these measures have, and will continue to, significantly contribute to the development of a more able Statewide teaching workforce; one that, in turn, will be better prepared to support improved student achievement. Ongoing implementation of support allows the ISDE to continue to gather feedback about staff development needs around the State.

The next steps in a unified effort to solidify Idaho’s policy commitment to supporting great teachers and leaders to bring about improved student achievement includes creating policy for administrator evaluations in much the same way described above for teacher evaluations. ISDE is currently involving teachers, school administrators, and legislators, and other significant stakeholder group representatives in the development of the administrator evaluation, discussed in detail above. This work and a timeline for other statewide initiatives are outlined in Table 35.

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3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Table 35
Develop & Adopt Guidelines for Local Teacher and
Principal Evaluation & Support Systems

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Develop a statewide definition and standards for "effective" teachers	Spring 2012-Fall 2012	Administrator Evaluation Focus Group, SEA, via Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified.	Limited timeframe and funding at this time
Develop language for Administrative Rule concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514	Spring 2012-Fall 2012	Administrator Evaluation Focus Group, SEA, via Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

Next Steps in Strengthening Idaho's Teacher and Administrator Evaluation Policy					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
State and stakeholders shall create a sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results.	Spring 2012-Summer 2012	Administrator Evaluation Focus Group, Idaho Department of Education Evaluation Capacity Taskforce	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time
ISDE convenes stakeholder group to define a framework for evaluating administrators to be adopted statewide. This group is titled the <i>Administrator Evaluation Focus Group</i> . The core/small team consists of ISDE Staff members along with educators associations. The larger focus group includes the core team and various stakeholders within Idaho	November 2011-May 2012	Administrator Evaluation Focus Group, Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

<p>1. Together with Administrator Focus Group generate statewide definition and standards for “effective” school administrators</p> <p>2. Administrator Focus Group will establish a framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon student growth and achievement</p> <p>3. The Administrator Focus Group will design an administrator evaluation framework heavily focused on Instructional Leadership</p> <p>4. Establish the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group</p>	<p>December 2011-May 2012</p>	<p>Administrator Evaluation Focus Group, Idaho Department of Education</p>	<p>Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting</p>	<p>Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified</p>	<p>Limited timeframe and funding at this time</p>
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<ol style="list-style-type: none"> 1. ISDE and stakeholders will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) 2. Stakeholders shall also create framework for policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a District 	March-May, 2012	Administrator Evaluation Focus Group, Evaluation Capacity Taskforce, Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting Attachment 16 Minutes from large Administrator Evaluation Focus Group	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time
<ol style="list-style-type: none"> 1. Develop a Professional Performance Plan for Principals that will hold them accountable for progress in addressing inter-rater reliability 2. Principal professional performance plans will include goals addressing school climate and working conditions, developed with reference to a working conditions or school leadership survey. The intent is that this process will allow educators to give feedback on the professional development they receive and will help principals monitor and ensure that educators have access to appropriate and high quality professional development 	January-May, 2012	Administrator Evaluation Focus Group, Idaho Department of Education	Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

<p>3. Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed</p> <p>4. Produce language in Administrative Rule (or Statute) to hold principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability</p> <p>5. Create a framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed</p>			Attachment 16 Minutes from large Administrator Evaluation Focus Group		
<p>1. Professional Performance Plan Framework shall be created for educators that will form the basis of subsequent evaluations and allow districts to assess growth and development.</p> <p>2. Create language in Administrative Rule (or Statute) for Professional Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development</p>	January-June 2012	Administrator Evaluation Focus Group, Idaho Department of Education	<p>Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting</p> <p>Attachment 15 Minutes from large Administrator Evaluation Focus Group</p>	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time

<p>1. Create a theory of action and an action plan that identifies a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)</p> <p>2. Create a framework for policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within all Districts</p> <p>3. Using current research, create a list of options and strategies for use by Idaho educators that will provide meaningful feedback and encourage timely support to educators to improve their practice</p>	<p>January-August 2012</p>	<p>Evaluation Capacity Taskforce</p> <p>Administrator Evaluation Focus Group</p> <p>Idaho Department of Education</p>	<p>Attachment 15 Agenda from Dec 15, 2011 Administrator Evaluation Focus Group Meeting</p> <p>Attachment 16 Minutes from large Administrator Evaluation Focus Group</p>	<p>Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified</p>	<p>Limited timeframe and funding at this time</p>
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<p>1. Present proposal to State Board concerning the framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth</p> <p>2. Provide recommendations to State Board concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable</p>	May-June 2012	<p>Evaluation Capacity Taskforce</p> <p>Administrator Evaluation Focus Group</p> <p>Idaho Department of Education</p>	<p>Attachment 15 Agenda from Dec 15. 2011</p> <p>Administrator Evaluation Focus Group Meeting</p> <p>Attachment 16 Minutes from large Administrator Evaluation Focus Group</p>	Three ISDE Staff members along with educators associations will coordinate and facilitate focus group meetings where standards will be identified	Limited timeframe and funding at this time
Public comment period pertaining to the sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results	Fall 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Necessary but unknown at this time	Resources for Technical Assistance and Support
Public comment period of Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth, development and achievement	Fall 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support

Public comment period concerning Principals being held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability	Fall 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support
Public comment period concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514	Fall 2012	ISDE	Attachment 18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support
Public Comment period concerning the Administrator Focus Group determinations concerning: 1. statewide definition & standards for "effective" school administrators 2. framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon growth in student achievement 3. administrator evaluation framework heavily focused on Instructional Leadership	Fall 2012	ISDE	Attachment18 IDAPA 08.02.02.120	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support

<p>4. the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group</p> <p>5. systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)</p> <p>a. policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a District</p>					
<p>1. All districts and public charter schools must adopt a policy to include student achievement data as part of their evaluation models for superintendents, assistant superintendents, directors, principals, other district administrative employees and certificated employees</p>	<p>After June 30, 2012</p>	<p>ISDE</p>	<p>Attachment 18 IDAPA 08.02.02.120</p>	<p>ISDE Staff Time</p> <p>Additional funding necessary but amount unknown at this time</p>	<p>Resources for Technical Assistance and Support</p>

Continued implementation of Idaho Mentor Network with the addition of mentoring for administrators: <ul style="list-style-type: none"> a. Planning and Designing Professional Development for New Teachers and Mentoring for Equity b. Continue coursework for Consulting Teacher Endorsement 	School Year 2012-2013	ISDE	Attachment 19 Executive Summary for Mentors Attachment 20 Leading the Framework for Teaching Action Plan	SPDG Grant, Title IIA funds	Managing continuing capacity Continued funding source
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v. *The SEA has checked Assurance 14.*

3.A.ii Teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, are systems that meet the specified waiver criteria:

Idaho's current educator evaluation system meets the basic waiver elements set forth in 3.A.ii a-f. It is important to note, however, that all of Idaho's related legislation recognizes the need for flexibility in a State that is deeply committed to local control. Clarification of the degree of flexibility allowed in order to maintain the balance between consistency across the State and recognition of districts' unique needs is addressed through the rules promulgation process. Further definition of evaluation processes and timelines will be added to Idaho Administrative Rules prior to full implementation in school year 2014-15. Each element is outlined in Table 3.A.ii(a) *Implementation Timeline for Proposed Rule Changes* included at the end of this section.

The evaluation systems established for Idaho educators will promote reflective practice and the development of ongoing, personalized professional development plans leading to improved support for turning around low-performing schools and measurably increased student achievement for all students.

a. Idaho's Educator Evaluation System will be used for continual improvement of instruction.

The teacher evaluation model set forth under IDAPA 08.02.02.120 was adopted in 2010 (<http://adm.idaho.gov/adminrules/rules/idapa08/0202.pdf>). A significant portion of teacher evaluation is a performance assessment, based upon the *Danielson Framework for Effective Teaching*. Administrative rules specifically address using this evaluation model for the purpose of improving instructional practices. Subsections m and n require school districts to report the following to ISDE in order to receive evaluation plan approval:

- i. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool used to inform professional development.
- ii. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists individual educators in need of improvement.

Idaho's longitudinal data system, *Idaho System for Educational Excellence (ISEE)*, allows administrators to track teacher evaluations over time, and to assess the student achievement gains that may result from targeted professional development for teachers. In addition, Administrative rules charge each administrator with the responsibility for being trained in personnel evaluation and districts must commit to ongoing training and funding as follows:

- i. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.

- ii. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.
- iii. Funding – a plan for funding ongoing training and professional development for administrators in evaluation.

Additionally throughout Principal 2, teacher and administrator evaluations are connected to school improvement plans. Teacher and administrator performance evaluations in Idaho already require a strong tie to student performance metrics (at least 50%). The State will require One- and Two-Star schools to demonstrate how teacher and administrator evaluations enhance their improvement plans by embedding the concepts in the Rapid Improvement and Turnaround Plans.

b. Idaho's Educator Evaluation System meaningfully differentiates performance using at least three performance levels.

ISDE developed regulations found in IDAPA 08.02.02.120 specifically to support teachers in continual improvement of instructional practices. Currently, school districts are required only to report teacher performance evaluation information in the aggregate as “proficient” or “not proficient.” However, ISDE has since begun work on revised rules that will be legislatively approved in January 2013. Revised Idaho Administrative Rule language will require districts to implement a four-tiered rating system by the 2013-14 school year. Under the rule change, there would be four performance levels for all teachers: not proficient, basic, proficient, or distinguished. Additionally, administrator evaluations shall be reported using the same four-tiered ranking system.

c. Idaho's Educator Evaluation System will use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys).

Currently, Idaho’s Students Come First legislation enacted in 2011, requires that teacher performance evaluations be based upon multiple measures to include, at minimum:

1. Growth in student achievement data (Idaho Code 33-513 through 33-415B) to be weighed at not less than 50 percent in the evaluation of every educator
2. Teacher observations using the Danielson Framework for Effective Instruction (IDAPA 08.02.02.120.)
3. Parental Input (Idaho Code 33-513)

Idaho is also in the process of rewriting State policies to include these requirements through Administrative Rule:

1. Multiple measures must be used to evaluate teacher performance. (State shall create a menu of State-approved measures. Preliminary work based upon NCCTQ Research, Attachment 21 - Alternative Measures of Teacher Performance
2. Data must be gathered with sufficient frequency to provide a basis for the evaluation. (State shall create a definition for “Sufficient Frequency” and develop a sample calendar for guidance)

The State is additionally exploring effective measures related to special student population to further inform teacher evaluation policies. A primary goal for Idaho is to ensure that highly effective teachers are in place throughout the public school system, especially for our most difficult to teach students. In order for the SDE to identify effective teachers, it is first necessary to define “highly effective” teaching and then to develop efficient and practical tools to measure it in the context of special education.

The Special Educator Evaluation Project focuses on these important tasks. Beginning with the most complex issue in measurement and assessment of teacher evaluation systems (i.e. special education), this project will provide critical information and insight to some of the most difficult measurement, practical and political issues that can inform the scaling up of such a system to other certification and endorsement areas. This project is under the direction of Dr. Evelyn Johnson, in partnership with the ISDE, Boise State University, and the Lee Pesky Learning Center.

The purpose of this project, under the direction of Dr. Evelyn Wood is to develop a special educator evaluation tool that a) directly links to student outcomes; b) is grounded in Danielson’s domains; c) consists of multiple sources of data; and d) provides a system for collaboration among IHE special educator preparation programs, districts, the Idaho SDE, and the National Comprehensive Center for Teacher Quality.

To accomplish this goal, we will focus on two primary objectives:

1. Develop a definition of special educator efficacy
2. Support the state’s development of a teacher evaluation system by informing the components specific to special education teachers

Participants were recruited by coordinating with existing state projects such as the New Teacher Project, State Mentor Network and graduates of state special education preparation programs.

Developing such a special education evaluation model will enable the Idaho State Department of Education to align certification standards, teacher preparation, teacher evaluation and school improvement consistent with the guidelines for a comprehensive teacher evaluation system.

- (i) *The SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high quality manner across schools within an LEA:*

In March 2012, a workgroup comprised of key ISDE staff, external stakeholders and consultants from the Northwest Regional Comprehensive Center will form an Evaluation Capacity Taskforce that will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, and can be implemented in a quality manner.

This group will focus on the development of a theory of action linked to measuring performance for both teachers and principals, supporting related professional development, and creating a process for the ISDE to monitor school district's educator evaluation systems. The goal of the group will be to produce a Statewide system of support and accountability to ensure consistent and sustainable implementation of valid evaluation systems.

This Evaluation Capacity Task Force will also vet various measure for grades and subjects in which assessments are not required under ESEA section 1111(b)(3), and provide a menu of options for districts to begin piloting by the 2013-14 school year.

No later than August 2012, policy created by the Evaluation Capacity Taskforce will be presented for preliminary approval through the State Board of Education. Subsequently, following the rules promulgation process, the proposed policy will go out for a period of public comment in Fall 2012. Formal Legislative approval is expected to follow in Spring 2013. This timeframe will allow districts to pilot an evaluation model incorporating all of the related statutory and administrative rule changes in the 2013-14 school year. ISDE will require that each district's plan be submitted to the State no later than January 2014 to be reviewed and approved. Each plan must include evaluation processes and specific measures for both teacher evaluation and administrator evaluation. ISDE monitoring of school district plans will begin in Fall 2015.

- (ii) *For grades and subjects in which assessments are required under ESEA section 1111(b)(3), the SEA defines a statewide approach for measuring student growth on these assessments:*

State Superintendent Tom Luna has long been an advocate for including student academic growth measures in gauging the success of schools and teachers. To gain a more robust assessment of how our schools, teachers, and students are performing, Idaho will supplement proficiency scores with a new form of

accountability—one that recognizes and rewards academic growth in addition to achievement. This is Idaho’s Growth Model.

Idaho’s Growth Model is the Student Growth Percentiles (SGP) framework created by Damian Betebenner and utilized by the state of Colorado. The goal of including growth in Idaho’s assessments is to maximize student progress toward college- and career-readiness. To help ensure that all students are college- and career-ready by the time they exit high school, both a definition of “readiness” and a comprehensive measurement system are needed in order to determine how well students are progressing toward that goal.

The growth model adds value to proficiency assessments because it takes into account where a student starts the year academically. By grouping students who perform similarly at the beginning of the year, we can compare a student’s growth against that of his/her academic peers over time. Idaho has also adopted a metric to ensure adequate growth to a standard. As outlined in Section 2.A.i. the Adequate Student Growth Percentile will illustrate if a student has made sufficient growth to reach proficiency within three years or by 10th grade, whichever comes first.

- (iii) *For grades and subjects in which assessments are not required under ESEA section 111(b)(3), the SEA plans to provide guidance to LEAs on what measures of student growth are appropriate, and establishes a system for ensuring that LEAs will use valid measures:*

ISDE will convene an Evaluation Capacity Taskforce, referenced above in 3.A.c(iii). This task force will vet various means of measuring student growth in grades and subjects in which assessments are not required under ESEA section 111(b)(3), and provide a menu of options for districts to begin piloting by the 2013-2014 school year. The Taskforce shall use as a foundation NCCTQ’s “Measuring Teachers’ Contributions to Student Learning Growth for non-tested Grades and Subjects” research and policy brief on <http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf>).

Once the menu of options for assessment becomes available, districts will include each measure to be used for each subject and grade as a requirement for state approval of the LEA’s evaluation plan. Final evaluation plans must be submitted to the ISDE no later than Spring 2014. LEAs that do not use state approved menu options will need to provide rationale and research to support their choice. ISDE monitoring of LEA measures and implementation shall begin in Spring 2015.

d. Idaho's Educator Evaluation System will require the evaluation of teachers and principals on a regular basis.

Educators are required to receive a performance evaluation annually according to Idaho Code 33-514):

There shall be a minimum of one (1) written evaluation in each of the annual contract years of employment, the first portion of which shall be completed before February 1 of each year, and shall include input from parents and guardians of students as a factor. A second portion shall be included for all evaluations conducted after June 30, 2012. This second portion shall comprise at least fifty percent (50%) of the total written evaluation and shall be based on objective measure(s) of growth in student achievement. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed.

By June 30, 2013, the state will additionally create guidelines for when, and what types of data, should be collected on a regular basis to provide enough information to draw fair and consistent results with respect to the evaluation of teachers and administrators. Revisions to policy shall require that novice or partially proficient teachers shall be observed at least twice annually, and that all other staff shall submit to, at least, two formative observations and/or evaluative discussions within the school year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

e. Idaho's Educator Evaluation System will provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

To ensure that the feedback informing professional development is meaningful, Idaho will design an administrator evaluation framework heavily focused on Instructional Leadership. The standards for, and definition of, an effective principal will articulate how they should lead and support instructional improvements in their buildings. In December 2011, the ISDE convened a Focus Group to start work in the area of crafting a Statewide Framework for Administrator Performance. These stakeholders will meet monthly through the Spring, and have shown strong support for the development of a rigorous framework for administrator evaluation.

The plan is to adopt temporary and proposed rule to immediately enforce policies in time to pilot administrator evaluation measures in the 2012-13 school year.

Additionally, current Administrative Rule IDAPA 08.02.02.120 requires districts to provide, for State approval, a "plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement." Plans under previous statute and rule have already been approved, but another round of approvals will be necessary once all new statewide guidelines have been formally adopted. To further ensure that evaluation results clearly guide professional development, proposed administrative rule changes will

go forth in April 2012, and will include the following language under subsection 05(n):

No later than March 01, 2014, districts shall have established an individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished . Districts shall ensure that an Individualized Professional Performance Plan is created for each teacher based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.

Similar language pertaining to Individualized Professional Performance Plans will appear in administrative rule guiding the evaluation of administrators (See Attachment 23 - Proposed Board Rule Change, discussed in greater depth in Section 3B).

SEA guidelines will ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice:

As stated above, Idaho code is being revised to include guidance for when and what types of data might be collected on a regular basis to provide enough information to draw fair and consistent results with respect to the evaluation of teachers and administrators. State policy will require that all staff submit to a minimum of two formative observations and evaluative discussions per year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

SEA guidelines will likely result in differentiated professional development that meets the needs of teachers:

Both principals and teachers will be held accountable for progress against goals set forth in an Individualized Professional Performance Plan. The beginning performance plan shall be established from baseline performance scores articulated as part of the initial certification requirement, implemented through teacher and administrator preparation programs.

Administrators will monitor and support individualized teacher growth over time using this plan and its subsequent revisions. Central district offices will likewise continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.

f. Idaho's Educator Evaluation System will be used to inform personnel decisions.

Beginning with evaluations conducted during the 2011-12 school year, evaluations provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning, and retaining personnel. See Idaho Code 33-513 through 33-515.

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Table 36
Implementation Timeline for Proposed Rule Changes

Implementation Timeline for Proposed Rule Changes					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
The sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results will be presented for approval to the State Board of Education	April-June 2012	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Conditional of State Board of Education approval
The State Board of Education will adopt as a temporary and proposed rule the recommendations of the Administrator Evaluation Focus Group	April-June 2012	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Conditional of State Board of Education approval

Legislation in place to require teacher evaluations to be reported individually and based upon 4 ranking determinations; not proficient, basic, proficient, and distinguished	Spring 2013	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	Idaho Department of Education Staff	Contingent upon legislative approval
Legislation approval concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514	Spring 2013	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	Idaho Department of Education Staff	Contingent upon legislative approval

Legislation approval for recommended framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth	Spring 2013	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	Idaho Department of Education Staff	Contingent upon legislative approval
Legislative approval concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable	Spring 2013	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	Idaho Department of Education Staff	Contingent upon legislative approval
Legislative approval concerning the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth, development, and achievement	Spring 2013	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	Idaho Department of Education Staff	Contingent upon legislative approval

<p>Legislative approval for principals accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses</p> <ul style="list-style-type: none"> – inter-rater reliability, – and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed 	Spring 2013	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	Idaho Department of Education Staff	Contingent upon legislative approval
<p>All charters and districts must report teacher evaluations according to 4-tiered ranking system; not proficient, basic, proficient, and distinguished</p>	Spring 2013	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	Idaho Department of Education Staff	Contingent upon legislation approval

<p>1. Create language in Administrative Rule (or Statute) that provides a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)</p> <p>2. Create language in Administrative Rule (or Statute) to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a District</p>	Spring 2013	SEA via Idaho Department of Education	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	Idaho Department of Education Staff	Conditional of State Board of Education approval
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Legislative approval for the sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results	Spring 2013	ISDE	No evidence at this time - Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	Idaho Department of Education Staff	Contingent upon legislative approval
Public comment period of systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) <ul style="list-style-type: none"> – and policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a District 	Fall 2013	SEA via Idaho Department of Education	No evidence at this time Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts	ISDE Staff Time Additional funding necessary but amount unknown at this time	Resources for Technical Assistance and Support

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3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

The SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines that are likely to lead to high-quality local teacher and principal evaluation and support systems:

The SEA has developed a timeframe for the development and implementation of an educator evaluation system that involves stakeholders in the process, incorporates support and accountability for districts, and will likely lead to high quality local teacher and principal evaluation systems. This work was begun in 2009, focusing on teacher evaluation, and has continued to evolve with the implementation of Students Come First and the recent work of the Administrator Evaluation Focus Group. A timeline of all events related to this work, past, present, and planned for the future appears below:

Table 37
Timeline of Events Related to ISDE Implementation
of Evaluation Policy

Timeline	Event(s)
February 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature
April 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force- IDAPA 08.02.02.120
August 2009	The ISDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes. Districts worked with stakeholders to create models
February 2010	Districts were required to submit their proposal models to ISDE for review and approval. District's model had to be signed by representatives of the Board of Trustees, administrators, and teachers
March 2011	Temporary proposed Administrative Rules formally approved by the Legislature
2010-2011 School Year	At a minimum, districts began piloting their approved Teacher Performance Evaluations
March 2011	Students Come First legislation enacted requiring all districts and public charter schools to work with stakeholders to (1) adopt a policy to include student achievement data as part of their evaluation model and (2) adopt a policy to include parent input as part of their evaluation model

2011-2012	Districts begin full implementation of their teacher evaluation model. All district and public charter school teacher and principal evaluation models require review and approval by ISDE and are posted to the State's website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance
December 2011	ISDE convenes stakeholder group to define a framework for evaluating administrators
March 2012	ISDE will convene an Evaluation Capacity Taskforce to formally determine a systematic way to monitor and support districts to ensure that all measures used in determining performance are valid and can be implemented in a quality manner
2012	The State Board of Education will adopt as a Temporary and Proposed Rule, the recommendations of the Administrator Evaluation Focus Group, IDAPA 08.02.02.121 beginning formal promulgation of rule
2012-2013 School Year	Districts begin implementation of teacher evaluation models that provide for multiple measures to include, at a minimum, 50 percent student growth measures and parental input for all educators. Districts will additionally develop and adopt local evaluation models for administrators based upon Temporary Proposed Rule
2013-2014 School Year	Districts begin piloting principal evaluation models and submit plans to the ISDE for review and approval before formally adopting that model district wide
2014-2015 School Year	Full implementation of principal evaluation models. ISDE will begin monitoring

ISDE has a process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems.

Every school district and public charter school first submitted its teacher evaluation model to ISDE for review and approval in February 2010. To be approved, the evaluation model had to meet the minimum Statewide standards required by Idaho laws and rules. Models must address performance levels, reliability and validity, and ongoing training and professional development. A team of reviewers at ISDE, trained in the framework, review and approve the evaluation models. (See Attachment 24 - Teacher Evaluation Standards and Requirements Rubric). Plans not approved were returned to the districts, highlighting recommendations for change. Plans were then revised and resubmitted to ISDE for review and approval. Once approved, any changes made to a district's evaluation model must be resubmitted to ISDE.

As a result of Students Come First, school districts have begun revising evaluation plans for another round of State reviews. Additionally the ISDE is developing guidance for administrator evaluations that will be approved prior to the 2012-13 school year. These requirements will also need to be reflected in revised educator evaluation plans.

In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE will allow districts to use the 2012-13 school year to draft, discuss, and preliminarily adopt district policy. By the 2013- 14 school year, the district's evaluation administrator model must be implemented in a pilot form (at minimum) and final drafts of the district's revised evaluation plan that included processes and measurements to evaluate both teachers and administrators must be submitted to ISDE for review and approval no later than January 1, 2014. (See Attachment 23 – Proposed Board Rule Change; IDAPA 08.02.02.120.08 and IDAPA 08.02.02.121.07)

ISDE's process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals. According to current Idaho Administrative Rule, IDAPA 08.02.02.120, school districts must implement teacher evaluation processes and support systems with the involvement of education stakeholders:

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. *The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.*

As part of ISDE's review process, proof of stakeholder participation must be submitted by each district in order to qualify its educator evaluation plan for State approval. (See Attachment 24 - Teacher Evaluation Standards and Requirements Rubric). As noted above, a similar system for developing, piloting, implementing, and monitoring an evaluation framework for administrators is being crafted. ISDE will ensure that stakeholder participation is a key part of developing the State's framework, as well as a requirement for all districts in adopting their own educator evaluation systems within this framework. The Department held its first meeting with representatives from all major educational stakeholder groups on December 15, 2011. Meetings will continue monthly to gather input that will eventually shape the administrator evaluation framework. ISDE has created a webpage where interested stakeholders and members of the public can track the group's progress, find links to the research guiding ISDE discussions, and provide feedback. The process and timeline for this work is described in greater detail in section 3.A.i.

The SEA's process ensures that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA.

In March 2010, the Idaho Legislature formally approved Idaho's Statewide Framework for Teacher Performance Evaluations.

The legislation formalized requirements previously prescribed through a temporary administrative rule. In order to assist districts in adopting and piloting the system with consistency, ISDE produced and distributed implementation guidance Statewide, and posted the information on its website. (See Attachment 25- Teacher Performance Evaluation Implementation Guidelines; <http://www.sde.idaho.gov/site/teacherEval/docs/implementation/Implementation%20Guidelines.doc>).

The process and timeline for this work is described in greater detail in section 3.A.i.

The SEA's process ensures that all measures used in an LEA's evaluation and support systems are valid, meaningful measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA. As has been noted earlier, the Students Come First legislation (March 2011) further solidified the State's commitment to developing great teachers and leaders, with the goal for every student to have a highly effective teacher every year of his or her schooling. At the center of this statute is an emphasis on valid and reliable teacher and administrator evaluations. These evaluations build on Idaho's past work to create a Statewide framework for educator performance evaluations ensuring that all educator evaluations involve multiple measures, with at least 50 percent of the evaluation based upon growth in student achievement. These changes, preliminarily approved in 2011, await final legislative approval during the current session (See Attachment 26 – Revised IDAPA 08.02.02.120 Legislative Approval 2012). In order to be approved by the State, each district's teacher evaluation model must include the following:

- **Performance Levels:** Each school district must identify descriptors of performance levels for each domain. Examples of performance levels a district might identify include: not proficient, basic, proficient, and distinguished. In recognition of research into mastery, proficient performance in a domain is meeting 80 percent of the components. Beyond this, the ISDE will propose Board Rule change to be effective as of Spring 2012, in which all educators will be mandatorily ranked using the 4-tiered system referenced above.
- **Reliability and Validity:** Idaho's Teacher Performance Evaluation requires that each district's evaluation tool and process be valid and reliable and utilize data to support same. Districts will report content validity data within the first year - gather input from those being evaluated on the indicators within components and domains (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance. In addition, ISDE is piloting a certification process for ensuring inter-rater reliability among evaluators, discussed in greater detail below. Proposed board rule will also require proof of proficiency in assessing teacher performance.

Training and Professional Development: As part of each district's process and implementation of a teacher evaluation model, there must be a plan for ongoing training for evaluators/administrators as well as professional development for teachers on the district's evaluation tool and process. Beyond this, the ISDE will propose Board Rule change to be effective as of Spring 2012, in which proposed Board Rule will additionally require an Individualized Professional Performance plan to track growth and achievement.

A means for providing evidence of inter-rater reliability is being piloted through ISDE at this time. To further promote rigor and reliability in evaluations, ISDE is currently offering opportunities for school districts to pilot the *Teachscape Danielson Proficiency Assessment*. This is intended to achieve inter-rater reliability as it relates to evaluation based upon classroom observation (See Attachment 27 – Danielson Brochure - Proficiency Assessment - <http://www.teachscape.com/products/danielson-proficiency-system>).

This pilot effort involves 50 administrators from northern Idaho school districts. The participants receive extensive training in conducting classroom observations, conferencing, and gathering artifacts for assessment. Each participant is then required to take a proficiency assessment to achieve certification in accurate evaluation. In January 2012, the pilot was expanded to include over 150 more administrators and teacher leaders in two additional regions of the State. The findings of this pilot will be used to inform further training and to explore building capacity across the state. (See Attachment 28 – Invitation to Participate.)

As noted in section 3A.ii(c), subsection *ii*, ISDE will also convene an Evaluation Capacity Taskforce charged to determine a systemic way to monitor and support districts to ensure that all measures used to determine performance are valid measures, and can be implemented in a quality manner. By March 2012, this group comprised of key ISDE staff, external stakeholders and consultants from the Northwest Regional Comprehensive Center will come together to develop a theory of action around measuring educator performance, supporting related professional development, and creating a process for ISDE to monitor school districts' systems.

The goal of the group will be to produce a Statewide system of support and accountability that will ensure consistent and sustainable implementation of valid evaluation systems for both teachers and administrators. This work will also include compiling a menu of recommendations for measuring student growth in grades and subjects in which assessments are not required under ESEA section 1111(b)(3) that will meet State approval.

Not later than August of 2012, additional amendments to policies created by this taskforce will be presented for preliminary approval through the State Board of Education. Subsequently, following the rules promulgation process of the proposed amendments, ISDE will begin monitoring all district plans beginning in Fall 2015.

The SEA's plan to be successful in ensuring that LEAs meet the timeline requirements by piloting evaluation and support systems no later than the 2013-2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014-2015 school year.

As described throughout this document, ISDE has set forth a timeline for policy development and school district adoption that is consistent with the requirements of the ESEA Waiver Guidelines (See Attachment 23 – Proposed Board Rule Change) that includes key implementation dates. As has been evidenced throughout the State's responses to the questions set forth in this Principle, the timelines and various activities to be conducted have been determined to ensure that Idaho's evaluation and support systems will be piloted no later than the 2013-14 school year. That will be followed by full implementation in the 2014-15 school year; if not earlier.

Timelines that reflect a clear understanding of what steps will be necessary and reflect a logical sequencing and spacing of the steps necessary to implement evaluation and support systems consistent with the required timelines.

ISDE is confident that the timeline included within this ESEA flexibility submittal is logical and reasonable. Though there is much to be done within the timeframe, there is a sense of urgency and a commitment from all stakeholder groups that makes the plan reasonable. With the implementation of the teacher evaluation, and processes for approving district evaluation plans already in place, Idaho has a good foundation on which to build, based upon successful precedent.

The greatest challenge to the timeline, however, is that at this time, funds to fully support the professional development for school districts are scarce. The state will continue to use Title IIA State Project funds to provide technical assistance and training to districts to implement evaluation systems, but without further funding the speed at which the state will be able to deeply assist and regularly monitor in every district may be slowed. The State will not compromise on fidelity of implementation; however, it is always a challenge to reach geographically removed areas. The State's ability to secure adequate resources, outside of Title IIA, will ultimately dictate the speed of full implementation statewide.

The SEA's plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that are likely to lead to successful implementation.

The ISDE is confident that the components detailed above will ensure adequate guidance and technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that will likely lead to successful implementation. A summary of some of these key activities follow:

- ***Creation of Evaluation Capacity Taskforce.*** This group will focus on the development of a theory of action linked to measuring educator performance, supporting related professional development, and creating a process for the ISDE to monitor school district's educator evaluation systems. The goal of the group will be to produce a Statewide system of support and accountability to ensure consistent and sustainable implementation of valid evaluation systems.
- ***ISDE Policy Guidance.*** ISDE will have all policy in place by Spring 2012 and allow districts to use the 2012-13 school year to draft, discuss, and preliminarily adopt district policy for administrator evaluation systems, as well as finalize changes to teacher evaluation systems. By the 2013-14 school year, the district's evaluation models must be implemented in a pilot form (one school per district, at minimum) and the ISDE will establish a website to capture district reporting, and will solicit best practices from districts across the state. Final drafts of the revised educator evaluation plan must be submitted to ISDE for review and approval no later than January 1, 2014.
- ***Established System for Reviewing and Approving Evaluation Plans.*** Idaho's Teacher Performance Evaluation policy requires that each school district's evaluation tool and process be valid and reliable and utilize data-based decision making practices for professional development. Any district plan that does not meet ISDE requirements is returned with comment to be revised and resubmitted.

Districts report content validity data within the first year and gather input from those being evaluated (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance. Proposed rule changes will further require "evidence of proficiency in evaluating teacher performance based upon the Danielson Framework for Effective Teaching." As above, an additional round of ISDE approval will be required for all evaluation systems once all changes are in effect, and administrator evaluation plans are fully in place.

- ***Face-to-Face Danielson Framework Training.*** Training will be provided across the state for administrators and teacher leaders. Training in the *Framework for Teaching* will increase the likelihood of effective instructional leadership within schools, and ensure inter-rater reliability in performing teacher evaluations.

A means for providing legally defensible evidence of inter-rater reliability is being piloted through ISDE at this time. To further promote rigor and reliability in evaluations, ISDE is currently offering opportunities for school districts to pilot the *Teachscape Danielson Proficiency Assessment* and for school leaders to become “certified” evaluators.

While funds to fully support school districts in the implementation of teacher and principal evaluations are limited, the ISDE will leverage existing resources to implement these initiatives. How far ISDE will reach, and how timely the necessary technical assistance and support can be provided as well as regular monitoring of systems adopted by districts will be dependent upon staff time and available resources. At minimum, the statute and rule changes implemented by the State will eventually lead to successful implementation.

Planned pilot is broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEAs evaluation and support system.

Each school district will pilot the educator evaluation framework within their local context in the 2013-14 school year. As with the teacher evaluation system, every district was required to pilot in at least one school a year prior to full implementation. This shall also be the case with the revised teacher evaluation system and the new administrator evaluation system.

Because each school district across the state will be piloting to some degree, the ISDE is confident that the sample is broad enough, and sufficient feedback can be gathered. The ISDE will establish a website to capture district reporting, and will solicit best practices from districts across the state. Additionally, the newly established longitudinal data system will capture individual teacher evaluations from every district across the state to provide baseline data to ISDE.

3.B Idaho Department of Education's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Table 38
Implementation and Capacity Building Timeline

Implementation and Capacity Building Timeline					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Phase I implementation-pilot (20% of districts) <ul style="list-style-type: none"> Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed 	2013-14 School Year	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	<p>ISDE Staff Time</p> <p>Additional funding necessary but amount unknown at this time</p>	<p>Concern about sufficient resources for technical assistance and support</p> <p>Managing continuing capacity</p> <p>Continued funding source</p>

<ul style="list-style-type: none"> Legislation concerning a systemic way to monitor and support a process for ensuring that all measures included in determining performance levels are valid, e.g. measures that are clearly related to increasing student academic achievement and school performance (including measures in non-tested subjects and grades) Policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within a district 	Spring 2014	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	<p>ISDE Staff</p> <p>Additional funding necessary but amount unknown at this time</p>	<p>Limited funding at this time</p> <p>Contingent upon legislative approval</p>
<ul style="list-style-type: none"> All districts and charters will implement the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development 	Fall 2014	ISDE	<p>No evidence at this time.</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	<p>ISDE Staff</p> <p>Additional funding necessary but amount unknown at this time</p>	<p>Limited funding at this time.</p> <p>Contingent upon legislative approval</p>
<p>Phase II full implementation–Statewide</p> <ul style="list-style-type: none"> Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability <p>Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed</p>	2014-15 School Year	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	<p>ISDE Staff</p> <p>Additional funding necessary but amount unknown at this time</p>	<p>Limited funding at this time</p> <p>Contingent upon legislative approval</p>

<ul style="list-style-type: none"> ISDE will establish a process of appeals for districts that wish to contest a plan not approved. This will be accomplished through the same taskforce that will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within a district 	Fall 2014-Spring 2015	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	<p>ISDE Staff</p> <p>Additional funding necessary but amount unknown at this time</p>	<p>Limited funding at this time</p> <p>Contingent upon legislative approval</p>
<ul style="list-style-type: none"> The educator evaluation plan will be thoroughly developed in multi-phases. The final stage will bring together stakeholders who have piloted the various State mandated programs to gather information and evaluate further modifications to State policy as a result of stakeholder feedback 	Fall 2014-Spring 2015	ISDE	<p>No evidence at this time</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	<p>Additional funding necessary but amount unknown at this time</p>	<p>Limited funding at this time</p> <p>Contingent upon legislative approval</p>
<ul style="list-style-type: none"> System will be created by ISDE and stakeholders concerning the continuous improvement and modification of educator evaluations in comparison to student achievement and stakeholder response 	Fall 2014-Spring 2015	ISDE	<p>No evidence at this time.</p> <p>Evidence will be available following May 2012 Administrator Evaluation Focus Group minutes and artifacts</p>	<p>Additional funding necessary but amount unknown at this time</p>	<p>Limited funding at this time</p> <p>Contingent upon legislative approval</p>

PRINCIPLE 3: SUMMARY

Idaho has created, and continues to develop, statewide frameworks for performance evaluations using multiple measures to improve the craft of teaching and instructional leadership. Recent legislation guarantees that 50 percent of teacher and administrator performance evaluations will be based on student achievement, and that districts must include parent input as part of teacher and school-based administrator performance evaluations. Additionally, teacher observations are conducted consistently across the state, based on the Danielson Framework for Teaching, and are an integral part of a teacher's overall performance evaluation. The state's goal is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations informs ongoing professional growth.

The means for capturing growth data for teachers shall begin with an Individual Professional Performance Plan that will be part of the summative evaluation completed in pre-service, prior to initial certification. This plan will be carried throughout a teacher's career, revised with every subsequent evaluation to provide insight into, and evidence of, a teacher's professional growth. To ensure that every teacher evaluation results in meaningful, valid feedback that will inform this professional learning plan, Idaho has made it a priority to emphasize the principal's role as an instructional leader; proficient in assessing teacher performance and carrying out reflective conversations to promote effective classroom practice. To this end, proof of proficiency in assessing teacher performance will become a requirement of every Idaho principal.

Currently, the Idaho State Department of Education is working with educational stakeholder groups to specifically identify a full set of requirements for administrators, developing a statewide framework for administrator evaluations that will move Idaho closer to its goal to having an effective teacher in every classroom. This work is underway and should be completed by May 2012. Once established, the State intends to use this framework to make necessary changes within administrator preparation programs. A key component will be to also implement Individual Professional Performance Plans for administrators prior to initial certification.

The State will continue to assess and refine educator evaluation systems through monitoring, and is committed to creating guidance, providing technical assistance, and making policy adjustments according to research in best practices and data collected from the field. Idaho will continue to look for new partnerships and leverage existing partnerships to accomplish the highest quality and greatest possible consistency in evaluation systems across the state.



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

ATTACHMENT 1

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

November 7, 2011

TO: Superintendents, Principals, Business Managers, Charter School Administrators, Title I Directors, Special Education Directors, Testing Coordinators, Technology Coordinators and Public Information Officers

FROM: Tom Luna, Superintendent of Public Instruction

RE: Weekly E-Newsletter

IN THIS REPORT:

- **Superintendent Luna to testify before Congress about NCLB**
- **State Board advanced online learning requirement**
- **Offer your comments on Idaho's NCLB Waiver application**
- **Idaho kicks off the third annual Idaho Math Cup**
- **Idaho students excel in reading compared to other states**
- **Superintendent's Schedule**
- **What's New**
- **News from the State Board of Education**
- **Reminders**
- **Upcoming Deadlines**

SUPERINTENDENT LUNA TO TESTIFY BEFORE CONGRESS ABOUT NCLB (GO TO TOP)

Superintendent of Public Instruction Tom Luna will testify before the U.S. Senate Health, Education, Labor and Pensions (HELP) Committee hearing on the reauthorization of the Elementary and Secondary Education Act (ESEA) Tuesday, November 8, 2011 at 10 a.m. ET (8 a.m. MT).

The Senate HELP Committee is currently considering legislation to reauthorize ESEA, more commonly referred to as the No Child Left Behind Act of 2001. As Idaho's State Superintendent and the President Elect of the Council of Chief State School Officers, Superintendent Luna has played a critical role in encouraging Congress to reauthorize No Child Left Behind and in shaping reauthorization legislation.

For more information on the hearing, visit <http://www.help.senate.gov/>.

STATE BOARD ADVANCES ONLINE LEARNING REQUIREMENT (GO TO TOP)

The Idaho State Board of Education approved a change in the graduation requirement for high school students last week. Starting with the graduating class 2016, students in Idaho will be required to take two (2) credits online.



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“Everything is moving online and we’re doing our students a disservice if we’re not giving them an opportunity in this arena,” said Board President Richard Westerberg. “Our own institutions tell us that high school students need to have online learning skills to be more successful once they arrive on campus.”

The rule, IDAPA 08-0203-1102, will start with incoming freshman in the fall of 2012. Local districts will have the latitude to determine which classes will be offered to students online and when they can take them during their four years in high school.

“Local control is the key,” said Board Vice-President Ken Edmunds of Twin Falls. “We have one hundred fifteen local districts in this state and each one is unique. They must have that flexibility to work this out in the best manner possible – locally.”

Superintendent of Public Instruction Tom Luna added: “This vote is a great step toward ensuring all Idaho students not only graduate from high school but graduate prepared to go on to postsecondary education and the workplace. By allowing parents and local school districts to choose online courses and providers that best meets their students’ needs, we now know that every Idaho student will gain the critical digital learning skills they need to be successful in the 21st Century.”

The Board took extensive public comment throughout the rule making process including a series of seven (7) local public hearings in various locations state-wide. A sub-committee of local school superintendents, teachers, school board members, parents, legislators and educational experts worked on the draft rule prior to the public hearings. “Those folks who said we did this despite overwhelming public opposition need to understand that the majority of people who commented opposed the law itself,” said Subcommittee Chairman and Board Secretary Don Soltman of Twin Lakes. “The law is passed. We are bound to comply with the law. The input we received on the actual proposed number of classes themselves was very constructive.”

The Idaho Legislature will now have an opportunity to review the rule in January of 2012.

OFFER YOUR COMMENTS ON IDAHO’S NCLB WAIVER APPLICATION (GO TO TOP)

The Idaho State Department of Education is seeking comments from all educational stakeholders and the general public as it works to apply for a waiver under the No Child Left Behind Act of 2001.

With a waiver, Idaho will create a new system of increased accountability that focuses on academic growth and college and career readiness. Idaho is well positioned to apply for a waiver because the state has adopted higher standards, implemented statewide pay-for-performance, and tied educator performance evaluations in part to student achievement under the *Students Come First* education reform laws.

The waiver application is different from reauthorization. Currently, the U.S. Senate is considering legislation that would reauthorize No Child Left Behind. Superintendent Luna has strongly encouraged Congress and the Administration to take action and reauthorize No Child Left Behind, since it is four years overdue. However, until the law is reauthorized, Idaho is moving forward in applying for a waiver to ensure we can create our own system of increased accountability and flexibility for all schools and districts.



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Superintendent of Public Instruction Tom Luna and staff from the State Department of Education already have reached out to the leaders of educational stakeholder groups about the waiver application. Now, the public has an opportunity to comment on what Idaho's new accountability system should look like. Parents, teachers, school administrators, students, taxpayers, business representatives, and others are strongly encouraged to comment.

To submit your comments, please visit http://www.sde.idaho.gov/site/forms/ESEA_Flexibility.asp. Learn more about the waiver process before commenting online at <http://www.sde.idaho.gov/site/assessment/FederalReq/>.

The Idaho State Department of Education will submit its waiver application to the U.S. Department of Education in February 2012.

IDAHO KICKS OFF THE THIRD ANNUAL IDAHO MATH CUP (GO TO TOP)

Apangea Learning Inc. in conjunction with the Idaho State Department of Education and the Idaho Math Initiative has kicked off the 3rd Annual Idaho Math Cup. Students across the state will be battling to win the title of Idaho Math Cup Champion.

Last year's champion was Lisa Frost's math class at the Idaho Virtual Academy. This year's winning class will receive the coveted Idaho Math Cup and an awards ceremony where each student will receive special recognition, complete with customized certificates and T-shirts.

Apangea will also name Regional Class Champions who will receive a special pizza party prize package, and Individual Champions receiving movie passes, Amazon Gift Cards and an Xbox 360.

"I am excited to announce the third annual Idaho Math Cup! The Math Cup is a great way to motivate Idaho students to improve their academic achievement while having fun," Superintendent of Public Instruction Tom Luna said. "Through web-based Apangea Math, students who struggle and those who are advanced have the opportunity to compete against other schools and classrooms in the state to solve complex math problems. I wish every student and classroom the best of luck."

Find more details at the dedicated Apangea Idaho Facebook page at www.facebook.com, check out www.apangea.com or hear stories from year's winners at Apangea Learning's YouTube channel.

The Idaho State Department of Education provides Apangea Math to students as a part of the Idaho Math Initiative. Students can access Apangea from school, at home, or from any computer with internet access including any Idaho Public Library through the Idaho Commission for Libraries' Online @ Your Library Broadband Technology Opportunities Program. Apangea has been helping thousands struggling kids across Idaho since 2008 with online supplemental instructional and tutoring program.

"Doing math can and should be fun. Kids in Idaho are going to compete in a class v. class format to win the Idaho Math Cup. Many students will do extra math during the evenings and weekends to help their class get ahead. While the



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P.O. BOX 83720
BOISE, IDAHO 83720-0027

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Idaho State Department of Education

January 10, 2012

www.sde.idaho.gov

Media contact:

Melissa McGrath

(208) 332-6818

mrmcgrath@sde.idaho.gov

DEPARTMENT SEEKS PUBLIC COMMENT ON NEW ACCOUNTABILITY PLAN

BOISE – The Idaho State Department of Education is seeking public comment on a new system of increased accountability that focuses on academic growth.

The Department created the new accountability plan as part of its application for more flexibility under No Child Left Behind. While the official application is due February 21, the Department is seeking public comment on the new accountability system and other parts of the waiver application during the month of January.

“Through this new, higher level of accountability, Idaho will have the flexibility it needs to make sure every student in Idaho is growing academically every year they are in school,” Superintendent of Public Instruction Tom Luna said. “I encourage parents, teachers, school administrators and others to review the draft of our new accountability plan and give us feedback on how we can further improve it for Idaho students.”

Idaho has taken a lead role in building the next generation of accountability systems. By passing the Students Come First reform laws in 2011, the state has moved toward an education system based on academic growth and better preparing students for the world that awaits them after high school.

Superintendent Luna worked with other states to develop key principles for new accountability systems through his role as President-Elect (and now current President) of the Council of Chief State School Officers. In June, Superintendent Luna sent a letter to U.S. Secretary of Education Arne Duncan, informing him that Idaho would begin moving toward a new system of increased accountability since Congress has not reauthorized No Child Left Behind. The new system would include more flexibility for school districts and a new accountability system that measures growth.

Under the current No Child Left Behind law, states only measure school success based on proficiency – or how many students pass the test. The federal law, which originally passed in 2001, was supposed to be reauthorized four years ago so states could include academic growth, or how much progress a student makes in a given year. However, Congress has not taken action on reauthorization.

With a waiver to certain parts of the No Child Left Behind law, Idaho is creating its new system of increased accountability based on higher standards, academic growth, and improved performance evaluations for educators – all key components of the Students Come First reform laws. These laws have positioned Idaho well to implement its new system of increased accountability.

Under the new accountability plan, schools will no longer receive an Adequate Yearly Progress (AYP) ranking. Instead, schools will be rated based on a Five-Star scale.

- MORE -

Attachment 2

Public Comments for Suggested Change and ISDE Response

Comments with suggested changes were received from a variety of stakeholders. These comments were consolidated and are addressed in this document. Also included in Attachment 2 are all letters and public comments.

Stakeholder Group	Public Comment Synopsis	ISDE Response
General Waiver Information		
<ul style="list-style-type: none"> • Don Bingham, District Administrator, Jefferson County School District • Idaho Association of School Administrators • Kuna School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • Meridian School District • The Committee of Practitioners (COP) 	Concerned over the fact that Idaho is utilizing one accountability system for both Title I schools and non-Title I schools without providing addition funding for non-Title 1 Schools to address the requirements mandated under the waiver.	The Idaho State Board of Education and Superintendent of Public Instruction Tom Luna have long supported one, streamlined accountability system for all Idaho's public schools to ensure all students receive a uniform education that best meets their needs. This accountability system is different in its requirements for expenditures in that only the lowest-performing schools are required to set aside funds. The plan details flexibility for the use of federal funds in order to meet the obligations in non-Title I schools that are identified as One or Two Star Schools.
<ul style="list-style-type: none"> • Meridian School District • Jason Bransford, District Administrator, Idaho Distance Education Academy • Joy Rapp, Superintendent, Lewiston School District 	Concerned that Idaho's waiver proposal is too complex to understand, especially for parents and school patrons. Does not believe that the peer review committee will determine that Idaho's system meets the standard of simplicity.	While some have said the new accountability system is too complex, others have raised concerns that it is not complex enough. The State believes it has struck the right balance to best meet the needs of Idaho's students. Based on input from all educational stakeholders, Idaho determined it was critical to create an accountability system based on multiple measures of student performance (growth and achievement) as well as college- and career-readiness metrics. Idaho's new system of increased accountability does include more measures of student achievement; however, because multiple measures are included, it now provides a more accurate picture of how Idaho schools are performing academically. Through

Stakeholder Group	Public Comment Synopsis	ISDE Response
		the Five-Star rating system, we have worked to make this system easy to understand for all parents, patrons, students and educators.
<ul style="list-style-type: none"> Kuna School District 	<p>The man hours involved in these compliance issues erodes the time available for student instruction.</p>	<p>The new Five-Star rating system will reduce the amount of time spent on compliance issues because it focuses on the specific areas of need in 15 percent of schools statewide: the One-Star and Two-Star schools. These schools will receive the most technical assistance from the State, but will mostly work with their local school districts to develop and implement improvement plans. The State will monitor progress and ensure every school is reaching student achievement goals. Three-Star Schools will have much more flexibility in how they implement improvement plans, and Four-Star and Five-Star Schools will be recognized and rewarded for their great work.</p>
<ul style="list-style-type: none"> Joy Rapp, Superintendent, Lewiston School District Kuna School District 	<p>Concerned that the state does not have the funding and resources to implement waiver plan. Waiver sets aside funding for rewards, when the state should be putting money towards teacher pay, professional development, collaboration time and instructional coaches.</p>	<p>Right now, the State does not have the funding to maintain two system of accountability. Through Idaho's education reform known as Students Come First, the State has finally been able to implement a growth model, which educators have demanded for years. Now, Idaho is applying for a waiver aligned to this growth model and Students Come First laws. With this waiver, we will have one system of accountability that more accurately measures school performance and ensure we spend our scarce resources on the schools and students who need it most. In addition, through Students Come First, the State actually is making unprecedented investments in Idaho schools to financially reward teachers, provide professional development statewide, and ensure every student has access to a highly effective teacher and the</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
		best educational opportunities every year they are in school. For example, next year, Idaho will be able to offset reductions in teacher pay to ensure teacher compensation will actually increase by 5 percent in the next school year.
<ul style="list-style-type: none"> • Don Bingham, District Administrator, Jefferson County School District • Idaho Association of School Administrators • Mary Vagner, Superintendent, Pocatello/Chubbuck School District 	Concerned that there was not sufficient time or opportunity to comment and provide feedback on the waiver and that the process, as undertaken in Idaho, does not meet the requirements that the “SEA must meaningfully engage and solicit input from diverse stakeholders and communities.”	The ISDE conducted focus groups prior to beginning the writing of the waiver and has provided a draft document for public comment for almost a month. Given the short timeframe for response to the US ED deadline, ISDE has worked diligently to provide avenues for input from all groups. A full listing of those consulted in addition to the public comments can be found on pages 10-13 of the waiver.
<ul style="list-style-type: none"> • Idaho Association of School Administrators 	States have been assured by the U.S. Department of Education that the intent of the Flexibility Application is to eliminate unnecessary burden and duplication. It appears that this plan may be more burdensome than is required by the ESEA.	All federal documents from the US Department of Education are required to have a statement about reduction of burden. The statement generally refers to asking states to find ways to reduce paperwork and accounting, though not to the neglect of federal requirements. The new accountability plan has reduced burden across the state in the following ways. ISDE is identifying far fewer schools and districts that must implement SES and Choice, reduced the set-aside to 10%, and only requires it in the lowest performing school systems. It has simplified the federal grant application (i.e., the CFSGA) and reduced multiple planning tools (e.g., Schoolwide and Improvement Plans) into one (the WISE Tool). ISDE continues to find ways to coordinate and consolidate efforts to meet this principle.

Stakeholder Group	Public Comment Synopsis	ISDE Response
Principle 1: College- and Career-Ready Expectations for All Students		
<ul style="list-style-type: none"> Shalene French, Principal, Rocky Mountain High School, Bonneville School District 	<p>Concerned that teachers and administrators will not have adequate time to learn and understand the Common Core State Standards, the new assessment and the growth model before they are all implemented in the timeframe given.</p>	<p>The Common Core Standards were adopted in 2011 and will not be fully adopted (expected to be taught in the classroom) until 2013-2014. A full year after implementation of the Common Core State Standards, the new assessment will be given. Neither of these measures will be incorporated into the Idaho Accountability plan until those implementation dates.</p>
<ul style="list-style-type: none"> Idaho Association of School Administrators Joy Rapp, Superintendent, Lewiston School District 	<p>It appears, because of the considerable difference in the range of scores allowed for a Five Star school or district compared to the other four, that the 5th Star is used to identify elite schools for rewards. Very few schools in Idaho would be able to earn a Five Star rating. We would recommend that the targets be adjusted so that more than one school would earn a 5 in reading and language usage.</p>	<p>The Five Star schools are set to illustrate the top 5% of schools in Idaho. Several benchmarks were reset based on these comments. First, the growth to achievement matrix was reset and can be found in Table 7, page 60. Second, the overall Star rating matrix was also lowered. This matrix can be found in Table 14, page 69. With these changes, there are now 5% of schools in the Five Star rating, 5% rated a One Star and 10% rated as Two Stars.</p>
<ul style="list-style-type: none"> Boise School District Idaho Association of School Administrators Joy Rapp, Superintendent, Lewiston School District Mary Vagner, Superintendent, Pocatello/Chubbuck School District Meridian School District 	<p>Concerned over references to Total Instructional Alignment (TIA) and Universal Design for Learning (UDL). They believe that instructional decision making and curriculum decisions are best made at the local level.</p>	<p>The reference to UDL is specific to the model lesson plans that teachers may submit as statewide models to be placed in Schoolnet. For posting lesson plans for use statewide, the SDE needed to designate a model that would address the many different learning styles of students and to maintain some consistency and quality control. The reference to UDL does not mandate the use of UDL for any other purposes and does not require districts to adopt UDL. The reference to TIA is used as an example of a process that districts may use to unpack the common core and to demonstrate efforts that are being made across the state.</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
<ul style="list-style-type: none"> Christi Hines-Coates, District Administrator, Shelley School District 	<p>Is supportive of utilizing Universal Design for Learning (UDL) for all lesson plans being submitted as models for the state. She wonders if there will be any professional development and training on UDL.</p>	<p>The State Department of Education is in the planning stages of recruiting and training a cadre of peer coaches who will act as trainers and reviewers of lesson plans submitted online into the statewide learning management system Schoolnet. This cadre will be trained in the principals of Universal Design for Learning as well as the Charlotte Danielson Framework to act as a local resource at the district level. In addition to the peer coach model the SDE plans to implement a series of live professional development opportunities over the course of the next year which will incorporate these principles. Archived professional development will be made available on demand.</p>
<ul style="list-style-type: none"> Mary Vagner, Superintendent, Pocatello/Chubbuck School District 	<p>TIA is referenced several times in the document but credit is not given to Lisa Carter who is the author of the trademark. Waiver also does not give credit to Idaho State University and Southeastern Idaho School Districts that have been a part of the cooperate effort to establish TIA.</p>	<p>A footnote has been added to the TIA reference crediting Lisa Carter, Idaho State University and the southeastern Idaho school districts.</p>
<ul style="list-style-type: none"> Roni Rankin, Teacher, Cascade School District 	<p>Concerned over the use of multiple choice tests being used to assess the Common Core State Standards. We should be using authentic assessments for this purpose.</p>	<p>The SMARTER Balanced Assessment, which will be given in 2014-2015, will be the first time Idaho students are given an assessment on the Common Core State Standards. That test will include both a writing component as well as authentic learning tasks (problems that may take up to two class periods for a student to accomplish) along with adaptive selected-response and technology-enhanced items.</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		
<ul style="list-style-type: none"> • Don Bingham, District Administrator, Jefferson County School District • Idaho Association of School Administrators • Joy Rapp, Superintendent, Lewiston School District • Mary Vagner, Superintendent, Pocatello/Chubbuck School District • Meridian School District • The Committee of Practitioners (COP) 	<p>Concerned that the star rating system is too tied to the norm for hotels, restaurants and daycare centers which operate entirely differently than schools. Believes that the Star system diminishes the complexity of the educational system and does not reflect the realities of the Star system in other settings. Would like to see four categories used with descriptors that are aligned to the states teacher evaluation model and include, Distinguished, Proficient, Basic, Needs Improvement.</p>	<p>Idaho chose to use the star system for several reasons. First, the State Department of Education received consistent feedback from all stakeholder groups during the October focus groups– including parents, teachers and school administrators– that Idaho should create a new system of accountability that is easier for families and community members to understand. The State has always strongly believed it is important to provide easy-to-understand information to the customers of education – students, parents and families – about the performance of the schools and districts across Idaho. For these reasons, the State chose a rating system to meet this need and address stakeholder concerns. Second, the State chose a Star rating system, as opposed to other rating systems such as grading, because stakeholder groups said they did not want schools to be graded on an A-F scale. The State agrees that the grading system is not the right system for Idaho because it has become too widely associated with percentages, such as 90 percent equaling an A grade, that would confine Idaho in setting its specific goals for the targets a high-achieving school and district must meet. Instead, we chose the Star rating system because it is easy for parents and patrons to understand but still allows the state to rate school performance using multiple measures that best meet student needs. Third, Idaho selected the Star rating system because we believe it rewards schools and districts publicly and creates an incentive for improvement. With a Star rating, schools deemed to be a Three-Star School can demonstrate the achievement and growth areas of exceptional performance but also focus on what it takes to reach a Four-Star or Five-Star rating without the stigma of being labeled as “failing” or “needs</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
		improvement” overall. Some comments suggested using labels such as exemplary, basic, and needs improvement. Using descriptors like these creates value judgments about the school, while the star simply is a graphical representation of the numbers behind the performance.
<ul style="list-style-type: none"> Judy Herbst, Teacher, Bonneville School District 	Concerned that the Star rating system will damage the self-esteem of students and cause teachers to leave a one or two star school to work in 4 or 5 star schools.	We believe that the star rating system is less stigmatized than the current labeling system associated with AYP and less demining than using labels such as exemplary, basic, and needs improvement. Using descriptors like these creates value judgments about the school, while the star simply is a graphical representation of the numbers behind the performance.
<ul style="list-style-type: none"> Mary Vagner, Superintendent, Pocatello/Chubbuck School District 	Concerned about lowering the n to 25 from 34 for subgroups.	For the same reasons of the grouping of minority students in Idaho (small populations and less diversity), the N was lowered to ensure subgroups of students are being served.
<ul style="list-style-type: none"> Andree Scown, Superintendent, Pleasant Valley Elementary District 	Concerned that the N of 25 will not work for small school districts like hers that has a total of 9 students with no subgroups. How will points be awarded?	As with the AYP matrix, small school numbers will be calculated on a three-year rolling average (achievement) and median (growth) to ensure statistically valid comparisons. SDE is still determining how to handle these small groups in the first year with only one year of data.
<ul style="list-style-type: none"> Gary Johnston, District Administrator, Vallivue School District John Crawford, Principal, Hobbs Middle School, Shelley School District Joy Rapp, Superintendent, Lewiston School District Penny Cyr, President, Idaho Education 	Concerned that the subgroup reporting drops to 10 and would like to see it left at 34. Believes that 10 are statistically not valid.	This was a typographical error left in one section of the draft waiver. It has been corrected to be consistent with the $N \geq 25$ throughout the rest of the waiver.

Stakeholder Group	Public Comment Synopsis	ISDE Response
<ul style="list-style-type: none"> Association The Committee of Practitioners (COP) 		
<ul style="list-style-type: none"> Idaho Association of School Administrators 	<p>Concerned that the Median Growth Percentile rates are too high to allow districts to achieve maximum points. This is especially an issue with the 5 Star systems. By setting the requirements too high, it limits the opportunity to motivate staff to improve student achievement.</p>	<p>The growth to achievement matrix was adjusted based on these recommendations and can be found in Table 7, page 60.</p>
<ul style="list-style-type: none"> Meridian School District 	<p>Concerned about the metrics that will be used to determine which schools receive the various ratings. Believes that the plan is too much like NCLB in that there are numerous ways in which every school in Idaho can fail and that only a very few will receive a top rating.</p>	<p>The new metric is a compensatory system where schools are rewarded for successes (through the award of greater points). In addition, the greatest amount of weight is placed on rewarding growth, the primary complaint of what wasn't included in AYP. Also, the plan moves away from a deficit or failure model because there are not pass/fail targets. The model takes the level of performance and places it on a continuum.</p>
<ul style="list-style-type: none"> Joy Rapp, Superintendent, Lewiston School District Ryan Kerby, Superintendent, New Plymouth School District 	<p>Concerned that some of the metrics are extremely inconsistent in degree of difficulty for achievement:</p> <p>Adequate Growth metrics are too high for 5 star.</p> <p>Advanced opportunities are too low and do not align with the State Board of Education's plan.</p>	<p>The growth to achievement matrix was adjusted based on these recommendations and can be found in Table 7, page 60.</p> <p>The advanced opportunities grid is exactly aligned to the State Board of Education goals which can be found in Table 28, page 105. As noted, after a year, the State Board may consider adjusting those goals.</p>
<ul style="list-style-type: none"> Penny Cyr, President, Idaho Education Association 	<p>Including Dual Credit, AP and Tech Prep completers as a factor puts those schools that have been organized and arranged in a homogenous manner (i.e., ELL Schools), may be putting their rating at risk, even though the physical arrangement of the school is better for students.</p>	<p>The Advanced Opportunities metric is only applied to those schools with a grade 12, mostly high schools. The language schools or ELL schools are more typically elementary schools and the achievement calculations take into account students learning the language for the first three years.</p>

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<ul style="list-style-type: none"> Mary Vagner, Superintendent, Pocatello/Chubbuck School District 	<p>Concerned that the Dual Credit requirement could create equity issues for students who are not able to afford to pay for dual credit courses.</p>	<p>The Students Come First legislation addresses this concern by providing students an opportunity to take dual credit courses, paid for by the state, if they complete their high school graduation requirements early. This policy is being revised to allow students to qualify for the funding without having to have already taken their final year of Math, further expanding the opportunity.</p>
<ul style="list-style-type: none"> Boise School District The Committee of Practitioners (COP) 	<p>Rather than use students who complete advanced course, Tech Prep, and Advanced Placement classes as a rating indicator, a better indicator would be success in that coursework. It might be appropriate to consider using assessment results (college final exams, Advanced Placement tests results) in evaluating college preparation in advanced classes, rather than enrollment and particular grades. A grade of “C” is not necessarily and indicator of college readiness.</p>	<p>This suggestion will continue to be investigated and discussed with the stakeholders. Currently, the course grade is the most readily available measure to incorporate into the accountability system. The other measures suggested are not taken by all students in these advanced opportunity courses.</p>
<ul style="list-style-type: none"> Boise School District Committee of Practitioners (COP) 	<p>Would like to see the State add numbers of students who are in college preparation programs (such as AVID) to the College and Career-Ready count to more accurately reflect districts’ work to accelerate all students, including our most at-risk populations.</p>	<p>This is another recommendation that ISDE will continue to investigate. Currently, the state does not have data on student enrollment in these programs. It will also be important to determine which types of programs would qualify in this regard.</p>
<ul style="list-style-type: none"> Idaho Association of School Administrators Meridian School District 	<p>Concerned with provisions for Idaho’s post-secondary institutions to provide dual credit courses for 50% of the state’s junior and seniors. Concerned that institutions of higher education do not have capacity to deliver courses at that rate and that the state should consider a phase-in process.</p>	<p>Schools are eligible to receive all 5 eligible points for having as few as 25% of the eligible students complete dual credit classes. Further, Schools with 16% of their students taking dual credit courses receive 4 points provided at least 75% received a C or better. Table 12 on page 67 illustrates the goals. This chart was set up to incorporate time to increase dual credit offerings.</p>

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<ul style="list-style-type: none"> Don Bingham, District Administrator, Jefferson County School District 	<p>Concerned that the SAT is part of the plan. Originally, they were told that the SAT was going to be required for all 11th graders; it was under the guise that it would be to help more students prepare to go to college. Now it is a high stakes test.</p>	<p>The SAT is provided as one option for students to meet the state graduation requirement. The metric will have a cut score set at a point where students leaving high school would not need remediation when taking entry level English and mathematics courses. The encouragement provided in the accountability plan is to encourage schools to ensure students are prepared for postsecondary coursework not unlike the mission currently. The score of the SAT will not be a graduation requirement for the individual student and the point ranges for districts account for less than 100% of students meeting the benchmark.</p>
<ul style="list-style-type: none"> Mary Vagner, Superintendent, Pocatello/Chubbuck School District 	<p>Concerned that the SAT, ACT, ACCUPLACER or COMPASS exams are being utilized as a factor since students may not be motivated to do well on them.</p>	<p>The college entrance and placement exams are not only a high school graduation requirement, but also a requirement for entrance into postsecondary institutions within the state. Students wishing to attend postsecondary opportunities have an explicit motivation for this entrance. It is also an opportunity for Idaho schools and districts to encourage and inform students of the importance of these assessments.</p>
<ul style="list-style-type: none"> Accountability Oversight Committee 	<p>Would like Science to play a role in the accountability system.</p>	<p>The ISAT and ISAT-Alt Science assessments are given only in grades 5, 7 and 10. SDE determined that 85 schools either do not have one of those grades or do not have 25 students that take the science assessment; therefore they would have no rating system for that measure. It was determined that science would be reported with the overall metrics in a prominent way and that SDE and the State Board of Education would discuss additional science assessments.</p>
<ul style="list-style-type: none"> Boise School District Idaho Association of School Administrators Joy Rapp, Superintendent, 	<p>Concerned that the way graduation rates are calculated will inadvertently target Alternative Schools and schools serving high populations of LEP students as the lowest</p>	<p>As per the definition in the ESEA guidance, high schools with graduation rates <60% automatically qualify a school for one star (priority status). ISDE has amended that requirement. Under Idaho's plan, the graduation rate is</p>

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<p>Lewiston School District</p> <ul style="list-style-type: none"> Mary Vagner, Superintendent, Pocatello/Chubbuck School District The Committee of Practitioners (COP) 	<p>five percent. It is recommended that graduation rates be based on growth, if not for all, at least Alternative Schools.</p>	<p>one aspect of a star rating determination and therefore, high schools with a 60% graduation rate will indeed get the lowest points for that measure, but could obtain higher points for growth to achievement, for example and would not automatically be classified as a One-Star school. See Section 2D for this explanation.</p>
<ul style="list-style-type: none"> Mary Vagner, Superintendent, Pocatello/Chubbuck School District 	<p>Concerned that Waiver lumps all subgroups together and they are concerned about the message this will send to minority groups. They recommend subgroups be disaggregated.</p>	<p>The Growth to Achievement Subgroups category lists and provides information on the four subgroups identified (LEP, students with disabilities, free or reduced lunch eligible students and minority students). Idaho's population is so homogenous that without some type of grouping, these subgroups are never reported and therefore gaps are left unexamined. In consultation with the Idaho Hispanic Commission they supported the idea of consolidating subgroups as long as the races and ethnicity were reported separately. The state has agreed to maintain separate subgroup reporting outside of the accountability matrix.</p>
<ul style="list-style-type: none"> Kuna School District Boise School District The Committee of Practitioners (COP) 	<p>More time should be taken to carefully consider MGP and AGP for LEP students in direct relation to their language acquisition level. At minimum, goals for LEP and LEPX students should be differentiated.</p> <p>Concerns with the inclusion of the LEP subgroup in the same way it has previously been represented. We recommend replacing the LEP subgroup with an LEPX subgroup. We would also suggest that the State take this opportunity to keep the LEP subgroup and</p>	<p>Based on feedback, Idaho has revised its plan to include the following provisions regarding the inclusion of LEP students:</p> <p>The scores for LEP1 students will not be included in the proficiency calculations for schools or districts. In addition, Idaho will also remove LEP students within the first three years (LEP1, LEP2, LEP3) new to a US school from the Achievement calculations. LEP2 and LEP3 students will be included in the Growth to Achievement and Growth to Achievement Subgroups calculations. With the introduction of the growth model, districts and schools will be afforded the opportunity to illustrate the growth and progress made toward proficiency without the penalty</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
	include an accurate measure of LEP student performance through the incorporation of the IELA. If the LEPX scenario is not acceptable to the U.S. Department of Education, we would propose that the State examine extending LEP1 status to five school years.	of not proficient students who are still learning a language. This change can be found on page 62 in Section 2Ai.
<ul style="list-style-type: none"> Peter Lipovac, School Board Member Blackfoot School District 	School Districts with considerable American Indian populations should have tribal input and oversight of the district ESEA programs, as already proposed by US Senator Akaka through his Senate committee.	The State agrees that input from the tribes is critical in the school and district improvement process, especially in schools on or near tribal lands. ISDE has embedded a specific requirement in the accountability plan related to tribal input for One Star Schools in section 2.D.iii regarding “providing ongoing mechanisms for family and community engagement.” ISDE will work to find other practical ways to include significant and ongoing tribal input in the lowest-performing schools.
<ul style="list-style-type: none"> John Owens, Parent, Boise School District 	Concerned that the waiver does not address how Special Education students will impact the number of students completing AP, Dual Credit and Tech Prep courses. Also concerned how Special Education students will impact College Entrance Exam scores and ratings for a district.	The State Department of Education is commitment to the success of all students in meeting high academic standards, including students with disabilities, or SWD. The Department employs a practice of SWD’s are considered general education students first, and as such, Idaho’s ESEA Flexibility Waiver opens opportunities for SWD’s through the recognition of growth as a measure of achievement. By considering growth, SWD’s will have another mechanism to demonstrate their ability to achieve, and in some cases surpass, the high academic standards that are typically associated with AP, Dual Credit, and Tech Prep courses. The Department also recognizes the unique attributes of SWD’s when considering College Entrance Exams and other Post School Activities. To ensure the Department is meeting those needs, Idaho’s Special Education Department has work to develop policies, practices, and procedures around graduation and college entrance exams that allows local districts to

Stakeholder Group	Public Comment Synopsis	ISDE Response
		inform the students Individualized Education Program (IEP) Team in the allowable activities, including accommodations and exemptions, they may consider in planning for that students education past high school.
<ul style="list-style-type: none"> Jerry Keane, Superintendent, Post Falls School District 	<p>Concerned that he did not see any reference regarding how the current NCLB Sub groups will be utilized or not utilized in the proposal. Will the state still use the ELL and Special Education sub groups as part of the rubric to establish a school rating?</p>	<p>The scores for LEP1 students will not be included in the proficiency calculations for schools or districts. In addition, Idaho will also remove LEP students within the first three years (LEP1, LEP2, LEP3) new to a US school from the Achievement calculations. LEP2 and LEP3 students will be included in the Growth to Achievement and Growth to Achievement Subgroups calculations. With the introduction of the growth model, districts and schools will be afforded the opportunity to illustrate the growth and progress made toward proficiency without the penalty of not proficient students who are still learning a language. This change can be found on page 62 in Section 2Ai.</p> <p>Students with disabilities will continue to be included in calculations as they are currently. The Achievement category is calculated only on the overall group for the school. Under the Growth to Achievement Subgroups, Students with Disabilities is a subgroup and the growth of these students will contribute to the points eligible.</p>
<ul style="list-style-type: none"> Idaho Association of School Administrators 	<p>Superintendents have not been given critical growth calculations that are being used in this application. In principle, we support moving to a growth model. However, since we have not been provided the data, we have been unable to gain an understanding of the impact on schools and districts to determine if this plan will be effective in improving Idaho's K-12 education.</p>	<p>This is a valid concern and therefore, ISDE will not submit a list of the schools and their star ratings as required in the waiver. Instead, ISDE will build an application similar to the AYP appeals site and provide districts the opportunity to view and appeal any data related to the star rating. Once this process is completed, Idaho will submit the final list to US ED.</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
<ul style="list-style-type: none"> Penny Cyr, President, Idaho Education Association 	<p>Waiver states that in severe circumstances, the state reserves the right to withhold any or all federal funding. Is there a better way for the state to intervene that does not take precious resources away from already-struggling students?</p>	<p>This option existed in the previous accountability system and was used only once or twice. Its application was and will be temporary. This will only apply to the circumstance in which a One Star School or One Star District is not making progress in meeting the needs of the students for which it is responsible due to policies and/or practices that inhibit, interfere with, or otherwise prevent district and school employees from improving their practice. This consequence will not be used unless other options have been exhausted. The purpose of federal funds is to improve outcomes for those who are educationally disadvantaged. If a district is governed in a way in which this purpose is not being met, the State is obligated to intervene in the program and the use of the funds.</p>
<ul style="list-style-type: none"> Boise School District Idaho Association of School Administrators Mary Vagner, Superintendent, Pocatello/Chubbuck School District 	<p>Concerned about the involvement of the State Department of Education in the removal of administrative staff and the replacement or removal of school board members. How will the State Department of Education determine the effectiveness of each of the above categories? What “severe circumstances” would precipitate trustee removal?</p>	<p>ISDE will not make any final decisions about staff removal. This is a local control issue, which is why staffing concerns will be recommendations made to the appropriate decision-makers. The waiver requires evaluating the capacity of the principal in a One Star School. It is not fair to hold people accountable in isolation if they are dependent on a system. If a principal is restricted by district policies or practices, accountability should focus on the causes. Ultimately, the responsibility for the quality of the district is in the hands of the locally elected officials.</p> <p>Some states have begun taking over schools and districts to reconstitute their governance. ISDE will operate within the boundaries of local control. If a district continues to lack progress over time in the lowest performing schools, accountability will include financial consequences and increased public awareness about performance.</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
		<p>“Severe circumstances” will be identified based on a preponderance of evidence, starting with academic performance, but also including observational and qualitative data collected in Focus Visits, federal program monitoring, and other appropriate sources.</p>
<ul style="list-style-type: none"> Barney Brewton, Principal, Post Falls School District 	<p>What will happen to those schools/districts that are currently in various stages of school improvement under the old system? Will they be able to earn a 4 or 5 star rating?</p>	<p>ISDE has created a matrix that details how schools will transition to the new system. The matrix was added to section 2.A.i at the end of the WISE Tool requirements. School improvement status under the old system will overlap with the first year of Star Ratings. School requirements will be based on the existing school improvement status and the level of Star Rating. Where appropriate, ISDE has applied the new flexibility options for STS and Choice and removed requirements for schools achieving a high Star Rating.</p>
<ul style="list-style-type: none"> Joy Rapp, Superintendent, Lewiston School District The Committee of Practitioners (COP) Joy Rapp, Superintendent, Lewiston School District 	<p>Eliminate the Continuous Improvement Plan requirement in the WISE tool for Three Star schools and districts.</p>	<p>The waiver requires prescriptive accountability in the State’s lowest-performing schools. However, it also requires that the State ensure continuous improvement in all other schools. Schools with mid-level performance (Three Stars) have data that indicate the need for improvement and support. The State has removed the previous requirements of SES, School Choice, Corrective Action planning, and Professional Development set-asides for this category of school, but is committed to transparency and accountability for improvement nonetheless. The requirement to continuously plan under the direction of its district is minimal compared to the previous system and will be kept in the plan.</p>

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<ul style="list-style-type: none"> Idaho Association of School Administrators Meridian School District 	<p>Concerned that the Idaho Education Network is referenced as an option for school choice when it is not a school and its limited offerings do not make it a viable option.</p>	<p>This is a misunderstanding of the plan. The State will work to provide better training and dissemination of the information in the future. The plan does not say IEN is an option for choice; it describes how the school may use courses delivered at a distance, such as through the IEN, in order to meet the Choice obligation. This is to improve and broaden the practice of Choice, especially in areas in which choices have been limited. This way, the district and school does not actually have to lose the student to another school. If they can provide a choice in the core subject areas (provided by an instructor who is not employed by the school), it fulfills the requirement because the family and/or student can choose to be taught by someone else in the core subjects.</p>
<ul style="list-style-type: none"> Boise School District 	<p>Concerned about how capacity and cost issues will be addressed as they relate to school choice.</p>	<p>School Choice is limited to the lowest-performing schools in the State. The State has written significant flexibility into the plan for both the funding and design aspects of Choice in order to address capacity and cost issues.</p>
<ul style="list-style-type: none"> Don Bingham, District Administrator, Jefferson County School District Idaho Association of School Administrators Joy Rapp, Superintendent, Lewiston School District Mary Vagner, Superintendent, Pocatello/Chubbuck School District Meridian School District The Committee of Practitioners (COP) 	<p>Concerns over the fact that School Choice and Supplemental Educational Services have been included in the waiver application since they are not a requirement and research does not necessarily show that they contribute to improvement in student achievement.</p>	<p>The STS (tutoring) and Choice requirements have been limited to the lowest performing schools. This is a substantial reduction from the previous accountability system. The plan also creates significant flexibility for how to meet the STS and Choice obligations that were previously unavailable to districts. While the old SES model had significant flaws, research does support the need for additional learning time (an element required of the waiver).</p> <p>The decision to use STS and Choice is a matter of principle. In the lowest performing schools, there are many students who need additional help. STS and Choice are the only options available to empower families and students with an alternative method of support. It gives</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
		<p>them opportunity for additional assistance or an alternative instructional setting. Without it, they are left to the sole discretion of the school while it is undergoing change. Substantial improvement of a school takes time, and the students and their families cannot afford to wait for the changes to take full effect.</p>
<ul style="list-style-type: none"> Boise School District Don Bingham, District Administrator, Jefferson County School District Idaho Association of School Administrators Joy Rapp, Superintendent, Lewiston School District Kuna School District Mary Vagner, Superintendent, Pocatello/Chubbuck School District Meridian School District The Committee of Practitioners (COP) 	<p>Concerns over the fact that the waiver application requires 20% set aside for School Choice and Supplemental Education Services and expands requirement to require districts to use own funds to provide these resources for non-Title I schools in addition to a 10% set aside for professional development for teachers in non-Title I schools.</p>	<p>The application has been revised. The amount was reduced from a 20% set-aside for STS (tutoring) and Choice to a 10% minimum set-aside with flexibility for up to 20%. The requirements have not been expanded; the previous system required districts to use their own funds for tutoring and choice in non-Title I schools. The application provides flexibility to districts to meet the requirement in non-Title I schools using the Title I set-aside. The application has also been revised to define the parameters for the services entailed in STS so that a district will be able to reallocate unused funds more quickly.</p>
<ul style="list-style-type: none"> Ryan Kerby, Superintendent, New Plymouth School District 	<p>The waiver should not be presented as a road to financial gain for teachers. Student achievement, Pay for Performance and 5-Star, 4-Star ratings should not be mixed.</p>	<p>The reference to Pay for Performance is in the planning that must be done based on a star rating. It is ISDE's goal that state dollars be examined as to how they can best increase student achievement.</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
Principle 3: Supporting Effective Instruction and Leadership		
<ul style="list-style-type: none"> Boise School District 	<p>What does it mean that CCSS will be incorporated into teacher performance evaluation protocols (p. 32)? Will additional changes be required beyond those outlined in Students Come First? What will this look like?</p>	<p>The Evaluation Capacity Taskforce will make recommendations about how districts can incorporate specific performance indicators in Domains 2 and 3 related to the integration of technology and appropriate integration of common core standards. These will be recommendations and provided as a resource to districts that can be adopted by districts for evaluation purposes if they so desire.</p>
<ul style="list-style-type: none"> Penny Cyr, President, Idaho Education Association 	<p>Waiver states that Idaho is in the process of rewriting state policy to include a requirement that multiple measures be used to evaluate teacher performance and that the state will create a menu of state approved measures. How, if at all, is the state involving teachers in the development of the menu of multiple measures?</p>	<p>In March 2012, the state will convene the Evaluation Capacity Taskforce comprised of key ISDE staff, external stakeholders including teachers, principals, superintendents, representatives of the Idaho School Boards Association, the Idaho Education Association, the Parent Teacher Association, higher education representatives and consultants from the Northwest Regional Comprehensive Center to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, and can be implemented in a quality manner. The goal of the group will be to produce a Statewide system of support and accountability to ensure consistent and sustainable implementation of valid evaluation systems. This Evaluation Capacity Task Force will also vet various measure for grades and subjects in which assessments are not required under ESEA section 1111(b)(3), and provide a menu of options for districts to begin piloting by the 2013-14 school year.</p>
<ul style="list-style-type: none"> Penny Cyr, President, Idaho Education Association 	<p>Waiver states that data must be gathered with sufficient frequency to provide a basis for the evaluation. How is the state planning to define the term sufficient frequency? Who is included in these discussions? When will the</p>	<p>The Evaluation Capacity Taskforce will address and make recommendations to the State Department of Education, the State Board of Education and the Idaho Legislature on a number of topics related to teacher and principal evaluations including what constitutes sufficient</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
	definition be made? Will school districts and those who will be affected be provided an opportunity to respond and offer suggested changes, if needed?	frequency as is required in the waiver guidelines.
<ul style="list-style-type: none"> Andree Scown, Superintendent, Pleasant Valley Elementary District 	Concerned about legalities of teacher evaluation and the transparency of publicly rating schools on teacher performance when they only have one teacher. How will confidentiality be kept?	The State Department of Education must collect specific data on all teacher and principal evaluations to be in compliance with the Phase II ARRA SFSF requirements. While school districts and public charter schools will be required to submit data for all teachers and principals currently employed, the State Department of Education will ensure the privacy of Idaho teachers and principals is protected in accordance with State Statute 33-518 and IDAPA 08.02.02.130. To ensure this privacy, teacher and principal information will be reported in aggregate only and will not be reported in districts or public charter schools with fewer than five (5) teachers or five (5) principals.
<ul style="list-style-type: none"> Boise School District 	Will certain areas of the waiver plan be eliminated if funding is not available?	State Department of Education staff has been working and will continue to develop a comprehensive budget request to assist in implementing the various facets of the waiver. We plan on implementing the various components of the teacher and principal evaluation systems with fidelity but the speed and scope of the implementation will be determined by sources and amounts of funding.
<ul style="list-style-type: none"> Boise School District Joy Rapp, Superintendent, Lewiston School District Mary Vagner, Superintendent, Pocatello/Chubbuck School District Meridian School District 	Waiver petition makes reference to moving to a twice a year evaluation system for teachers and administrators despite the fact that the Students Come First Legislation just moved Idaho from two evaluations annually to one.	The waiver application does not require two evaluations annually but rather suggests that policy will be revised to require that novice or partially proficient teachers be observed at least twice annually, and that all other staff shall submit to, at least, two formative observations and/or evaluative discussions within the school year. These observations and evaluative discussions shall be used as data in completing the teacher's one evaluation as is outlined and required by State Statute 33-514.

Stakeholder Group	Public Comment Synopsis	ISDE Response
<ul style="list-style-type: none"> Idaho Association of School Administrators 	<p>Concerned that some of the information in Section 3 requires new legislation or revised State Board Rule. A collaborative discussion is needed to evaluate these proposals that appear to have been decided before a process has been put in place. For example, will the “Teachscape Framework” that is included as Attachment 28 be an expectation for building administrators? If so, this seems premature, given that a committee is currently working to develop recommendations for administrator evaluation.</p>	<p>We agree that a collaborative discussion needs to take place related to the teacher and principal evaluation requirements and potential changes, which is why the Administrator Evaluation Focus Group and the Evaluation Capacity Taskforce have been and will be created. Both taskforces include individuals representing Idaho’s education stakeholder groups, including teachers, principals, superintendents, higher education, Idaho School Boards Association, Parent Teacher Association and Idaho Education Association representatives.</p>
<ul style="list-style-type: none"> Teresa Jackman, District Administrator, The Academy (ARC) Charter School 	<p>Does not believe that parent input should be considered for teacher evaluations.</p>	<p>Idaho State Statute 33-514 requires the input from parents as a factor in a teacher and building based administrator’s evaluation. We believe that the collection of parent or guardian input can and will enhance the collection of data that can be utilized to inform the administrator in completing a teacher’s evaluation.</p> <p>The state of Idaho currently utilizes the Charlotte Danielson Framework for teacher evaluations. Within that framework, administrators are asked to evaluate teachers on how well the teacher communicates with families, how the teacher works to enhance family participation and how often the teacher communicates with families related to student participation and progress. A parent survey or other means of collecting parent input can be a truly effective way to gather data and artifacts to support this section of the teacher’s evaluation.</p>
<ul style="list-style-type: none"> Teresa Jackman, District Administrator, The Academy (ARC) Charter School 	<p>The state needs to provide greater funding for professional development to support teachers and less flexibility in how those professional dollars are being spent. Currently, existing professional development dollars are being</p>	<p>The State Department of Education agrees that we need to continue to make professional development for educators a priority and has reorganized the State Department of Education towards that end by creating the Division of Great Teacher and Leaders. This Division will focus on</p>

Stakeholder Group	Public Comment Synopsis	ISDE Response
	included in monies that districts have discretion over so they get spent on things other than professional development.	building great teachers and leaders through certification requirements and pre-service training, professional development, statewide pay-for-performance, and improved performance evaluations. In regards to less flexibility in how professional development dollars are being spent by districts, the State Department of Education is hesitant to be more prescriptive than is necessary in this area.
<ul style="list-style-type: none"> Marjean McConnell, Bonneville School District 	It is confusing as to when the State Department will start reporting teacher performance evaluation results. Is there any guidance on which tier a teacher should be placed in when reporting	The public reporting of teacher and principal evaluation results began September 30, 2011 in accordance with the Phase II ARRA SFSF requirements. Districts should report the results as Distinguished (top 5%), Proficient (or district equivalent) (top 15%, Basic (or district equivalent) and Unsatisfactory.
<ul style="list-style-type: none"> Idaho Association of School Administrators 	Concerned that the “longitudinal data system will capture individual teacher evaluations from every district across the state.” Currently State law does not allow individual evaluations to be reported, and superintendents have previously raised concerns about including this information in the state data file.	The State Department of Education must collect specific data on all teacher and principal evaluations to be in compliance with the Phase II ARRA SFSF requirements. While school districts and public charter schools will be required to submit data for all teachers and principals currently employed, the State Department of Education will ensure the privacy of Idaho teachers and principals is protected in accordance with State Statute 33-518 and IDAPA 08.02.02.130. To ensure this privacy, teacher and principal information will be reported in aggregate only and will not be reported in districts or public charter schools with fewer than five (5) teachers or five (5) principals.

FEB - 1 2012

**IDAHO DEPARTMENT OF EDUCATION
IDAHO INDIAN EDUCATION ADVISORY COMMITTEE**

FINANCE DEPT

MEMORANUM

TO: Tom Luna, Superintendent of Education

CC: Marcia Beckman, Title I Director

FROM: Bryan Samuels, Chair of the Idaho Indian Education Advisory Committee

DATE: January 31, 2012

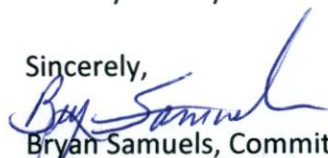
SUBJECT: Idaho's ESEA Flexibility Waiver

On January 12, 2012 at the State Indian Education Meeting, as recorded in the minutes of the meeting, Ms. Beckman distributed and requested Committee Member review the ESEA Flexibility Waiver information. Ms. Beckman provided and overview of the executive summary followed by a question and comment period.

There was no action taken on the report. Members were advised to contact Ms. Beckman if there were any questions or concerns prior to the state submitting the waiver request. I have not received any comments or communication from any Committee members or Tribal Organizations. My personal belief is that this waiver will allow schools near or on Indian Reservation in Idaho, who serve Native Children, an opportunity to develop a more equitable educational system to measure Native Students educational growth.

Thank you for your time and assistance in educating all students of Idaho.

Sincerely,



Bryan Samuels, Committee Chairperson
Indian Education Advisory Committee



State of Idaho

Idaho Commission on Hispanic Affairs

340 N. 8th Street, Suite 236 ♦ P.O. Box 83720 ♦ Boise, ID 83720-0006
Ph: (208) 334-3776 ♦ Fax: (208) 334-3778 ♦ www.icha.idaho.gov

C.L. "Butch" Otter
Governor

Juan Álvarez
Chairperson

Margie Gonzalez
Executive Director

February 7, 2012

Tom Luna, Superintendent of Public Schools
Idaho Department of Education
650 West State Street
Boise, ID 83720-0027

COMMISSIONERS:

Lori A Manzanares

Estela M. De González

Miguel Inzunza

José Luis Treviño

Senator Tim Corder

Senator Nicole LeFavour

Rep. Brian Cronin

Rep. Reed DeMoundant

Dear Superintendent Luna,

We are writing in support of Idaho's application for ESEA Flexibility. The Idaho Commission on Hispanic Affairs has provided input and feedback on Idaho's application, and we believe this new system of increased accountability will help raise academic achievement for all Idaho students, including our Hispanic students.

First, we are pleased to see the new accountability system is based on multiple measures, including academic growth. This new system will more accurately measure a school's performance in meeting the needs of all students year after year.

Second, we are pleased that the new system will hold all schools accountable for the progress of every student. The Idaho State Department of Education still will report data publicly for all student populations and ensure every school is providing the best educational opportunities for the students in that school.

For these reasons, the Idaho Commission on Hispanic Affairs supports Idaho's application for ESEA Flexibility and looks forward to the implementation of this new accountability system across Idaho.

Sincerely,

Margie Gonzalez
Executive Director

"Working toward economic, social, and political equality for Hispanics in Idaho"
An Equal Opportunity Employer

From: Senator John Goedde [<mailto:jgoedde@senate.idaho.gov>]
Sent: Tuesday, January 31, 2012 6:41 AM
To: Scott Grothe
Subject: comments



Idaho State Senate

Senator John Goedde

Scott – Please see comments below. John Goedde

I am pleased with the manner in which Idaho is seeking public comment on the ESEA waiver and am pleased that it appears the Department has taken such comments into consideration as it amended the waiver proposal to accommodate some of those concerns.

I like the idea that Idaho will use the Common Core work in a number of ways to efficiently bring about positive change in education. Such things as tailoring professional development and development of banks of test questions will benefit our state and save precious resources. The idea that higher education will also recognize proficiency in common core as a basis for college entry without remediation is a positive step as well.

It is good that completion of advanced courses is a factor in determining accountability and I appreciate the reference to Tech Prep in this area. The idea is to graduate students who are college or career ready and advanced classes bring students closer to that mark. The use of a C grade standard will encourage students to reach out to challenging courses without fearing the consequences of a lower grade.

I also appreciate the star rating system. Even a one star school denotes there is some merit there while an F has different connotations. I like how, through the rating system, schools will get the help they need to improve while funds and services will not be wasted on schools that are currently operated in exemplary fashion. Care needs to be taken on the rating of alternative schools since many start with student populations who have failed in traditional settings. SES has not been a particularly well functioning program in the past and a more targeted focus for SES will reduce waste which has occurred in the past.

I hope that, for one and two star schools, the state can implement a school inspection program where a team of professionals can spend time interviewing staff and students as well as monitoring classroom activities and make those difficult recommendations for improvement based on their observations

Forwarded to Carissa Miller by:

Scott Grothe
Accountability Program Manager
Office of the Idaho State Board of Education
scott.grothe@osbe.idaho.gov
 (208) 332-1572



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

ATTACHMENT 2

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

ESEA wavier submitted by the Committee of Practitioners on February 3, 2012.

The Committee of Practitioners (COP) is made up of state-appointed members representing LEAs, parents, local school boards, private schools, and pupil services personnel for the purpose of providing experience and expertise to the state regulatory process. In Idaho, there are 28 Committee of Practitioner members. Twelve members provided feedback to Marcia on Idaho's Flexibility Waiver Application. In general, the Committee of Practitioners provided feedback in the following areas:

- Replace Star rating system with the ISAT rating system, i.e. Needs Improvement, Basic, Proficient, etc.;
- Adjust the target requirements to reflect the schools most in need of improvement rather than the majority of schools and districts;
- Eliminate the Continuous Improvement Plan requirements in the WISE for Three Star schools and districts;
- Eliminate (not reduce) the 20% set-aside for school choice and supplemental education services (supplemental tutoring services); reduce the Choice/SES set-aside to an amount between 5% and 10%; eliminate the 20% set-aside and remove the SES and School Choice requirements altogether; be more flexible with the 20% set-aside for Choice and SES;
- Consider students' success as measured by those who receive grades higher than a "C" in advance courses, Tech Prep., and Advance Placement classes rather than the number enrolled;
- Include the number of students who are in college preparation programs such as AVID in the rating system;
- Replace the LEP subgroup with an LEPX subgroup, which will more accurately show LEP program effectiveness and student growth;
- Include the criterion that schools that have a graduation rate of less than 60% are automatically categorized as one or two star schools for all schools except those classified as an "alternative school";
- Remove the "one accountability state" provision and apply the waiver requirements to Title I schools only;
- Remove the N=10 for special populations; change N to equal to 25.

From: Lowe, Greg [<mailto:gmlowe@sd232.k12.id.us>]
Sent: Friday, February 03, 2012 2:38 PM
To: Marcia M. Beckman
Subject: ESEA Flexibility Application

As a member of the state's Committee of Practitioners, I would like to respond to the current ESEA waiver request. I apologize for submitting these comments during the final designated hour, February 3.

I am very supportive of the moving to growth measures for monitoring student achievement. It has been difficult as a district superintendent to work diligently with district teachers to ensure adequate academic growth with several subgroups of students and discover that LEP or Special Education scores have prevented us from reaching proficiency with AYP. In reality, we should be celebrating the significant amount of growth in these sub groups from year to year. In the old days of NWEA, we were provided research based data to look at baseline RIT scores for individual students and each sub group in our schools. Then the research gave us expected growth scores for those students and subgroups, and we then developed SMART goals and wrote specific action plans to meet those goals. The new flexibility requests allows us to return to baselines of achievement and then be held accountable for essential, expected growth for individual students as well as sub groups.

The component of incorporating the Common Core Standards will be extremely effective, especially with the essential professional development opportunities and additional tools and resources. We as educators should be accountable for making sure our students reach these standards.

I am also supportive of the Star scale system, but am somewhat concerned about 5 stars. I believe that if schools are aware of specific expectations for each Star, schools should be able to move forward to build performance to meet the next Star. One and two Star schools being required to develop meaningful improvement plans seems essential. The same holds true for three Star schools. It appears that four Star schools could actually be the "Distinguished" category which we use in other areas of our education system. Other Stars below four could be the Proficient, Basic, and Needs Improvement.

Thank you for the opportunity to respond. I am excited for the wonderful accountability opportunities this waiver will provide.

Sincerely,
Greg Lowe
Superintendent
Wendell School District #232

777 S. Latah St. Boise, ID 83705

Phone: 208-345-1171

Fax: 208-345-1172

www.idschadm.org

Email: iasa@idschadm.org

Rob Winslow, Executive Director

February 1, 2012

Mr. Tom Luna
 Idaho State Department of Education
 650 West State Street
 Boise, ID 83720-0027

Dear Mr. Luna,

The school superintendents of Idaho welcome the opportunity to work with the State Department of Education to develop an effective waiver to the accountability requirements of the Elementary and Secondary Education Act (ESEA). Idaho superintendents convened a conference call on January 27 to identify our major concerns in the application and have worked together to produce the following suggestions. This is an important application and the components require careful consideration so that Idaho's waiver will be effective and that Districts will be able to implement it with the limited resources available to our schools.

The superintendents of Idaho were given the opportunity to review a draft of this application one day before the public comment period started on Tuesday, January 10, 2012. The public comment period lasted 21 days ending on February 1. It is our understanding that the State Department plans to provide the final document to the State Board of Education on February 3, 2012 to be included on their agenda for their next meeting.

While we appreciate the opportunity to comment and provide feedback, the process as undertaken in Idaho does not meet the requirements, found on page 8 of the application, that the "SEA must meaningfully engage and solicit input from diverse stakeholders and communities." The superintendents and other educational stakeholders have not been engaged in this process in a meaningful way. Documentation of involvement is found in meetings of minutes of various committees, the members of which have reported being asked to fill out evaluation forms before the committees have completed their deliberation. Further, superintendents have not been provided with the critical growth calculations that are being used in this application. In principle, we support moving to a growth model. However, since we have not been provided the data, we have been unable to gain an understanding of the impact on schools and districts to determine if this plan will be effective in improving Idaho's K-12 education.

Divisions of IASA:

- Idaho School Superintendents' Association
- Idaho Association of Secondary School Principals
- Idaho Association of Special Education Administrators
- Idaho Association of Elementary School Principals

February 1, 2012

Page Two

We ask that the process be opened up and allow for real dialog to improve the application into a workable plan for Idaho. Our hope is that with the time left before the application is submitted and throughout the revision process with the U.S. Department of Education, a meaningful collaborative process can be implemented so that a much improved application can be developed. At the very least, we request that the following revisions be made to the application.

States have been assured by the U.S. Department of Education that the intent of the Flexibility Application is to eliminate unnecessary burden and duplication. It appears that this plan may be more burdensome than is required by the ESEA.

We request that this application be applied to only Title I schools. Idaho is one of two states that have applied federal sanctions from ESEA to all schools under our current Accountability Workbook. This application continues that practice. The State has allocated no additional funds to assist Idaho schools to meet these requirements. Thus districts are expected to utilize their limited state resources to meet Federal requirements whether or not they have been proven effective in our specific settings. We do not oppose a separate plan for non-Title I schools. However, at this time we should limit this application to Title I schools and take additional time to create a process to develop an efficient and effective plan for non-Title I schools that can be implemented with our scarce resources.

Secretary Duncan, in a conference call with Superintendents, stated that SES and School Choice are removed as requirements of the waivers. He further stated that the Department believes that school district superintendents are best suited to determine appropriate interventions for their students.

We appreciate the needed changes to the current requirements around Supplemental Services (p.68) and the introduction of Supplemental Tutoring Services (STS). However, in light of the allowance that SES and STS are not required under the waiver, we request that the 20% set aside be eliminated. Setting aside these funds has not proven effective in Idaho and in many cases has limited the ability of schools to make the necessary investments in their student's performance. In many cases, the required set aside has reduced Title I services and limited investments in programs such as Response to Intervention and other proven methods to increase student performance. Requiring funding to be set aside for STS and to only allow these funds to be used outside the school day, limits the school's and district's ability to make sustainable, researched-based decisions to improve the education for all students. STS should be an option, not a requirement, available to schools and districts.

February 1, 2012

Page Three

We request that School Choice also be eliminated as a requirement. With the rural nature of our State, many districts have had very limited or no meaningful option for School Choice. All parents already have the option for online virtual charter schools regardless of their status under ESEA. This option does not require funds to be set aside. Requiring funds to be set aside for choice has not proven to increase the academic performance of the students that stay in their designated school or for those that take the choice option. Funds should be utilized to improve education so that all students benefit. This application also lists the Idaho Education Network (IEN) as a possible school of choice. The IEN is not a school and its very limited offerings do not allow for a realistic school of choice.

We believe it is important to note that this plan contains provisions for districts to provide funding for non-Title I schools similar to the set-asides for Title I, and it is stated that these funds should come from district funds, grants or other federal funds. It should be noted that there are NO district funds available for such requirements. In the application, districts will also have to match the 10% set aside for Professional Development with local funds regardless of the needs of the individual district. Most Idaho districts currently have no district funds for staff development or other “discretionary” activities. These funds were among the first to be eliminated as many districts responded to the State cuts in funding.

We appreciate having multiple ratings, and believe that letter grades would be a poor choice for a ratings system. However, we request that the rating categories be reduced to four and that descriptors be used rather than “Stars.” Being rated in the same manner as a motel or daycare center diminishes the complexity of the educational system and does not reflect the realities of the Star system in other settings. For example, if you wish to be a 5 Star hotel, the board of directors has made a decision to invest a considerable amount of funds in building and staffing a facility to meet those requirements. This is simply not the nature or system of public education nor would the public interpretation of such a system be fair or equitable.

Principle 1: College-and Career-Ready Expectations for All Students

It appears, because of the considerable difference in the range of scores allowed for a Five Star school or district compared to the other four, that the 5th Star is used to identify elite schools for rewards. Very few schools in Idaho would be able to earn a Five Star rating, especially when looking at the chart on page 79 [Growth to Achievement Point Distribution]. We would recommend that the targets be adjusted so that more than one school would earn a 5 in reading and language usage.

February 1, 2012

Page Four

Creating four categories would allow for a more realistic system of rating Idaho schools. We also strongly urge utilizing descriptors that would align with the teacher evaluation model adopted by Idaho. We would recommend a collaborative effort to develop meaningful descriptors such as Distinguished, Proficient, Basic, and Needs Improvement.

We also have concerns with components of the application that seem to be making unilateral curriculum and process decisions without input from stakeholders. For example, it appears from the application that Universal Design for Learning (UDL) has been adopted as a State model. On page 16 it states, "Idaho is moving toward implementing UDL in all schools . . ." There has been no discussion of the merits of a statewide instructional model or an announcement of its adoption.

Principal 2 – State Developed Differentiated Recognition, Accountability and Support

We also appreciate that the "n" will change from 10 – as listed in the draft application to 25. This is a more appropriately sized subgroup.

We have concerns with the expectation that Idaho's post-secondary institutions are to provide dual credit courses for 50% of our juniors and seniors. Although we support this effort, this requirement makes the assumption that post-secondary institutions currently have the capacity to accommodate an influx of dual credit courses and that a sufficient number of staff members are available in every district to teach these advanced courses. This requirement would at least need a phased-in process to build the capacity of institutions and schools in Idaho.

We would also like the graduation rate expectations to be based on a growth percentage to allow for diverse schools and to ensure that alternative schools are able to move beyond the bottom tiers of the rating system. The Median Growth Percentile rates are too high to allow districts to achieve maximum points. This is especially an issue with the 5 Star system. By setting the requirements too high it limits the opportunity to motivate staff to improve student achievement.

The involvement of the State Department of Education in the removal of administrative staff and the replacement or removal of school board members is outside the parameters required under the ESEA. The State Department of Education should not be involved with repurposing appropriated funds for the purpose of influencing election results to facilitate a change in trustee membership.

February 1, 2012

Page Five

Principle 3: Supporting Effective Instruction and Leadership

There is much discussion of the teacher and administrator evaluation process. Many of these ideas require new legislation or State Board of Education rules. A collaborative discussion is needed to evaluate these proposals that appear to have been decided before a process has been put in place. For example, will the “Teachscape Framework” that is included as Attachment 28 be an expectation for building administrators? If so, this seems premature, given that a committee is currently working to develop recommendations for administrator evaluation.

The statement on page 143 reads, “Legislation approval concerning observations of novice or partially proficient teachers at least twice annually, while other staff submits to formative observations and evaluative discussions at least twice per year.” This is currently not State law and the new legislation, “Students Come First” passed in 2011, removed the requirement of two evaluations for novice teachers. Given the comprehensive nature of the current evaluation requirements, administrators may be challenged to complete one evaluation on all certificated employees, especially since many districts have experienced cuts in administrative personnel. Without a considerable increase in funding for professional development needs arising from evaluations, these systems cannot be effectively implemented. As stated in the application, additional funds for this proposal are not available.

There is also a concern that the “longitudinal data system will capture individual teacher evaluations from every district across the state.” (p. 154) Currently State law does not allow individual evaluations to be reported, and superintendents have previously raised concerns about including this information in the state data file.

Overall the application contains some important changes from the current No Child Left Behind Accountability expectations. These include moving to growth measures for monitoring student achievement, addition of measures for college and career readiness, and incorporating the Common Core Standards.

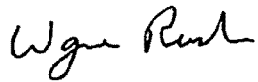
However, in order to accomplish the goals set out in the waiver process to eliminate unnecessary burden and duplication we request that attention be given to our suggested revisions. Specifically, the development of the application must include a meaningful collaborative process among all stakeholders. The application also needs to focus on Title 1 schools and allow the use of limited funds to be driven by a school and district planning process rather than arbitrary mandates from the state.

February 1, 2012

Page Six

Thank you for all of your efforts. We appreciate the State Department's hard work and look forward to working with you to develop a high quality waiver for Idaho's ESEA Flexibility Application.

Sincerely,

A handwritten signature in black ink, appearing to read "Wayne Rush". The signature is fluid and cursive, with the first name "Wayne" and last name "Rush" clearly distinguishable.

Wayne Rush, Superintendent
Emmett School District
ESEA Waiver Committee Chairman for ISSA

cc: Idaho State Board of Education



The Independent School District of Boise City

8169 W. Victory Rd.
Boise, Idaho 83709

(208) 854-4000
FAX (208) 854-4003

January 25, 2012

To: Dr. Carissa Miller, Deputy Superintendent of 21st Century Classroom

From: Dr. Don Coberly, Superintendent
Dr. Ann Farris, Federal Programs Administrator

Re: Comments and Questions Regarding Idaho's ESEA Flexibility Request

We appreciate the opportunity to provide comment and feedback on the waiver request. As with any document of this magnitude, we understand the time and effort that went into its creation and appreciate the scope of the work. You have provided an integrated look at the State's plan for ESEA-related requirements, Students Come First components, and Race to the Top initiatives. Following are our comments, questions, and suggestions for each principle outlined in the ESEA Flexibility Request document.

Principle 1: College and career-ready expectations for all students-

The Boise School District is excited about the adoption of the Common Core State Standards (CCSS) and is pleased that the SDE is working with institutions of higher education to prepare potential teachers in the CCSS (p. 20). We also appreciate the forthcoming teacher support through bi-monthly webinar tutorials (p. 27). A question we have for clarification in this area is:

What does it mean that CCSS will be incorporated into teacher performance evaluation protocols (p. 32)? Will additional changes be required beyond those outlined in Students Come First? What will this look like?

Also, you mention that "Idaho is moving toward implementing UDL in all schools..." (p. 16).

Is the State mandating one instructional model through Schoolnet? Is this an optional resource for schools and districts to use to strengthen tiered instruction/intervention (p. 23)?

Finally, regarding Principle 1, we applaud the State's effort to include students who complete advanced courses, Tech Prep, and Advanced Placement classes in the rating system to better support college and career readiness for all students.

Perhaps a better indicator would be success in that coursework – it might be appropriate to consider using assessment results (college final exams, Advanced Placement tests results) in evaluating college preparation in advanced classes, rather than enrollment and particular grades. A grade of “C” is not necessarily an indicator of college readiness.

We would also like to see the State add numbers of students who are in college preparation programs (such as AVID) in this count. This would more accurately reflect districts' work to accelerate all students, including our most at-risk populations. We recognize that it is important for students to be enrolled in higher level coursework, it is equally as important to have programs in place that adequately prepare all students to be successful in these courses regardless of background.

Principle 2: State developed differentiated recognition, accountability and support-

First of all, we appreciate the State's use of a five star rating system as opposed to letter grades that are associated with percentages. We are also pleased to see a system that includes multiple data points in calculating schools' ranking (p. 44). We feel this is the first step to more accurately reflecting school performance. We also appreciate the fact that you are willing to revisit and adjust criteria after examining data (p. 76).

We are concerned, however, with the inclusion of the LEP (limited English proficient) subgroup in the same way it has previously been represented (p. 49). The Boise School District understands the need for high expectations and high achievement for all students, including LEP students. Through NCLB, schools have often been labeled based solely on an achievement test normed for native English speakers. By definition, the LEP subgroup is “not proficient” in English.

We recommend replacing the LEP subgroup with an LEPX subgroup. Using ISAT data for LEPX students would more accurately show LEP program effectiveness and student growth. We would also suggest that the State take this opportunity to keep the LEP subgroup and include an accurate measure of LEP student performance through the incorporation of the IELA (Idaho English Language Assessment). This would allow schools to earn points based on both academic achievement and the acceleration of English language acquisition and would incorporate current AMAOs into one, streamlined accountability system. AGPs (p. 48) could more accurately reflect language acquisition research as well. This suggestion supports the State's goal to create a rating system that “validly results in the schools designated needing the greatest intervention by the State and impacted school district” (p. 83). If the LEPX

scenario is not acceptable to the U.S. Department of Education, we would propose that the State examine extending LEP1 status to five school years.

We are also concerned that schools that have a graduation rate of <60% will automatically be categorized as one or two star schools (p. 97). This creates the potential for all alternative schools to consistently make up the bottom tiers within the rating system. Obviously districts seek to increase graduation rates at their sites (ours has more than doubled). However, to have one criterion that trumps the multiple data points in the rating system seems punitive for alternative schools.

Our recommendation is to edit the language to read something like, “the one and two star schools will also encompass all schools that have a graduation rate <60% unless the school is classified as an alternative school. Alternative schools must show yearly increases in their overall graduation rates as part of their data set.” We feel that changes to the LEP and <60% graduation categories would help avoid a system where the majority of schools identified as one and two stars are primarily alternative or LEP.

On another note, we welcome the needed changes to Supplemental Services (p. 68). Thank you! Districts can now design and/or contract with those who are truly concerned about providing quality services for students and extended time can be focused on students who actually show a need for additional support. No one could have anticipated the impact of SES, and we are grateful that you are proposing these changes.

We would like to ask the State to lower the required set-aside for STS to an amount between 5% and 10% at each district’s discretion.

The 20% set-aside has created hardships for Title I programs which have directly impacted services to students, including RTI’s tiered system of prevention/intervention. It also impacts the ability to hire support staff such as instructional coaches who reinforce initiatives as outlined in the State’s plan. If this “framework is an integral part of Idaho’s efforts to meet the educational needs of all learners” (p. 72) and is part of “sustainable school improvement practices” (p. 115) that will “ensure all students... are achieving college and career-ready standards” (p. 23), then schools and districts will continue to need the funding to provide quality support. It is a worthwhile process, but requires staff time in multiple areas (p. 64). We understand that districts may reduce the 20% if they meet the requirements outlined in Attachment 12. That occurs, however, months after allocations are given and staffing is complete. It also continues to divert large sums of funding away from core services to students and support for staff. Providing districts with flexibility regarding this set-aside would fulfill the State’s desire to “recognize the need for flexibility in a state that is deeply committed to local control” (p. 136) and would be greatly appreciated.

Another concern related to local control is the State’s ability to levy sanctions that include replacement of district principals and district-level administration (p. 65). The State also suggests they may “facilitate a change in trustee membership” (p. 66).

How will the State determine the effectiveness of each of the above categories? Is this through one Focus Visit? What “severe circumstances” would precipitate trustee removal (p. 66)?

Principle 3: Supporting effective instruction and leadership-

Most of this section outlines provisions in Students Come First upon which we have previously commented. We just have two areas for clarification within this topic. Our first relates to the “individualized professional performance plans” for teachers and principals (p. 141).

Could you explain what that will look like and if it is for all staff or just certain staff?

Also, the State mentions that “funds to fully support districts in implementation are scarce” and funds “are at issue” (p. 153). Can you share what this means as it relates to this document? Will certain areas be eliminated from the plan if needed? Will districts be required to fund these mandates?

Finally, in Attachment 14, we appreciate the State’s efforts to provide choice to the appropriate students in two star schools. Our question is regarding choice and one star districts.

How will this process work with neighboring districts? Will they be required to take any student who requests a transfer? How will capacity/cost issues be addressed?

Again, thank you for all of your efforts. We appreciate your hard work and look forward to working with you as these areas are addressed and implemented across Idaho.



JOINT SCHOOL DISTRICT NO. 2

1303 E. CENTRAL • MERIDIAN, IDAHO 83642

DR. LINDA CLARK
SUPERINTENDENT

January 31, 2011

To: Mr. Tom Luna, Superintendent of Public Instruction
Mr. Richard Westerberg, President of the State Board of Education

From: Dr. Linda Clark, Superintendent
Joint School District No. 2 Board of Trustees

Thank you for the opportunity to provide written feedback on the waiver request that is soon to be submitted to the U.S. Dept. of Education. It is clear that a tremendous amount of effort has gone into the formulation of this document. There are many positives in the application and the district applauds the move toward the Common Core Standards and toward the use of true growth measures for monitoring student achievement.

While this letter will provide our input on specific provisions of the Waiver Request, it is important to first state our great disappointment in what we believe are the State's unrealistic assessment of the major flaws of the so-called No Child Left Behind (NCLB) legislation, and what appears to be a commitment to repeat or, in some cases, actually expand them through the framework that would be established via the provisions of this document.

Specifically, this statement refers to provision of the Waiver Request that applies it to all schools in Idaho. Close to ten years ago, our district testified before the State Board, urging that Idaho apply NCLB only to Title I schools, as we believed most other states were doing. Our appeal fell on deaf ears, and when the dust had settled, only Idaho and Louisiana had applied the law and its tenets to all schools. After Hurricane Katrina, Idaho was left as the only state taking this action, and as feared, our state did not have the resources to provide support to all schools, and soon began to place increased burdens on districts to deal with schools as they moved through the various sanction levels.

Further, in point of fact, most of Idaho's so called "failing schools" actually have achievement levels of which many states would be proud. Supt. Luna has underscored this in his public statements in favor of the waiver in stating that, under the provisions of NCLB, many Idaho schools are being mislabeled as failing. While we understand that some individual desire a single accountability system for the State of Idaho, we believe that it is a grievous error to, once again, apply a system designed to identify and address the lowest schools receiving federal financial support to ALL schools in the state.

The requirements of the U.S. Dept. of Education are very clear in requiring states to identify and deal with the lowest 15% of Title I schools. There is no attempt at the federal level to make the

provisions reach beyond Title I, and in fact, the waiver process actually allows states to focus their attention and resources to only the lowest achieving portion of those schools receiving Title I funding.

Further, one pillar of the federal outline for the Flexibility Application is that the waiver request should be designed to eliminate unnecessary burden and duplication. As examples of this, the application no longer requires a 20% set aside for School Choice and Supplemental Educational Services (SES). Yet, the Idaho application keeps these in place (for one and two star schools), and additionally, requires districts to use their own funds to provide these resources for non-Title I schools in addition to a 10% set aside for professional development for teachers in non-Title I schools.

It should be noted that, according to the *Title One Monitor*, dated February, 2012, of the eleven states in Round I of the waiver process, only Colorado and Oklahoma maintain provisions for School Choice, and only Colorado has plans to continue SES.

Of additional concern is the language which indicates that School Choice can be met through the "IEN as well as any public school in the state." IEN is not a school and districts would be hard pressed to provide transportation for students "choosing" schools far outside of the local geographic area.

This is another example of over extending the requirements, and quite simply, districts have no funds to meet the proposed requirements for any of these purposes. There is nothing in these provisions in Idaho's application that reduces the burden to districts, and simply stated, cuts in discretionary funding over the past three years make it impossible for Idaho's school districts to fund what will be required in the proposed Waiver Request.

One additional comment in reference to School Choice and SES (termed by Idaho as STS) is that while the federal guidelines do not require keeping these in place, they do require that the continued use of Choice and/or SES – or any other intervention system that the state requires, must be based upon evidence that said system is based upon evidence that is contributes to improvement in student achievement. While Idaho has required vendors to collect some data, there is no national data to support that either Choice or Supplemental Educational Services make a difference in academic achievement.

There is reference in the document to a move to a "twice a year" evaluation system for teachers and administrators. Districts are just now grappling with the requirements of new legislation regarding evaluations, including a move to one "annual" evaluation for all certificated employees. The evaluation being put into place is solid and thorough, and if the federal requirements can be met with one annual evaluation, it is unclear why Idaho would feel the need to move to two per year (which has never been discussed in either the debate regarding the *Students Come First* legislation or subsequently). When staff asked this question during an SDE webinar, the response was "the law will have to come into alignment with the plan. . . ." This is a strange approach, to say the least.

It should be noted that it appears that the terms observation and evaluation are used interchangeably in the document, and they are two distinctly different facets of the supervision/evaluation process. Multiple observations and extensive data collection go into the actual “evaluation” instrument. Perhaps the state is actually talking about what constitutes an “evaluation cycle” – the process of getting the evaluation itself. It is further noted that numerous observations and conferences are an integral part of the supervision/evaluation process for any individual who is on an improvement plan or probation.

The federal guidelines ask that the system be understandable to parents. Again, referring to the *Title One Monitor*, it is noted that states in Round One have designed accountability systems that are far too complex. Given the complexities of Idaho’s proposal, it is highly unlikely that the peer review committee will determine that Idaho’s system meets the standard of simplicity.

While the “star” system is slightly better than an “A, B,C” system, we believe that the State would have a stronger, more easily understandable system by using simple designations such as “Distinguished” or “Exemplary” or something similar. There is concern about use of a system tied to the norm for hotels and restaurants which operate entirely differently than schools.

As a district, we also have serious questions about references to “Total Instructional Alignment (TIA)” and “Universal Design for Learning (UDL)” as we do not believe these have been vetted or discussed on a statewide basis, and we believe that instructional decision making and curriculum decisions are best made at the local level (within the state-adopted standards). Stakeholder input is vital in decisions such as these.

Joint School District No. 2 has made major strides in offering dual credit courses for our students, and our juniors and seniors are exponentially expanding their course completion. Even with this commitment, we are concerned with provisions for Idaho’s post-secondary institutions to provide dual credit courses for 50% of the state’s juniors and seniors. Currently, the institutions do not have capacity to deliver courses at that rate nor do Idaho’s vastly different districts have a sufficient number of staff members to teach these advanced courses. We would suggest a phase-in process that allows for capacity building.

There are significant questions regarding the metrics that will be used to determine which schools receive the various ratings. To expand understanding of what we believe is being proposed, the Assessment Dept. of Joint School District No. 2 has developed a visual – in draft form – which is attached to this letter. It seems that, like NCLB, there are numerous ways in which every school in Idaho can fail and that only a very few will be found in the top rating. Perhaps that is the design. . . .

Thank you for the opportunity to provide written input into the process. We are, as always, available for further discussions regarding anything that is in this letter or that may come to light through other testimony.

State of Idaho
ESEA Flexibility Request

**Principle 2: State-Developed Differentiated
 Recognition, Accountability, and Support** (pgs. 43 - 115)



5 Star eligible for Recognition & Rewards
 4 Star eligible for Recognition



- WISE Tool Continuous School Improvement Plan



- WISE Tool - Rapid Improvement Plan
- School Choice & STS require 20% Title I set-aside
- School Choice
 Title & Non-Title
- Supplemental Tutoring Services (STS)
 Must occur outside of ADA time
 Not required to offer services through external
 providers



- WISE Tool - Turn-Around Plan
- School Choice & STS require 20% Title I set-aside
- School Choice
 Title & Non-Title
- Supplemental Tutoring Services (STS)
 Must occur outside of ADA time
 Not required to offer services through external
 providers



**State of Idaho
ESEA Flexibility Request**

Elementary & Middle Schools

**Principle 2: State-Developed Differentiated
Recognition, Accountability, and Support** (pgs. 43 - 115)

Star Rating Point Range

★★★★★★ = 95 - 100

★★★★★ = 80 - 94

★★★★ = 61 - 79

★★★ = 26 - 60

★ = > 25

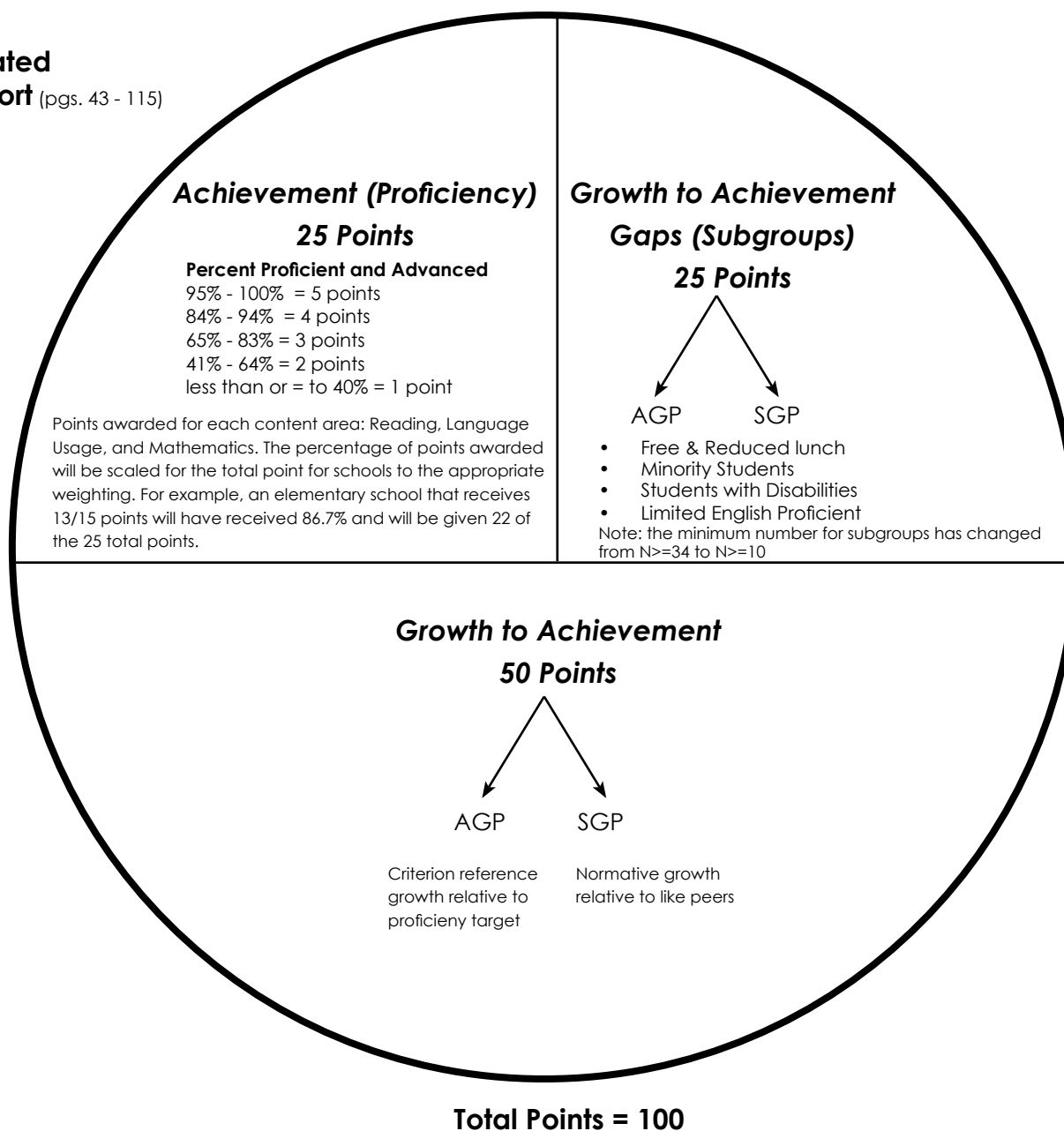
Note: All schools must have at least a 95% participation rate in the State assessments for all of their students—including all subgroups—or the star rating will be dropped one star

AGP = Adequate Student Growth Percentile

The AGP calculates the required %ile of growth needed for a student to reach or maintain proficient or advanced within 3 years or by 10th grade. AGP is a criterion growth measure.

SGP = Median Student Growth Percentile

The SGP is a normative growth measure. The SGP calculates a growth percentile based on comparing students who have scored in the same score range on the ISAT in the previous year.



State of Idaho ESEA Flexibility Request

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support (pgs. 43 - 115)

Star Rating Point Range

★★★★★★ = 95 - 100

★★★★★ = 80 - 94

★★★★ = 61 - 79

★★★ = 26 - 60

★ = > 25

Note: All schools must have at least a 95% participation rate in the State assessments for all of their students—including all subgroups—or the star rating will be dropped one star

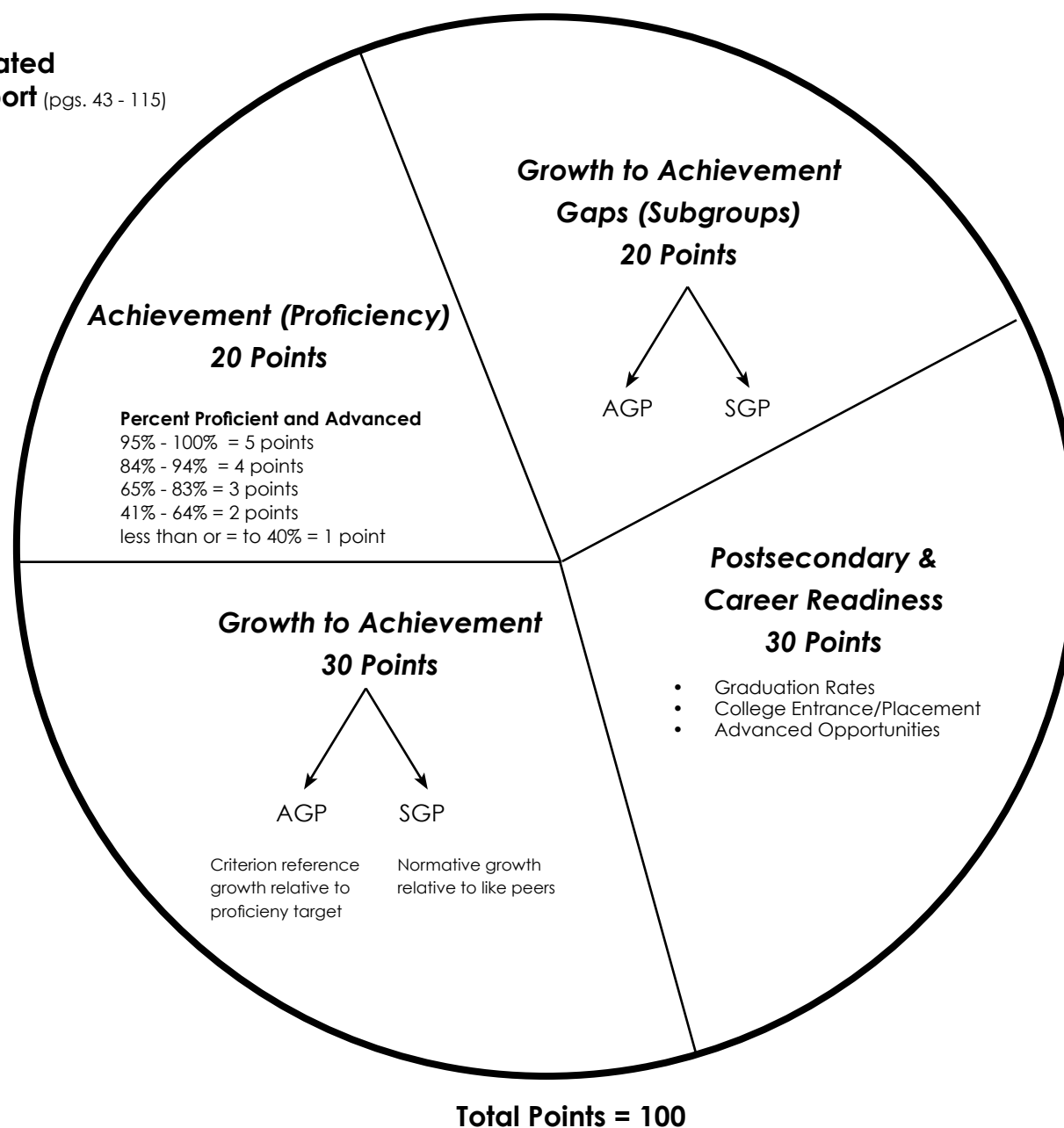
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SGP = Median Student Growth Percentile

The SGP is a normative growth measure. The SGP calculates a growth percentile based on comparing students who have scored in the same score range on the ISAT in the previous year.

High Schools



We celebrate the undertaking of this waiver to improve education for our Idaho students and in moving us toward model systems worldwide. The concern reflected by this project is most admirable. We appreciate the opportunity to give input to this waiver which is a necessary step in the development and improvement of Idaho's educational systems for our 21st Century Learners. Our interest in giving input is to support the statewide team effort in making this a winning waiver to enhance educational opportunities for Idaho students. Following are some concerns:

Diverse Stakeholder Engagement - Substantiation and alignment to scientifically sound research.

"SEA must meaningfully engage and solicit input from diverse stakeholders and communities." P. 8
While some SEA engagement has been documented, what needs to be addressed is "meaningful". Supporting information below:

- Real change can happen when stakeholders are engaged at the *meaningful* level. There is no shortcut in building stakeholder investment through engagement efforts create shared knowledge, real dialogue and ownership in the schools. (NSPRA)
- The business world knows that stakeholder engagement can ensure broad support and buy-in...which is essential to gaining support for policy. *Meaningful* stakeholder engagement is also effective in ensuring transparency and social accountability. It is from the careful balancing of all of the views, ensuring that everyone has a voice and all are listened to with respect, that robust, sustainable and equitable policy can be developed. <http://www.unep.fr>

Engagement and Not Tokenism

- Arenstein, in 1969, described degrees of citizen participation ranging from non-participation, to tokenism, to true partnerships. Tokenism is where stakeholders are informed, passively consulted, but not actively engaged. In true partnerships, participants engage actively in decision making and journey with the project, thus taking responsibility for the way the project develops. Stakeholder engagement at this level will lead to robust, appropriate and acceptable decisions that can be supported by all stakeholders.

Having been involved in gathering public input and grassroots decision making for years, I understand the difficulty of obtaining the participation and input from the diverse populations to the degree you would desire. **This makes it even more urgent that you carefully consider all input you are now receiving so that we can reach the collaborative partnership that provides the buy-in necessary for robust and successful implementation.**

Rewards and Incentives - Substantiation and alignment to scientifically sound research.

Research to support this is at best inconclusive.

Please reference:

- What Works Clearinghouse for 2010 and 2011 studies at <http://ies.ed.gov/ncee/wwc/topic.aspx?sid=17>
- More on the study of Internal Control Psychology in *Activating the Desire to Learn*, by Bob Sullo, ASCD,

- Daniel H. Pink at <http://www.ted.com> commenting on the differences in extrinsic motivators for many of the 20th Century tasks versus higher cognitive demands of 21st Century tasks. Traditional notions of management are great if you want compliance. But if you want engagement, self-direction works better.

The idea of a merit rating is alluring. The sound of the words captivates the imagination: pay for what you get; get what you pay for; motivate people to do their best, for their own good. The effect is exactly the opposite of what the words promise. W. Edwards Deming

- From a **climate survey** we have just completed in our district, an overwhelming number of teachers responding indicated need of more time to collaborate and receive needed professional development and more staff to meet student needs and keep class sizes within the optimum number. While salaries have been frozen or decreased, the demands on the time it takes to be the kind of effective teacher they would like to be has increased and supporting access to materials as decreased. Before the SEA considers setting aside money for compliance rewards, we need to make sure districts can pay teachers a yearly salary that can include enough face-to-face instructional time, professional development time, collaboration time and preparation time. Professional development needs to include time for job imbedded PD and instructional coaches to support that. The positive effect of having dedicated instructional coaches is well documented, for one example, from Reading First Schools.
- To think that a top down model that forces compliance with external motivation in the false hope/belief that it will meet an externally created goal is non-congruent with research and proven practice. There is no research to tie external incentives to create the kind of lasting internal motivation that can ultimately inspire better teachers who can have the vision and commitment to affect students' internal motivation to become life-long learner.

Idaho Building Capacity Project and Family and Student Support Options – disconnect

- The progress made moving from SES to STS is definitely in the right direction.
- The unilateral, mandatory 20 percent set aside, however impedes the progress of expediency and focus of funding and should be eliminated. The many cuts in program monies have resulted in fewer staff and resources to serve the very students needing the most effective and supportive programs.
- The man hours involved in these compliance issues erodes the time available for student instruction.
- Mandatory set asides actually fly in the face of the Capacity Builder program for lower performing schools. “The Capacity Builders ...help create and implement a customized school improvement plan.” P. 62. A more effective use of funding would be to use their collaboration in building a plan and budget that directly enhances the school’s ability to meet the needs of students and raise academic success. This may mean more staff to effectively implement an RTI piece, etc. Schools/Districts would then submit a plan and budget aligned with identified needs and initiatives. This is more in keeping with the intent that the waiver is to provide flexibility in improving the quality of instruction. (waiver draft pp. 67, 68, 69 and 99)

Single Accountability System

While the “single accountability system” has merit, the funding specified in this document to fund non-Title I schools comparable to Title I schools is not realistic. Adequate district funding does not exist to support that requirement.

LEP Subgroup

More time should be taken to carefully consider MGP and AGP for LEP students in direct relation to their language acquisition level. At minimum, goals for LEP and LEPX students should be differentiated.

This input is endorsed by Superintendent Jay Hummel, Assistant Superintendent Wendy Johnson and The Kuna School Board

Memorandum

February 1, 2012

To: Tom Luna, Superintendent of Public Instruction

From: Lewiston School District Administrators:
 Joy Rapp, Superintendent
 Bob Donaldson, Assistant Superintendent
 Mike Haberman, Director of Special Services
 Ellen Perconti, Director of Curriculum

Copy: Marcia Beckman
 Steve Underwood
 Dr. Carissa Miller

Re: Comments Regarding Idaho's ESEA Waiver Request

Thank you for this opportunity to provide feedback on the draft waiver to the accountability requirements of the Elementary and Secondary Education Act (ESEA) developed by the State Department of Education. The effort to move from a system where missing one (1) of forty-one (41) indicators would result in a progression of school improvement to a system that recognizes both proficiency targets and growth is appreciated.

Below are suggestions that we hope will be considered as the final document is prepared:

FIVE STAR RATING SYSTEM APPLIED TO PUBLIC SCHOOLS

We would propose moving away from the Five Star rating system. We would suggest using terms that are already familiar to parents, especially related to the ratings found in communicating the results of the *Idaho Standards Achievement Test*.

5 Star	Distinguished
4 Star	Advanced
3 Star	Proficient
2 Star	Basic
1 Star	Needs Improvement

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STATE DEPT. OF
TITLE 1

These are also similar to the terms being used in the evaluation model and all connote degrees of success and clearly identify degrees of improvement.

SCALE USED TO DETERMINE RANKING

It appears that the selected cut scores in the draft waiver are inconsistent in the degree of difficulty for achievement and yet have the same point value. It also appears that very few schools and in some cases not a single district in Idaho would be able to earn a Five Star rating, especially when looking at the chart on page 79 (Growth to Achievement Point Distribution). We would recommend that the targets be adjusted so that more than one school would earn five (5) points in reading and language usage.

Replacing the current system under No Child Left Behind with another system that appears to set unrealistic targets does not make sense. Additionally, by setting targets that will result in the majority of schools in Idaho being Three Star schools, the state must consider the capacity needed to provide the support outlined in the document. On page 153 statements such as “*funds to fully support districts in implementation are scarce*” and “*funds are at issue*,” leading one to believe that districts will need to find the funds necessary to meet the requirements outlined in the waiver. Funds are also scarce at the local level.

In addition, Page 1 of the Executive Summary states that each state’s waiver must address four areas, one of which is reducing duplication and unnecessary burden. Imposing requirements on three-star schools, with a rubric designed to place the majority of Idaho schools in the three-star category, does not appear consistent with reducing duplication and unnecessary burden. We recommend adjustments that will target requirements on the schools most in need of improvement, not the majority of Idaho schools and districts.

SPECIFIC RECOMMENDATIONS

- Table 3 on Page 47 – The percent proficient in all categories should be adjusted by at least 3-5 percentage points in order to create a better distribution, especially for earning 5 points.
- Table 7 on Page 52 – There should be some accommodation for alternative schools to earn points in this category based on increasing graduation rates from year to year. In addition to an adjustment for alternative schools, other states have set targets that fall below current rates for graduation. The waiver submitted should take this into account as well.
- Table 19 on Page 79 – The metric should be amended so that more than one school and at least a few districts can earn five (5) points. With the majority of schools and districts only earning two (2) or three (3) points in this measurement, the proposed system is as flawed as was the concept of all students proficient by 2014.

Each metric should be carefully evaluated for reasonableness and appropriate weighting. Consideration should be given to the normative nature in which the Colorado growth model works. We concur that the targets should be rigorous, but the repetitive statement in the waiver document – “*The metric again clearly illustrates that fewer schools and districts are at the highest point range showing the targets are ambitious*” – should also contemplate that the targets

are achievable. The reality that 100% of students would be proficient in reading, mathematics and language usage was a major downfall of the tenets of No Child Left Behind.

Likewise, growth and proficiency targets for students with disabilities that are no different than for students without disabilities do not reflect reality. While we believe and strive every day for high achievement for ALL students, not recognizing the group effect of disability on scores of this demographic will guarantee frustration not unlike that experienced under No Child Left Behind. Idaho's state director of special education, Richard Henderson, has put forward a goal of raising the achievement of Idaho students who have been identified with a Specific Learning Disability to 60 percent combined proficiency within 5 years. This is an ambitious goal but one that reflects reality and that we can work toward achieving. We recommend changes to the achievement requirements for students with disabilities that are inclusive and ambitious but that do not have the same frustrations as the prior system.

REWARDS AND SANCTIONS

Due to the capacity of the state, we would recommend that the requirement of the Continuous Improvement Plan in the WISE tool be eliminated for Three Star schools and districts. This will allow the state to focus all resources (people, time, funds) on the lowest performing schools and districts and not dilute these efforts. The metric is currently structured to place many schools and districts in the Three Star category. As stated in the waiver, Idaho has noted on page 153 that *"funds to fully support districts in implementation are scarce"* and *"funds are at issue."* There seems to be no purpose in the state dedicating scarce resources to Three Star schools and districts.

FLEXIBILITY WITH TITLE I FUNDS

We would like to ask that the state eliminate the 20% set-aside for school choice and supplemental education services. Both have been eliminated as requirements through the waiver process. Both have created hardships for Title I programs and have limited success. The set-aside requirement has been found to impact services to students as determined at the local level. The implementation of a robust Response to Intervention (RTI) model requires the resources to assess and provide intensive, timely and specific remediation. The 20% set-aside simply reduces the resources to provide expanded learning opportunities to our most needy students.

If we are wrong in our understanding of the waiver requirements and school choice and supplemental education services are required components of the waiver, the flexibility to move to supplemental tutoring services is appreciated. If these two (2) requirements can actually be omitted from the waiver, we would recommend that they not be included in Idaho's plan.

MINIMUM NUMBER FOR ACCOUNTABILITY

Page 72 of the waiver indicates that the N will change from 34 to 10. As per the telephone conference, we were told that the N would be 25. We would be interested in knowing the thought process behind this change and the significance of 25 versus 34.

EVALUATION

The plan outlined in the waiver is very ambitious with very short implementation timelines. We noted that the requirement for the number of evaluations completed each year does not match the new legislation under Students Come First. The requirements for evaluation under this legislation were purported to be rigorous and meaningful when presented during the 2011 legislative session. Therefore, we offer the following suggestions:

- If two (2) evaluations are required in the waiver process, state that the first evaluation will include the Danielson Framework and be completed by February 1. The second evaluation will include parent input and growth in student achievement and will be completed by the end of the school year. This would equal two evaluations if this is what the waiver requires.
- Delay the requirement in Idaho Code for the evaluation to be comprised of “*objective measures of growth in student achievement*” until after the work found on pages 145 and 146 is completed. The work described is to ensure that all measures that are included in determining performance levels are valid measures, i.e., measures that are clearly related to increasing student academic achievement and school performance (including measures in non-tested subjects and grades).

Given the comprehensive nature of the current evaluation requirements, administrators may be challenged to complete one (1) evaluation on all certified staff, especially in larger schools or for administrators with multiple responsibilities.

COMPLEXITY OF THE PLAN

The plan is extremely complex and will be difficult to communicate to staff, parents and patrons. A communication plan should be under development as soon as the waiver is submitted for approval. There are many data features that are unfamiliar. Teachers, schools and districts have not seen growth data, are more familiar with the ACT than the SAT and are just implementing new laws that are reflected in the waiver. We also have concerns with components of the application that seem to be making unilateral curriculum and process decisions. Examples include Universal Learning by Design and TeachScape. Comments such as those found on page 16 – “*Idaho is moving toward implementing UDL in all schools...*” – seems premature when there has been no discussion with stakeholders who may already have other instructional initiatives at the local level.

THANK YOU!

We know that you will be reviewing feedback from many sources and would like to thank you in advance for your consideration of our comments and suggestions. It was evident that much work has been done to create this draft document. Your time and effort are appreciated!

IDAHO STATE DEPARTMENT OF EDUCATION

NCLB ESEA REQUEST
PUBLIC COMMENTS

Date	Name	Patron	District / Orgnaization	Email	ESEA Flexibility Comments
11/07/11	Barney Brewton	Principal / Administrator	Post Falls District	bbrewton@sd273.com	<p>As Federal Program Director, I have directly overseen the Supplemental Educational Services program in my district. I see two major flaws in the law regrading this aspect of NCLB;</p> <p>1) Post Falls Middle School is in School Improvement due to their Special Eucation population; however, the only students eligible for services are those on Free and Reduced lunch. We are unable to target the Special Educaiton students with this program.</p> <p>2) allowing private vendors to offer services. The vendors in our area have marketed their prorams aggressively without offering a quality program. We would much prefer those funds be spent by the school and district to target those students not making AYP benchmarks.</p> <p>Thank you for your time and consideration to this matter.</p>
11/08/2011	Robert Celebrezze	Principal / Administrator	281	celebrezze@msd281.org	<p>As Principal of Moscow High School for the past 12 years, I have dealt with numerous unfunded mandates from the State of Idaho and the federal government. According to the United States Census Bureau, the State of</p>

					Idaho ranks 50th in per pupil funding for students in grades Kindergarten through Twelfth grade. I encourage the Idaho State Department of Education to push our elected officials to properly fund Public Education in our state. I fully support using college readiness scores as an indicator of school success. In order to compete academically in grades kindergarten through twelfth grade and beyond, the State of Idaho must properly fund public education. To literally be ranked 50th in the United States of America, in public school funding is certainly not going to assist in the push for educational excellence that as professional educators, parents and tax payers we all strive for.
11/08/11	Linda Reese	Principal / Administrator	414	lreese@kimberly.edu	<p>Every child is an individual learner, the current ESEA proficiency model is most effective with the average learner, about 50% of the population. This current model lends well to a minimum level of expected education. The upper and lower quartiles of student achievement are not measured accurately as their growth is not available in bands of proficiency.</p> <p>Using a growth model applied to individual student achievement will reflect and encourage more student participation. Individual growth model will support classroom instruction and promote parent and school communication, by allowing individual growth plans. This would allow all types of individual instructional plans and limitless student achievement.</p>

11/09/11	Greg Kramasz	Principal / Administrator	340	gkramasz@lewistonschools.net	I support the request to opt-out of the current NCLB requirements for the State of Idaho. I believe as a State, we can craft a better plan to assess the growth and movement toward excellence for our Idaho children.
11/09/11	Kasey Teske	Principal / Administrator	Robert Stuart Middle Sch.	teskeka@tfsd.org	I applaud Superintendent Luna for his efforts to seek a waiver pertaining to the No Child Left Behind (NCLB) Act. Although goods things have occurred because of NCLB legislation, educators know that some parts of the law need to be changed in order for more goods thing to occur. A waiver will give the state of Idaho more flexibility to address these needs and lift restriction of the law that most likely will hamper continued academic improvement in Idaho.
11/09/11	Marti Pike	Teacher	411	pikema@tfsd.org	Please do not reauthorize NCLB.
11/09/11	Ted Larsen	Teacher	411		Local control of education is what the founders intended. One size does not fit all from Washington D.C.
11/10/11	Jason Bransford	Principal / Administrator	786	jasonbransford@idahoidea.org	I appreciate the shift toward a growth model, as I am certain it is a better indicator of educator and school effectiveness. However, it seems that this school year has a target that noone yet knows. I recommend stating the target for this school year, then implementing new performance models for future years. As you are aware, making AYP has many implications- including financial

					ones. This would eliminate the uncertainty regarding the present school year.
11/10/11	Fitz Peters	Principal / Administrtor	061	fpeters97@yahoo.com	I urge a system of accountability, for I see it being the only way to move education further into the 21st Century. Yet that system should be built around student growth, not a focus on a student reaching an arbitrary point on a multiple choice test. If we get a newcomer to English, and our staff helps that student achieve 4 years of growth in one year - we are penalized because often that student is still critically below. If we take out limited English speakers (LEP) from our test results we are very close to 100% proficiency. If we are allowed reasonable time with LEP students, they too reach proficiency levels at a very high percentage. What frustrates me, is that we miss AYP with some of the highest achievement scores in Idaho and some of the highest LEP %'s in Idaho. Each year we have a whole new group of newcomers who need at least three years to gain enough ground. This time is not afforded to our schools and institutions so we must fill out corrective action reports, and send letters home about how we fail, when, given time, our students and teachers are creating remarkable results.
11/10/11	John Haire	Principal / Administrator	285	john.haire@psd285.org	Any educational judgment requires multiple measures to ensure accuracy. NCLB (ESEA)

					<p>demonstrates neither sound nor research based educational business practice; one measure, one day, once a year with a monetary/punitive "grade" based on this singularity. Single snap shot assessments with finality judgments and subsequent consequences are poor practice. As educators who use research based, best practice multiple data measures for decision making, we must demand the same alignment for assessment of our craft. We must demand research based practice, multiple measure methodology or we fall short in our conviction of what we do and fail in our philosophical alignment for what we ask and the standard to which we hold ourselves.</p>
11/10/11	Bryan Beddoes	Parent & School Psychologist	002	brdedldy@hotmail.com	<p>It is my belief that the ESEA as it stands is ineffective and actually leaves more children and schools in need. I do think that there needs to be some accountability for public education but the current model is not working.</p>
11/10/11	Jim Foudy	Principal / Administrator	Barbara Morgan Elem.	jfoudy@mdsd.org	<p>No Child Left Behind has certainly brought many benefits to public education, however as we approach benchmark levels that are closer and closer to 100% the positive intent of the law may be diminished. There will always be circumstances that hinder each child's ability to reach levels of proficiency with every test. It seems more appropriate to set expectations of growth, as we believe</p>

					<p>all children can grow. The other issue with setting the standard at 100% is that there may be unintended consequences with respect to what is taught and how it is taught. In other words, if the standard is 100% many schools may feel pressure to reduce the curriculum in such a way that the tested curriculum is the same as the taught curriculum. The tested curriculum should be part of the taught curriculum, but teachers teach so much more than is tested. For example, Idaho Code: 33-1612 discusses courses of instruction relative to a thorough system of public schools. There are eight definitions within this code that describe a thorough system of public schools. Character education, citizenship and technology skills are described as necessary within Idaho Public Schools. None of these skills are currently measured on the state assessment used to indicate Adequate Yearly Progress. Applying for a waiver that recognizes growth, rather than universal benchmark achievement will enable schools to continue the good work that they do educating children in comprehensive, rigorous and thorough ways. Thank you for considering this input.</p> <p>Respectfully, Jim Foudy</p>
11/10/11	James Jones	Parent	251	jonescoupon@cableone.net	I'd like to know how many educators in our public school system are NOT meeting the Highly Qualified Status at time of employment? There are many teachers

					looking for work who meet HQ status, and under NCLB HQ status is required, so why are the districts hiring people to teach courses they are not qualified to teach? Do I support a waiver - NO. I believe schools should show the capability to meet CURRENT standards before trying to implement MORE standards.
11/10/11	Larry Moss	Parent	261	l.moss83@yahoo.com	No child left behind is just another way of telling these kids today. You don't have to work for what you get. I see that as a exscape goat to real life. It is one reason we have so many users on welfare today. Why work when this goverment will just take from the workers and give it to the lazy non workers. My book!! If you don't work you don't recieve. That is what once made America the greatest country in the world. Now look at the once great America. (BROKE)
11/10/11	Fritz Peters	Principal / Administrator	061	Fpeters97@yahoo.com	I urge a system of accountability, for I see it being the only way to move education further into the 21st Century. Yet that system should be built around student growth, not a focus on a student reaching an arbitrary point on a multiple choice test. If we get a newcomer to English, and our staff helps that student achieve 4 years of growth in one year - we are penalized because often that student is still critically below. If we take out limited English speakers (LEP) from our test results we are very close to 100% proficiency. If we are allowed reasonable time with LEP students,

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11/11/11	Stephanie Hoffman, PhD	Citizen	001	shoffman3409@msn.com	<p>I believe in the need for local districts to have flexibility and I have not cared much for NCLB because of its restraints, low bar and missing what is important in education: learning for ALL students. Generally speaking, teachers are not given credit for what they know works best for students. I believe RtI is greatly needed in every school if implemented properly and not used to stop referring children for special education consideration. It also helps in referring children for gifted education. My biggest concern is that the education system does not look at students' individual strengths. Instead we want them to be shaped from one mold. There are students who are gifted and have learning challenges or learn differently from the norm. These children are overlooked and are unsupported. The system needs to support ALL students by giving educators appropriate education in how to identify, assess, teach and support their students, not penalize them for not</p>

					knowing how to do these things. Parents need to be supported and brought in to the system as a member of the team, not used as pawns for merit/performance pay.
11/11/11	Nancy Lewis	Parent	304	gnra@qroidaho.net	The increased achievement goals for students are needed. The requirement for online classes is totally wrong and needs to be repealed. Public schools need to foster cooperation and group process toward public good, not singular separation on computer terminals. Whatever happens needs to be funded adequately, increase funds for schools immediately.
11/11/11	Steven McDowell	Trustee	283	mcdowell4@tds.net	School districts are already stretched to the limit. If the state of Idaho wants more from us they need to show up with more money Steve McDowell, trustee Dist. 283
11/12/11	Renee Orth	Teacher / Parent	412	rlorth@cablone.net	NCLB has put more stress and frustration on students and school districts than it has done good. The reforms that are working are those that the administration and teachers have chosen to include in districts, not the strict limitations imposed on us by NCLB. Until the government learns to listen to those that are in the classrooms (teachers, parents, students) passing laws and limiting funding will not reform anything.

11/12/11	Neil Barson	Teacher	002	barson.neil@meridianschools.org	Both NCLB and Mr. Luna's plan are flawed. Run education like a business? Great! Let's start at the top. ALL administrators, from building to district to state and federal level receive "pay-for-performance" when their school/district/state meets AYP. Until then, pay cuts all around.
11/14/11	Peter Lipovac	School Board Member	55	peter.Lipovac@gmail.com	<p>There need to be considerably greater flexibility in standards and assessments which may be adopted. The emphasis on the standardized testing processes and the ISAT test scores are counter-productive to comprehensive student progress and the entire educational process.</p> <p>School districts with considerable American Indian populations should have tribal input and oversight of the district ESEA programs, as already proposed by US Senator Akaka through his Senate committee.</p> <p>We need to look at countries and school systems which are already producing superior students. In this regard, Finland comes to mind. In Finland, which the students perform at the very top of the list, regular standardized tests have been abolished and only the very top students are able to be accepted into teacher training programs. Thses are essential reforms which we need to include in any ESEA authorizatoin and which school districts all over Idaho and state and federal legislators</p>

					ought to take to heart when developing laws and setting policies. Thank you.
11/14/11	Gayle DeSmet	Principal / Administrator	North Valley Academy	gayle.desmet@gmail.com	<p>Thank you for working ahead of NCLB. It's past time to re authorize. Please make the evaluation for students a growth situation. That will take the "gotcha" out of the student and school evaluations</p> <p>Please help charter schools for certification of outstanding individuals without wading through education classes. A digital engineer would be glad to teach a class, but has no interest in being certified and earning teacher wages.</p> <p>Please help charter schools be able to adopt creative and unique teaching techniques. The PCSC only lets creativity squeak through that they allow. It is quite stifling, so little creativity is really happening.</p>
11/14/11	David Wilson	Teacher	321	jwilson@msd321.com	<p>I am in full support of the waiver. NCLB was great, in that it forced us to look at education and how it needed to change (I still think there are many more changes we need to make). However, (and a great example is at Madison Middle School) for the past 4 years I have worked here, Madison Middle School ranks as one of the top schools in the State of Idaho. Last year, 95.4% of students passed the Reading ISAT. 93.3% passed the Math ISAT. And nearly 90% of students passed the Language ISAT.</p>

					What kind of system would punish a school for achieving such great scores? Yet NCLB would, and does, punish the Middle School, we are in "AYP Jail", and that is unfair for the patrons and employees of this great school.
11/14/11	Jackie Mitchell	Teacher	Madison Middle School	mittchellj@MSD321.com	I am in favor of the waiver. I believe that the NCLB laws, though well intended, put more responsibility on the public schools without considering the responsibility of the parent and family. Students get their work ethic, sense of responsibility, and their value systems from their home and family. Parents have a huge responsibility to value education, literacy, hard work and responsibility. They also have a responsibility to read to their children and instill a love for life-long learning. Parents and families should also support and help students at home, ensure they get proper nutrition, sleep, and that their basic needs for love, shelter, and security are met. When this does not happen, a school cannot expect the students lacking this type of support and parenting to perform at the same level of the students receiving such support. Public schools cannot make up for that no matter what laws are written, how many extra hours we work, how many additional programs we offer, or how much additional types of technology are required.

11/14/11	Steven Somers	Teacher	West Ridge Elem.	stevesomers1967@hotmail.com	We need a restructured NCLB law that does not punish schools that do not reach their proficiency goals. The current law punishes rural and low socio-economic schools that are not able to reach their 100% proficiency goals by 2015. Financial punishments and incentive programs (merit pay) are NOT the solution to improving our schools. All parties must work together to improve our educational policies. A business model will not work in this complicated process of educating our youth...
11/14/11	Michelle Rightler	Teacher	IDEA	michellerightler@idahoidea.org	<p>As a teacher and a parent in the state of Idaho, I have found that the standards of accountability to which Idaho has been held to be of low quality at best. Our state ranks consistently in the bottom 5 of performing states on NAEP measures. Additionally, when comparing learning objectives and standards to those of other states, Idaho students are held to levels that are a minimum of one grade level below for other states. So, for example, our learning standards for a 5th grader would be those of a 4th grader in the four core subjects.</p> <p>Having Idaho determine its own standards of accountability is a poor decision. If the learning requirements are already behind, taking students away from standardized tests and national learning objectives, with the advent of the Common Core standards, is folly.</p>

11/14/11	Kathleen Schipani	Paraeducator	193	kschipani@gmail.com	I would like to say that no child left behind may have had too much testing and standards for some but it at least left districts wiht the same standards throughout the different districts. I feel the standards that it made for the school made them exemplary and kept Idaho on the high standard of education. No child left behind should stay intact without the state taking the low road of education and low cost that they seem to take without the great standards we have had. Thank you
11/21/11	Pete Koehler	Principal / Administrator	Nampa cluster of Schools	pkoehler@nsd131.org	I strongly support the application of a waiver for Idaho. As presently structured NCLB is not measuring a student's ability to think or reason. This needs to change. Local school districts need to have more say over the measurement process. Accountability must be measured on overall growth of children and not s simple standardized number.
11/23/11	Suket Gandhi	Parent	091	gandhi@q.com	NCLB in principle is good. However, there are many problems in making a number of non-teachers to be accountable. For example, when students don't have sufficient amount of school days, they can not learn properly. In Idaho, before the recession, there were 180 days of school. However, we really need ~200-210 days of school. The time should come from increase in number of days, instead of increase in the hours per school days. Lack of proper number of school days contributes to

students not learning. 2) The Local Board of Trustees, Superintendents are also responsible for failing to deliver quality of instructions. In High School, when students don't have a year long course, they do not grow. They stagnate. Teachers are not responsible for this. The Board of Trustees (at the District Levels) and the local Superintendents have sway on the learning process. 3) The quality of building environment (e.g., electricity, heating, humidity, natural sunlight, etc.) helps or hinders learning process. Local public/voters control the finances that build schools. 4) The local administrators control the textbooks used. All of the math textbooks approved for use in Idaho below the AP calculus (for KG-6, Algebra, Geometry, Adv. Algebra, pre-calculus) are inadequate. They lack the rigors, quality homework exercises, and logic in derivations. Lack of quality instruction materials prevents students from growing. 5) There are parents who are not in position to help their child due to inadequate education, or lack of interest on their part. Either way, students can not learn. (For example, those parents who don't have command of English, can not assist their child with English portion of their school assignments.) 6) The reliance on standardized test, like ISAT to measure student's knowledge, are inadequate. The math ISAT are a joke. The questions asked in ISAT don't measure critical thinking. They

					<p>don't ask the right questions that measures student's thinking. The tests (the sample questions released by Idaho SDE) clearly show that the standards are too low.</p> <p>Thus, teachers are not the only one who play a major role. If child fails to learn, it is due to system wide failure, but not due to the schools.</p> <p>Thus, I feel that NCLB is in principle good, but right people are not made accountable. The best way to make them accountable is to make it into a law when there is a "town hall" meeting where everyone, Superintendent and Chairman of the local Board of Trustee answers questions from the audience. This would be like the British Parliament, where the Prime Minister answers questions. The third party (like the speaker) would recognize a member of an audience to ask the questions.</p>
12/05/11	Evan Ricks	Principal / Administrator	215	evanr@sd215.net	<p>My concern is with the supplemental education portion of the law. Currently the districts with failing schools are required to set aside 20% title I funding for SES. Companies from outside the state come in and provide tutoring services that range from \$60.00 to \$70.00 per rhour per child. These companies see 5 kids per tutor making average \$325.00 per hour. Pretty good fee for a tutor. We deal with accountability based on the ISAT IRI etc..</p>

					<p>These companies accountability is a pre-test of their choosing completing a workbook and giving a post-test after the 15 hours of sessions. There simply is no accountability to prove that the tutoring services improve student achievement on the ISAT or IRI. They are being heald to a completely different standard. By spending this 20% budget as required we are limited on the number of kids we can service in summer school. Please address the SES portion of the plan you are writing so we will not have to set aside funds for this purpose but that funds may be used for paying our own teachers to tutor as they do now for free.</p>
12/12/11	Gary Johnston	District Administrator	Vallivue School Dist.	gary.johnston@vallivue.org	<p>I would request that AYP targets remain the same for the 11-12 school year with reading at 85.6%, math at 83.0%, and language at 75.1% or higher.</p>
12/15/11	C.A. Anderson			c_a_anderson45@hotmail.com	<p>I can't believe the State of Idaho, legislative branch, and governor has shoved this down our throats. Democracy does not exist in Idaho. Should send the bunch of you back to China where you belong..</p> <p>Disgusted with Idaho politicians who line there own agenda without hearing from other points of view</p>

01/02/12	Shalene French	Principal / Administrator	Rocky Mountain High School	frenchs@d93.k12.id.us	I appreciate the focus on accountability and higher expectations. Applying or requesting a NCLB Waiver in order to truly demonstrate actual student learning and academic growth should be our focus. My only concern is the actual time frame, the implementation of CCSS, the CC assessment ,and having an opportunity to really learn about the Colorado Growth Model. I want to be able to prepare for and support all of these significant changes.
01/08/12	Lavon Dresen	Parent / Teacher	221	chrisnlavon@msn.com	<p>Why are we applying for these flexibility measures? If we are unable to meet the requirements of ESEA, why are we unable to meet them?</p> <p>Thank you for your time.</p> <p>Respectfully, LaVon Dresen Emmett, Idaho</p>
01/09/12	Tracie Anderson	School Board Member	231	anderson.tracie@ymail.com	Great job you guys. It is quite long and difficult to get through, but I can only imagine writing it. It looks like you took our suggestions, vague though they were, and constructed them into a workable 5 star rubric. I don't have enough knowledge or experience to be able to tell how it will all work out in practice, but it looks like a great place to start. THanks for all the time and energy you have spent on it.

01/10/12	Alan Dunn	Superintende nt	322	adunn@sugarsalem.com	<p>Supt Luna, I appreciate your leadership in the effort to change the way schools are evaluated under No Child Left Behind. I especially am appreciative of the plan you are using as you submit the waiver to the federal Department of Education. There are several parts to the plan that seem to be very well thought out:</p> <ol style="list-style-type: none"> 1. A single system for all schools 2. The five star system for delineating a school's accountability 3. The multi-tiered method of evaluation which includes the ISAT, graduation rate, advanced courses, college entrance exams, etc. Having these particular sources of evaluation will motivate schools and districts to do well in each of those differing areas. 4. I especially appreciate that a school can be removed from one or two star status after only one year rather than the extended period of time required under NCLB.
01/11/12	Roni Rankin	Teacher	422	roni@cascadeschools.org	<p>Dear Superintendent Luna:</p> <p>As an English teacher with 25 years of experience in the classroom in Idaho, I urge that our legislators recognize that multiple choice assessments do not and cannot hold students to high standards in one of the most important 21st century skills: written language. The common core standards require teachers to hold students accountable for writing skills; this complex skill cannot be measured on a simplistic, standardized,</p>

multiple choice exam. Both the ACT and SAT contain a writing section, an acknowledgment that students must generate original content in response to a prompt in order to be fully accountable for having mastered the writing process.

Ironically, our state claims it holds students to high academic standards when Idaho does not account for how well students can read a prompt, organize their thoughts, and produce a written response. The language ISAT is not a meaningful measure of how well students use written language, but it is an easy test to evaluate. I urge you to replace the language ISAT with an authentic assessment piece that evaluates the most complex and important language standards. Preparing students for the 21st world of college and the workplace means we assess how well they can write an essay rather than answer multiple choice questions about one. One would not assess how well a quarterback can throw a football by asking him multiple choice questions about his skill. Let us not pretend that we are holding students to the highest standards when our state continues to use multiple choice questions to assess the complex skill of writing.

Sincerely,

Roni Rankin

01/11/12	Jerry Keane	Superintende nt	273	jkeane@sd273.com	I did not see any reference regarding how the current NCLB Sub groups will be utilized or not utilized in the proposal. Will the state still use the ELL and Special Education sub groups as part of the rubric to establish a schools rating?
01/12/12		Patron Tax Payer	274		Please consider students who are on an Individual Educational Plan through the state and federal special education. There are many students who meet their growth potential, due to cognitive impairment or other disabilities and are unable to grow every year in their progress. This is important when considering the waiver under the NCLB and also the merit pay being adopted by the state of Idaho. Please remember all students that are in our public schools!!
01/12/12	Barney Brewton	Principal / Administrator	273	bbrewton@sd273.com	What will happen to those schools/districts that are currently in various stages of school improvement under the old system? Will they be able to earn a 4 or 5 star rating? Thanks, Barney
01/14/12	Tom Clark	Parent	001		I see no difference between the current AYP system and giving a school a rating based on a number of stars. It's the same exact thing.

01/15/12	Judy Herbst	Teacher	093	jlherbst@msn.com	<p>I agree, parents and patrons will understand a 5 star system. How will this knowledge effect the self esteem and drive of the students attending a 2 star school? The outstanding staff will choose to exit these schools when given other opportunities to go to 4 and 5 stars schools. I wonder if the parents and patrons of a 1 and two star school will really do what it takes to make their school 5 star. I know the teachers and administration will work very hard because that is what educators always do! Teachers working at the 5 star schools will not be working nearly as hard as the 1 star schools' teachers, yet those will get their merit pay. The only way this can be fair is to keep all schools equal with socio-economic factors and students with emotional issues even. I have students who go home and sleep on the floor every night. I've had an 8 year little girl who has been sexually abused. Some students get a plastic sack of food to take home once a week so they can eat something every day on the weekend when they are not at school. These are not excuses, but it makes my job more difficult. Math and reading is not these kids' top priority. Amazingly, they do learn inspite of these hardships. Sometimes their test scores just don't make the grade for a 5 star school!!</p>
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01/15/12	Marilyn Ames	Other	Citizen supporter of Public Education and former teacher	maames@hotmail.com	This application for a waiver of NCLB requirements is yet another instance that Tom Luna has no qualifications, no experience, and an embarrassment to the state of Idaho. If his new plan is truly effective in creating a system of quality education for our children, why is it desirable or necessary to waive standards of evaluation? Are we afraid the new system can't stand up to even normal scrutiny? Consider this a "no star" patron endorsement of this application for waiver and of the Luna plan.
01/16/12	Teresa Jackman	District Administrator	460	tjackman0@gmail.com	<p>I would like to comment on the Supporting Effective Leadership and Instruction section of the ESEA Flexibility plan.</p> <p>I support a statewide teacher evaluation system. Although I feel some pieces of this plan are poorly informed, namely:</p> <ul style="list-style-type: none"> * Parent input should not be any percent of a teacher's evaluation. As you know, all parents speak to their emotions when their children are called into question. * There must be better funding for professional development built into and protected under this part of the plan. The existing dollars set aside for professional development are being included in monies that districts have choice (flexibility) to reassign. Therefore, they are being spent in ways not related to professional development.

					<p>* More monies should be sent to districts, rather than spent by the state department for professional development available to a small population of Idaho teachers.</p> <p>Thanks for this opportunity, I hope to take time to comment on other parts of the plan in the future.</p>
01/16/12	John Owens	Parent	001	bjowens786@aol.com	<p>Comments on Idaho's Flexibility Application</p> <p>My comments relate to the new rating system for evaluating schools. In particular I question two elements mentioned as evaluation criteria: 1) enrollment in and completion of AP classes, and 2) student test scores on college entrance exams.</p> <p>My son is a special education student and he attends a public high school here in Idaho. He has had an IEP since the beginning. He has not taken, nor is he planning to take, any AP classes. Also, his scores on college entrance exams are very low (a '2' on the writing section). Based on these two criteria he is a black mark against his school. Now understand that it is our intention and his that he not only attend college but graduate. It may take him 6-8 years but he will get it done.</p> <p>It is interesting to note that so called charter schools were not interested when we talked with them about his attending those types of schools. Can you blame them? And now with these new proposals, what school</p>

would want him or other students like him? Students like him could keep a school from earning those coveted 5 star ratings. It would be very easy for a school to have 98% of the students take AP classes and score high on ACT and SAT tests if they did not have any special education or low ability students.

This is not Lake Woebegone where all the students are above average. This is Idaho where there is a large range of student abilities. If all schools are judged by the same measuring stick, without regarding to where students begin the learning process, the results will be skewed and invalid for comparing schools.

Yes, rating and comparing schools is important, but the criteria used for such measurement must start with the fact that not all student populations in Idaho schools are the same. I feel you need to go back to the drawing board and develop better criteria for comparing and rating schools.

John Owens
8820 Brynwood,
Boise, ID 84704

01/18/12 Ryan Kerby Administrator New Plymouth

- 1) Even though the plan is comprehensive, and the measurement tools seem to be a reasonable starting place, some of the metrics are extremely inconsistent in degree of difficulty for achievement.

Here are three suggestions:

- a. The Adequate Growth metric as written is not reasonable. One school in all of Idaho earning 5 points in Reading. You have got to be kidding me. The bad news is that the number of 5 point schools will decrease over time because of the normative fashion in which the Colorado growth model works. Data on the Colorado SDE website shows nearly all schools between the 44%tile and 56%tile, with very rare outliers at 75%tile or above. Here is a chart that would be more reasonable, in my opinion.

Table 18 p. 78				
Did the School meet AGP				
MGP \geq AGP				
Yes, MGP \geq AGP			No, MGP < AGP	
MGP	Points		MGP	Points
66-99	5		74-99	5
56-65	4		61-73	4
45-55	3		51-60	3
30-44	2		36-50	2
1-29	1		1-35	1

- b. When using Percent Advanced or Proficient, 95% is too high for 5-Star. (6 schools in Idaho are 5-Star. Unacceptable.) This piece of the point system has a lot to do with demographics, and we need to be careful about bias. On this, if we are to err, do so on the side of reasonableness and consideration.

<p style="text-align: center;"><u>Table 3</u> Achievement Points Eligible</p>	
Percent Proficient and Advanced	Points Eligible
93% - 100%	5
80% – 92%	4
61% - 79%	3
41% - 60%	2
≤ 40%	1

- c. Advanced opportunity units are too low for 4 and 5-Star schools. At a time when Mr. Luna is going around the state saying 12 dual credits in high school is the magic number, the plan as written gives five points to schools if half of their students take a total of 6 credits during their Jr. and Sr. years. (Or, 1/4th of students take 6 college credits if 90% earn a “C.”!!!!) This needs to be doubled at the very least. Also, as written it is not consistent with the SBOE plan. Schools can earn five points and not even reach the minimum expectations of the SBOE plan. Additionally, Advanced Opportunities will have a much bigger part of improving schools than the other two pieces of Postsecondary and Career Readiness, so the points should be greater. Here are better metrics for Tables 9 and 10:

Table 9

Advanced Opportunities Eligible Points

Advanced Opportunity Eligible Points	Percent of Jr's and Sr's Completing <u>Two or More</u> Advanced Opportunity Courses/year with C or better				
<i>Percent Competing Advanced Opportunity</i>	90% - 100%	75% - 89%	60% - 74%	40% - 59%	≤ 39%
50% - 100%	10	10	8	5	1
36% - 50%	7	7	6	4	1
25% - 35%	6	6	4	3	1
	Percent of Jr's and Sr's Completing <u>One</u> Advanced Opportunity Course/year with C or better				
50%- 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

Table 10

Overall Points for Postsecondary and Career Readiness Measures

Postsecondary and Career Readiness	Points Earned	Points Eligible	Total %
Graduation Rate		5	
College Entrance/Placement Exams		5	
Advanced Opportunities		10	
Total		20	
Percentage of Points	X%		
Total Points Awarded	X out of 30 N/A		

- 2) It would be better if this new AYP plan was not presented as a road to financial gain for teachers.
- Title funds are not available for all schools, so will be unevenly paid out;
 - Even though there is little doubt that 5-Star and 4-Star schools will receive student achievement P4P, the methodologies are different. We should make it clear that these are two separate entities that are not hooked together. (i.e. One does not necessarily imply the other.) Absent that there will be a great deal of confusion, (actually there already is), and both the new AYP plan and P4P will be less effective. P4P came into being as a positive approach to school improvement in student achievement, the antithesis of AYP which has always been motivation through negativity and punishment. This will still be the case because schools that receive one, two, or three stars will be presented/perceived as ineffective schools. So, student achievement P4P and 5-Star, 4-Star AYP should not be mixed. They are oil and water. If this is not clear it will not be good for P4P in view of the November referendum because this new AYP plan will have a bunch of negative baggage.
 - The Hard-to-Fill and Leadership aspects of P4P may well be funds that would need some control if AYP is not met (one or two stars).

01/15/12	Marilyn Ames	Other	Citizen supporter of Public Education and former teacher	maames@hotmail.com	This application for a waiver of NCLB requirements is yet another instance that Tom Luna has no qualifications, no experience, and an embarrassment to the state of Idaho. If his new plan is truly effective in creating a system of quality education for our children, why is it desirable or necessary to waive standards of evaluation? Are we afraid the new system can't stand up to even normal scrutiny? Consider this a "no star" patron endorsement of this application for waiver and of the Luna plan.
01/18/12	John Crawford	Principal / Administrator	Hobbs Middle School	jcrawford@sd60.k12.id.us	First, I am big supporter of school improvement. I believe that we should strive every day to be better in working with students. The waiver will go a long way in unchaining us from the unrealistic goals of NCLB. However, as I read the waiver one thing does concern me. It is that the sub-group reporting drops to 10 students. That number causes a tremendous amount of concern for me and my colleagues around the state. I have spoken with very good math people and they tell us that ten is just not a statically valid number to draw any form of meaningful data. I feel that this number has to increase in order for the data to be valid. I would suggest that we leave the sub group reporting as is at thirty four. This number is one that we are familiar with and will protect the anonymity of the individual students in our care, Thank you for your time and consideration in this matter

01/22/12	Christi Hines-Coates	District Administrator	060	chinescoates@sd60.k12.id.us	<p>Thank you for this wonderful plan. It is exciting to think ahead and know what this plan can do for the students in the state of Idaho.</p> <p>I do have a comment/question in regards to a professional development opportunity in regards to expected activity implementation.</p> <p>The waiver discusses the implementation of Universal Design for Learning (UDL), which is a very effective approach as the principles of UDL provide flexible approaches that can be customized and adjusted for individual needs; this is especially effective approach for increasing the academic success for those students with disabilities and English Language Learners. My comment/question is...will there be training for teachers and administrators on the principles of UDL?</p> <p>Thank you for your hard work on this waiver. I look forward to its implementation.</p> <p>Christi Hines-Coates</p>
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01/20/12	Jason Bransford	District Administrator	786	jasonbransford@idahoidea.org	<p>I recently attended the webinar regarding the application for a waiver under NCLB. I also spent some time reading the application itself.</p> <p>I like the idea of measuring growth and excellence simultaneously, and many other aspects of this model.</p> <p>However, I am concerned that the application proposes a model that is simply not able to be understood by those outside the profession, and many inside the profession.</p> <p>In a previous position, I worked for a district in Texas that had a similarly complex pay for performance plan that few teachers fully understood. Because of the complexity of the plan, teachers felt helpless to meet goals that they had trouble understanding and measuring.</p> <p>When we have focused on a common vision in schools, and we all worked toward common goals, we have seen outstanding results. This waiver application is so complex that most of my staff will never fully understand the goals we are working toward. Certainly, this problem is even more substantiated regarding our patrons who wish to understand the school's goals as well.</p> <p>I would be happy to discuss ways to accomplish the same ends with goals that are more easily understood by all stakeholders. Please contact me if you wish</p>
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01/26/12	Marjean McConnell	093	mconnem@d93.k12.id.us	<p>to discuss this further. Thank you.</p> <p>On pages 8, 25, and 26 the plan refers to two evaluations for certified staff. It is not clear whether the two being referred to are the 2 parts of the evaluation or two separate evaluations. Our district has appreciated evaluating teachers one time and having the time to be in classrooms working with teachers to improve instruction. Our administrators do evaluate teachers who are having problems twice or more a year. I would suggest you reconsider the frequency fo 2 for every teacher.</p> <p>On page 4 the plan refers to the 4 tiered system beginning in 2013 - 2014 but on page 36 the plan says the Board Rule goes into effect in the Spring of 2012. Will the state be assigning teachers to tiers this spring? I have asked and been told that there is no provision to collect domain scores this year through ISEE.</p> <p>How will the tiers be determined? Is there a criteria we could share with staff?</p>
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1/25/12	Ann Farris	District Administrator	001	ann.farris@boiseschools.org	<p>We appreciate the opportunity to provide comment and feedback on the waiver request. As with any document of this magnitude, we understand the time and effort that went into its creation and appreciate the scope of the work. You have provided an integrated look at the State's plan for ESEA-related requirements, Students Come First components, and Race to the Top initiatives. Following are our comments, questions, and suggestions for each principle outlined in the ESEA Flexibility Request document.</p> <p>Principle 1: College and career-ready expectations for all students-</p> <p>The Boise School District is excited about the adoption of the Common Core State Standards (CCSS) and is pleased that the SDE is working with institutions of higher education to prepare potential teachers in the CCSS (p. 20). We also appreciate the forthcoming teacher support through bi-monthly webinar tutorials (p. 27). A question we have for clarification in this area is:</p> <p>What does it mean that CCSS will be incorporated into teacher performance evaluation protocols (p. 32)? Will additional changes be required beyond those outlined in Students Come First? What will this look like?</p> <p>Also, you mention that Idaho is moving</p>
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toward implementing UDL in all schools (p. 16).

Is the State mandating one instructional model through Schoolnet? Is this an optional resource for schools and districts to use to strengthen tiered instruction/intervention (p. 23)?

Finally, regarding Principle 1, we applaud the State's effort to include students who complete advanced courses, Tech Prep, and Advanced Placement classes in the rating system to better support college and career readiness for all students.

Perhaps a better indicator would be success in that coursework it might be appropriate to consider using assessment results (college final exams, Advanced Placement tests results) in evaluating college preparation in advanced classes, rather than enrollment and particular grades. A grade of C is not necessarily and indicator of college readiness.

We would also like to see the State add numbers of students who are in college preparation programs (such as AVID) in this count. This would more accurately reflect districts' work to accelerate all students, including our most at-risk populations. We recognize that it is important for students to be enrolled in higher level coursework, it is equally as important to have programs in place that adequately prepare all students

to be successful in these courses regardless of background.

Principle 2: State developed differentiated recognition, accountability and support-

First of all, we appreciate the State's use of a five star rating system as opposed to letter grades that are associated with percentages. We are also pleased to see a system that includes multiple data points in calculating schools' ranking (p. 44). We feel this is the first step to more accurately reflecting school performance. We also appreciate the fact that you are willing to revisit and adjust criteria after examining data (p. 76).

We are concerned however, with the inclusion of the LEP (limited English proficient) subgroup in the same way it has previously been represented (p. 49). The Boise School District understands the need for high expectations and high achievement for all students, including LEP students. Through NCLB, schools have often been labeled based solely on an achievement test normed for native English speakers. By definition, the LEP subgroup is not proficient in English.

We recommend replacing the LEP subgroup with an LEPX subgroup. Using ISAT data for LEPX students would more accurately show LEP program effectiveness and student growth. We would also suggest that the

State take this opportunity to keep the LEP subgroup and include an accurate measure of LEP student performance through the incorporation of the IELA (Idaho English Language Assessment). This would allow schools to earn points based on both academic achievement and the acceleration of English language acquisition and would incorporate current AMAOs into one, streamlined accountability system. AGPs (p. 48) could more accurately reflect language acquisition research as well. This suggestion supports the State's goal to create a rating system that validly results in the schools designated needing the greatest intervention by the State and impacted school district (p. 83). If the LEPX scenario is not acceptable to the U.S. Department of Education, we would propose that the State examine extending LEP1 status to five school years.

We are also concerned that schools that have a graduation rate of <60% will automatically be categorized as one or two star schools (p. 97). This creates the potential for all alternative schools to consistently make up the bottom tiers within the rating system. Obviously districts seek to increase graduation rates at their sites (ours has more than doubled). However, to have one criterion that trumps the multiple data points in the rating system seems punitive for alternative schools.

Our recommendation is to edit the language to read something like, ♦the one and two star schools will also encompass all schools that have a graduation rate <60% unless the school is classified as an alternative school. Alternative schools must show yearly increases in their overall graduation rates as part of their data set. ♦

We feel that changes to the LEP and <60% graduation categories would help avoid a system where the majority of schools identified as one and two stars are primarily alternative or LEP.

On another note, we welcome the needed changes to Supplemental Services (p. 68). Thank you! Districts can now design and/or contract with those who are truly concerned about providing quality services for students and extended time can be focused on students who actually show a need for additional support. No one could have anticipated the impact of SES, and we are grateful that you are proposing these changes.

We would like to ask the State to lower the required set-aside for STS to an amount between 5% and 10% at each district ♦s discretion.

The 20% set-aside has created hardships for Title I programs which have directly impacted services to students, including RTI ♦s tiered system of prevention/intervention. It also impacts the

ability to hire support staff such as instructional coaches who reinforce initiatives as outlined in the State's plan. If this framework is an integral part of Idaho's efforts to meet the educational needs of all learners (p. 72) and is part of sustainable school improvement practices (p. 115) that will ensure all students are achieving college and career-ready standards (p. 23), then schools and districts will continue to need the funding to provide quality support. It is a worthwhile process, but requires staff time in multiple areas (p. 64). We understand that districts may reduce the 20% if they meet the requirements outlined in Attachment 12. That occurs however, months after allocations are given and staffing is complete. It also continues to divert large sums of funding away from core services to students and support for staff. Providing districts with flexibility regarding this set-aside would fulfill the State's desire to recognize the need for flexibility in a state that is deeply committed to local control (p. 136) and would be greatly appreciated. Another concern related to local control is the State's ability to levy sanctions that include replacement of district principals

and district-level administration (p. 65). The State also suggests they may facilitate a change in trustee membership (p. 66). How will the State determine the effectiveness of each of the above categories? Is this through one Focus Visit? What severe circumstances would precipitate trustee removal (p. 66)?

Principle 3: Supporting effective instruction and leadership-

Most of this section outlines provisions in Students Come First upon which we have previously commented. We just have two areas for clarification within this topic. Our first relates to the individualized professional performance plans for teachers and principals (p. 141).

Could you explain what that will look like and if it is for all staff or just certain staff?

Also, the State mentions that funds to fully support districts in implementation are scarce and funds are at issue (p. 153). Can you share what this means as it relates to this document? Will certain areas be eliminated from the plan if needed? Will districts be required to fund these mandates?

Finally, in Attachment 14, we appreciate the State's efforts to provide choice to the appropriate students in two star schools.

					<p>Our question is regarding choice and one star districts.</p> <p>How will this process work with neighboring districts? Will they be required to take any student who requests a transfer? How will capacity/cost issues be addressed?</p> <p>Again, thank you for all of your efforts. We appreciate your hard work and look forward to working with you as these areas are addressed and implemented across Idaho.</p>
COMMENTS SUBMITTED ON OR AFTER 01/27/12					
01/27/12	Don Bingham	District Administrator	251	dbingham@sd251.org	<p>Our district was very excited about the prospect of the waiver and the changes that it could allow. However, as we have read through the document we were a little disappointed by several components of the document. I will address both the positive aspects that we found in the current version of the document and those areas that we have a high level of concern and would like to see change.</p> <p>The biggest positive we found in the waiver was no longer relying on a single measure to determine if a school or district was successful. Using five measures to determine a schools success is far better than using those currently outlined in our State Accountability Workbook. Another positive was no longer disaggregating minority students into their individual groups, but allowing us to look at our minority population as a whole. Many of</p>

our Hispanic families really felt that NCLB discriminated against them by making them the spot light of all the district or schools woes due to all the reporting that was required by the federal law. It also allows us to not lose sight of those minority populations that have fewer than 34 students in them.

Another positive was moving to more of a growth model to measure achievement. We do question plugging in another state's (i.e. Colorado) achievement to set up Idaho's system. Idaho is not Colorado.

We have concerns about SAT being used as part of the plan. Originally when we were told that SAT was going to be required for all 11th grade students it was under the guises that it would be to help more student prepare or desire to attend college. Now it is showing as a high stakes test.

The single biggest concern that we have with the waiver is the fact that it continues to hold all schools, regardless of receiving federal funds, to ESEA. As far as we know Idaho is the only state in the country that still does this. The federal law does not require it. In addition, we have very high concerns regarding being required to set aside comparable funds for non-title schools that we set aside for title schools. Where is

that funding coming from, is this a new line of funding that the State will be providing. We have no other funds left to provide for a required 10% set aside for non-title schools that are one or two star schools. Obama's Administration is committed to eliminate crippling oversight and redundant programs. President Obama said so himself in the State of the Union, and Secretary Duncan stated similarly in his comments on a recent conference call to superintendents. Why are we making it more difficult than it needs to be? We should remove the language from the waiver that requires all schools in the state to be held to the ESEA. We should also remove the requirement to set aside funding for non-title schools.

Related to this is the continual requirement for school choice and supplemental educational services. Although we did appreciate the flexibility given in the area of supplemental educational services, Secretary Duncan indicated during the aforementioned conference call and it was also mentioned at the National Title I Conference that SES and school choice were key points of providing relief to states through the waiver process. Why are they still even being included in the waiver? If they are left in and non-title schools must also meet these requirements it will become an unfunded mandate, much as it is today. We feel that these two pieces (School Choice

and SES) of the current version of ESEA be removed from the waiver.

As we have shared the waiver with teachers, principals, parents, and paraprofessionals they have all had the same reaction when we mention the ♦Star♦ rating. They all said they felt like we were going to a hotel or restaurant? Most of them think it is a terrible idea to use a rating system that has so many negative associations tied to it. Many felt that it was tacky. However, when we mentioned using a system of A,B,C,D, or F, they had the same reaction and also felt that it was almost too clich♦. However, they did offer some ideas for a better ranking system. Several of those ideas were as follows:

- ♦ A Ribbon System ♦ Blue Ribbon, Red Ribbon, Yellow Ribbon

- ♦ Use Danielson Verbiage ♦ Distinguished, Proficient, Basic, Unsatisfactory; or Distinguished, Proficient, Emerging, Unsatisfactory

- ♦ ISAT Verbiage ♦ Advanced, Proficient, Basic, Below Basic

Another idea that was provided was to allow local school district♦s to develop their own system of ranking and get it approved by the state.

The final concern is the lack of input from

					<p>stakeholders. It appears that we have spent more time and money getting stakeholder input regarding the Student Comes First technology issues, than we have in redesigning one of the most critical components of our educational system, accountability. We are always told when the State Department provides guidance in developing School Improvement plans that it should be a team effort all the way through. We must resist the urge to have one person write the whole plan and submit. I respectfully give that advice back to the department as they work on this critical piece of Idaho's future educational experience.</p>
01/28/12	Alyce Reuter	Other/Trustee	171	thearnsbergs@gmail.com	<p>Accountability is assessed primarily through testing which interferes with progress toward 21st Century Skill development. I wonder if you are familiar with the information from the EdLeader21 group. They have a download MILE that addresses these issues. Websites:</p> <p>http://www.edutopia.org/blog/21st-century-leadership-overview-ken-kay</p> <p>http://edleader21.com/</p> <p>http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid</p> <p>http://www.p21.org/tools-and-resources/online-tools/800</p>

01/29/12	Joan Peterson	Education Consultant	BSU	jpeterson1@cableone.net	I believe the teacher evaluation "Danielson Framework" based model is critical to the State of Idaho waiver. I believe districts/schools administrators/evaluators who are low performing(two star and one star) need to be trained in the Framework for Teaching and trained in Observation skills. Additionally, the principals/evaluators need to take the Proficiency Assessment to become certified evaluators so the focus is on the quality of the lesson and not the observer/evaluator. Current research as stated in the MET study and the Chicago study link increased student achievement to trained evaluators.
01/31/12	Penni Cyr	Idaho Ed Assoc.		pcry@idahoea.org	<p>To Whom It May Concern:</p> <p>On behalf of the members of the Idaho Education Association, thank you for the opportunity to comment on Idaho's ESEA Flexibility Application. We have read the document extensively and offer the following comments for your consideration:</p> <p>ESEA WAIVER APPLICATION:</p> <p>Page 35 states that, Idaho will hold high schools accountable for the number of students who enroll in and successfully complete advanced courses, such as dual credits, Advanced Placement, Tech Prep, or</p>

International Baccalaureate. Under this new system, Idaho high schools will earn more points toward becoming a Five-Star School if more students enroll in and successfully complete an advanced opportunity course. ♦

IEA RESPONSE:

The goal of every school and the educators in that school should be to work with parents and students to obtain the skills they need to achieve academic success and skills to be a responsible, employed American citizen. Every child who attends school regularly should be able to show academic growth each year. However, just as every person grows physically at a different rate, so too, do students have differing academic growth rates. Under the new Five Star School system being proposed by the State Department, schools that do not have students who are academically prepared to enroll and successfully complete advanced courses will be disadvantaged. Those school districts that have chosen to arrange schools in a homogenous manner (i.e., ELL schools), may be putting their rating at risk, even though the physical arrangement of the school is better for students.

ESEA WAIVER APPLICATION:

Page 66 ♦♦ In severe circumstances, the

state will work directly with the community to inform stakeholders about the needs of their district ♦ the state reserves the right to withhold any or all federal funding for... contracting services, such as before and after school tutoring ♦ providing transportation to students to other school districts ♦ enrolling students in a virtual charter school ♦ conduct[ing] public meetings, provid[ing] public notices, and work[ing] with the public ♦ . ♦

IEA RESPONSE:

While we agree that there may be conditions, created by poor school board policy or lack of school board oversight, if a ♦ severe ♦ condition exists, is there a better way for the state to intervene that does not take precious resources away from already-struggling students? What other ways might the state be able to address these conditions without withholding funds from those who have no control over the decisions of elected officials?

ESEA WAIVER APPLICATION:

Page 67 ♦ ♦ Supplemental ♦ Tutoring Services (STS) will take the place of Supplemental Education Services (SES) ♦ .

IEA RESPONSE:

We are pleased to see this portion of the waiver application. Not only do we agree that STS must be provided outside of the regular school day, but we also greatly appreciate that this change will allow school districts an option of designing and providing their own services or offering services through an external provider. This flexibility will be helpful to those districts that want to and have the ability to create and provide high quality tutoring and supplemental services.

ESEA WAIVER APPLICATION:

Page 72 ♦♦ Idaho has chosen to lower the minimum number (N) for making accountability determinations regarding the achievement status of various student groups. Previously, $N \geq 34$ was the threshold. The public reporting threshold has been $N \geq 10$. ISDE will now make accountability determinations for all groups meeting the public reporting threshold. This lowering of the threshold will serve to highlight achievement gaps that may have previously been masked by low N counts. ♦

IEA RESPONSE:

We have considerable concerns regarding changing the N from 34 to 10 for accountability determinations. First, under this change, 5% of all schools in Idaho will receive a One-Star rating; 10% of all schools

in Idaho will receive a Two-Star rating, comprising 15% of all schools that will be required to operate under intensive school reform plans. Additionally, under this plan it will take three (3) years of consecutive Three-Star rating or more to get out of a One-Star rating, and it will take two (2) years of consecutive Three-Star (or higher) ratings to get out of a Two-Star rating.

We have always been troubled by the possibility of that an individual student, or group of students, could be identified and singled out for ridicule. By lowering the N, our concerns are further heightened.

ESEA WAIVER APPLICATION:

Page 137 Idaho is also in the process of rewriting state policy to include [a requirement that] multiple measures be used to evaluate teacher performance. The waiver application goes on to state that the state will create a menu of state-approved measures.

IEA RESPONSE:

How, if at all, is the state involving teachers in the development of the menu of multiple measures to evaluate teacher performance? If the state has not made plans for the involvement of the professionals who will be evaluated under

this system, we strongly encourage that they be included in the development of these measures.

ESEA WAIVER APPLICATION:

◆ Data must be gathered with sufficient frequency to provide a basis for the evaluation. (State shall create a definition for ◆ Sufficient Frequency◆ and develop a sample calendar for guidance.)◆

IEA RESPONSE:

How is the state planning to define the term ◆ sufficient frequency?◆ Who is the state including in discussions as they develop the definition? When will the definition be made available? Will school districts and those who will be affected be provided an opportunity to respond and offer suggested changes, if needed?

We appreciate the opportunity to comment and ask that you consider the information we have offered as you finalize the waiver application and prepare to present it to the State Board of Education for their approval.

Sincerely,
Penni Cyr, IEA President

01/31/12	Esperanza Zarur-Taylor	District Administrator	055	tayle@d55.k12.id.us	English Language Learners can not be proficient in three years. They will speak the language (maybe), but will not acquire the
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					<p>academic skill to be able to get the necessary score for proficiency.</p> <p>It seemed to me that in SES there will be more flexibility but later on it says the SDE will decide how the set aside will be used so there really won't be that alternative. I believe that the set aside will do more good in having After School Programs district wide during the school year than a 15 to 20 hour a year for tutoring.</p>
01/31/12	Arnette Johnson	District Administrator	003	ajohnson@kunaschools.org	<p>When I pasted my comments and tried to submit a moment ago, I got an error message. I then emailed my comments. Maybe this didn't like the length of my document.</p>
01/31/12	Mary Vagner	Superintendent	025	vagnerma@sd25.us	<p>The Pocatello/Chubbuck School District is supportive of an accountability system that focuses on growth in student achievement and not based on an unrealistic proficiency level of 100% of students proficient by 2014. That being said, there are a number of areas of concern regarding the SDE's ESEA Flexibility Waiver as noted below:</p> <ul style="list-style-type: none"> ◆ Timeline to Provide Feedback on the ESEA Flexibility Waiver: The district is concerned that the 21 day comment period is insufficient to thoroughly read, comprehend, and provide adequate feedback and that the plan was developed with insufficient collaboration among the

stakeholders within school districts.

◆ Idaho's Waiver Extends Beyond Requirements of USDOE: The district is concerned that under the waiver, as has been past practice, accountability is being applied for all schools, Title I and non-Title I schools alike, knowing that this is not a requirement of the US Department of Education. Our recommendation is to lift the unnecessary burden, as is mentioned on page 12. Many of the requirements within the waiver itself are contrary to

◆ unnecessary burden. ◆ Two examples include the continued requirement for school choice and supplemental services. The district is not supportive of the requirement for the 20% set-aside of its Title I-A Funds for supplemental tutoring and school choice transportation. Further, if school choice remains as a requirement in one and two star schools, greater clarity needs to be addressed. The IEN is listed as a
◆ choice ◆ option when in fact the IEN is not considered a school. Further, is it intended that schools would transport to districts of choice per parent discretion?

◆ Rating System: The district is supportive of a rating system different from that of NCLB of either making AYP or not. However, it is our belief that a five-star rating is too simplistic and is too similar to a hotel rating. Instead the district recommends the following four ratings: Exemplary,

Distinguished, Progressing, and Needs Improvement.

◆ Statewide System of Support: The bottom of page 65 and page 66 addresses district leadership and governance and how the superintendent and cabinet level staff may or may not be responsive to external support and/or may be restrained by decision making and policies of the local school board. The waiver indicates the state will work directly with the community to inform stakeholders about the district's needs and possibly facilitate a change in trustee membership and/or withhold federal funding to the district. Processes for trustee recall are already outlined in Idaho Code as is the fact that local boards are responsible for the hiring, evaluating, and firing of the superintendent and the superintendent, in turn, is responsible for the hiring, evaluating, and firing of district office staff. The state's approach as described on these pages is contrary to that of local control and decision-making, overextends the power and authority of the State Department of Education and is unnecessary.

◆ Title I and Non-Title I: The intent of the federal Title I program is to ensure that disadvantaged children receive an education comparable to their more advantaged peers. The Pocatello/Chubbuck School District has used the Title I budget to put systems in

place in all our Title I elementary schools to ensure the social, emotional, and academic achievement of all students in these schools. We are currently developing systems of support in our Title I secondary school. The waiver indicates that SES is going to be renamed as Supplemental Tutoring Services, with more options by a LEA to manage the program. Unfortunately, this program is to be implemented regardless of the Title I status of the school. In addition, all students in the One and Two Star Schools who are not reaching standards, regardless of their free and reduced lunch status, will be eligible. As described, the Supplemental Tutoring Services and School Choice will drain nearly half a million dollars from the schools that serve our students from poverty. This drain, over time, will undoubtedly impact the achievement of our economically disadvantaged students and may also violate comparability and supplanting principles. We also have concerns about the implications of maintenance of effort that could be required of a district once funds have been shifted to non-Title I schools. It would be the district's recommendation that districts are given the option and that at a minimum waiver language be changed from "must" to "can" or "may."

Professional Development Set-Aside:
Under the waiver, districts will be required

to set aside 10% of the Title I-A allocation for any one or two star school for professional development. Again, this is contrary to the notion of unnecessary burden. The waiver indicates the district may substitute State or local funds in an amount equal to or greater than the required 10% of Title I-A funds to promote financial flexibility (page 68). Indeed, this set aside does not promote financial flexibility, and in fact, limits flexibility and creates an additional financial burden on districts in an already very difficult financial time. Further, to require a district to set aside Title II-A funds in an amount equal to or greater than the amount that would otherwise be required if the school were operating a Title I program is not an example of financial flexibility. The district recommends this requirement be eliminated.

Postsecondary and Career Readiness: The district has three specific concerns with regard to the postsecondary and career readiness measure. (1) Under this proposal, schools will earn points for the percentage of students reaching the college readiness score on SAT, ACT, ACCUPLACER, or COMPASS. The district is concerned that schools will be held accountable to this measure when students will have no accountability or motivation to perform to the best of their ability. Requiring students

to complete a college entrance exam will not ensure more students go on to college. Perhaps more reasonable tuition rates would encourage more students to go on to college. (2) Additionally, an equity issue will exist between those students who are able to afford to pay for dual credit opportunities and those who cannot. (3) Finally, the district is concerned that schools with a graduation rate of less than 60% will automatically be categorized as one or two star schools (page 97). This may be problematic for alternative high schools that work with some of our most at-risk youth. To give them a less than desirable star rating for a graduation rate of less than 60% and ignore all other measures is counterproductive. The district recommends eliminating this requirement or at a minimum changing the language so that it includes a provision for a reasonable amount of improvement from one year to the next.

◆ Total Instructional Alignment: Total Instructional Alignment is represented as a statewide initiative, with several references made to TIA in the waiver document (including pages 20, 36, 37). TIA is trademarked and should be noted as such with credit given to its author, Lisa Carter. Additionally, it is noted on page 20 that

◆ During April and June 2011, Idaho began a comprehensive process of ◆unpacking◆

the Common Core State Standards. It is noted that TIA is funded through a SAHE grant and is a cooperative effort by all the Idaho state universities. Actually, to date, Idaho State University has taken the lead in helping TIA move forward statewide. The waiver should indicate as such. Additionally, while some funding is received through this grant, many districts contribute substantial professional development resources, including our district, to have staff members participate. It should be noted that the TIA process started as a grassroots effort among school districts (specifically in Southeast Idaho) and school districts should be listed as part of the cooperative effort.

Teacher and Administrator Evaluations:
The waiver indicates that teachers and administrators will be evaluated at a minimum of twice per year. Again, this is contrary to the notion of unnecessary burden and reducing duplication. Idaho Code currently indicates evaluations will occur annually. The district supports teacher and administrator evaluations be required once per year, consistent with current Idaho Code.

Universal Design for Learning: Universal Design for Learning is promoted as an instructional model to be utilized within all districts. The district is not supportive of one state model. Our district has a well-

functioning, board-approved Strategic Plan that is grounded in the Effective Schools Research and best practices. As such, an instructional framework (SIOP) is in place along with an RTI system of support for all students. To require a district to abandon their current instructional framework for another seems counterproductive.

◆ Subgroups: It appears in the waiver that all minority groups will be lumped into one subgroup (page 46). Our district is concerned about the message that this may send to our minority groups and our staff as we strive to meet the needs of all students. We recommend subgroups be disaggregated. Additionally, the district is concerned about lowering the ◆n◆ to 25 students in a given subgroup and recommends the current ◆n◆ of 34 remain in place.

In summary, the Pocatello/Chubbuck School District is grateful for the opportunity to provide feedback on the ESEA Flexibility Waiver, albeit a short and hectic turnaround time to provide thorough input. The district urges the Idaho State Department of Education to truly ◆recognize the need for flexibility in a state that is deeply committed to local control◆ as is quoted on page 136. As described above in our feedback, much of the accountability described within the

					<p>waiver is contrary to the notion of unnecessary burden and reducing duplication. We urge the SDE to reconsider the requirements that extend beyond that required by the US Department of Education.</p> <p>cc: Board of Trustees Cabinet</p>
02/01/12	Sarah Blasius	High School Teacher/Retiree	151	johnsarah@pmt.org	<p>The use of acronyms rivals that of military organizations and is equally confusing. The accountability aspect of this application is vital. Emphasis upon individual student progress, measured as indicated in this document is the most important issue addressed. NCLB created a homogenous grouping which did not create a real measure of progress in any district. Teacher/parent participation is absolutely the most important ingredient in this educational pie. Technology is only a tool to expedite the process. Please address it as such.</p>
02/01/2	Andree Scown	Superintendent	364	ascown@jordanvalley.k12.or.us	<p>I attended the Region III sups meeting last week and have some concerns specific to small schools. The N for subgroups will not work (even if changed to 25) as our district currently has 9 students total. In addition, this year we have no students in any of the subgroups. How will schools as small as Pleasant Valley (there are a number in</p>

					Idaho) receive points in this category? I also have concerns about the legalities of teacher evaluation and the transparency of publicly rating schools on teacher performance....we have one certified teacher. How will confidentiality be kept?
02/01/12	Joy Rapp	Superintendent	340	jrapp@lewistonschools.net	<p>Memorandum</p> <p>February 1, 2012</p> <p>To: Tom Luna, Superintendent of Public Instruction</p> <p>From: Lewiston School District Administrators: Joy Rapp, Superintendent Bob Donaldson, Assistant Superintendent Mike Haberman, Director of Special Services Ellen Perconti, Director of Curriculum</p> <p>Copy: Marcia Beckman Steve Underwood Dr. Carissa Miller</p> <p>Re: Comments Regarding Idaho's ESEA Waiver Request</p> <p>Thank you for this opportunity to provide feedback on the draft waiver to the accountability requirements of the</p>

Elementary and Secondary Education Act (ESEA) developed by the State Department of Education. The effort to move from a system where missing one (1) of forty-one (41) indicators would result in a progression of school improvement to a system that recognizes both proficiency targets and growth is appreciated.

Below are suggestions that we hope will be considered as the final document is prepared:

FIVE STAR RATING SYSTEM APPLIED TO PUBLIC SCHOOLS

We would propose moving away from the Five Star rating system. We would suggest using terms that are already familiar to parents, especially related to the ratings found in communicating the results of the Idaho Standards Achievement Test.

5 Star Distinguished
4 Star Advanced
3 Star Proficient
2 Star Basic
1 Star Needs Improvement

These are also similar to the terms being used in the evaluation model and all connote degrees of success and clearly identify degrees of improvement.

SCALE USED TO DETERMINE RANKING

It appears that the selected cut scores in the draft waiver are inconsistent in the degree of difficulty for achievement and yet have the same point value. It also appears that very few schools and in some cases not a single district in Idaho would be able to earn a Five Star rating, especially when looking at the chart on page 79 (Growth to Achievement Point Distribution). We would recommend that the targets be adjusted so that more than one school would earn five (5) points in reading and language usage.

Replacing the current system under No Child Left Behind with another system that appears to set unrealistic targets does not make sense. Additionally, by setting targets that will result in the majority of schools in Idaho being Three Star schools, the state must consider the capacity needed to provide the support outlined in the document. On page 153 statements such as ♦ funds to fully support districts in implementation are scarce ♦ and ♦ funds are at issue, ♦ leading one to believe that districts will need to find the funds necessary to meet the requirements outlined in the waiver. Funds are also scarce at the local level.

In addition, Page 1 of the Executive

Summary states that each state's waiver must address four areas, one of which is reducing duplication and unnecessary burden. Imposing requirements on three-star schools, with a rubric designed to place the majority of Idaho schools in the three-star category, does not appear consistent with reducing duplication and unnecessary burden. We recommend adjustments that will target requirements on the schools most in need of improvement, not the majority of Idaho schools and districts.

SPECIFIC RECOMMENDATIONS

◆ Table 3 on Page 47 ◆ The percent proficient in all categories should be adjusted by at least 3-5 percentage points in order to create a better distribution, especially for earning 5 points.

◆ Table 7 on Page 52 ◆ There should be some accommodation for alternative schools to earn points in this category based on increasing graduation rates from year to year. In addition to an adjustment for alternative schools, other states have set targets that fall below current rates for graduation. The waiver submitted should take this into account as well.

◆ Table 19 on Page 79 ◆ The metric should be amended so that more than one school

and at least a few districts can earn five (5) points. With the majority of schools and districts only earning two (2) or three (3) points in this measurement, the proposed system is as flawed as was the concept of all students proficient by 2014.

Each metric should be carefully evaluated for reasonableness and appropriate weighting. Consideration should be given to the normative nature in which the Colorado growth model works. We concur that the targets should be rigorous, but the repetitive statement in the waiver document ♦ ♦ The metric again clearly illustrates that fewer schools and districts are at the highest point range showing the targets are ambitious ♦ ♦ should also contemplate that the targets are achievable. The reality that 100% of students would be proficient in reading, mathematics and language usage was a major downfall of the tenets of No Child Left Behind.

Likewise, growth and proficiency targets for students with disabilities that are no different than for students without disabilities do not reflect reality. While we believe and strive every day for high achievement for ALL students, not recognizing the group effect of disability on scores of this demographic will guarantee frustration not unlike that experienced

under No Child Left Behind. Idaho's state director of special education, Richard Henderson, has put forward a goal of raising the achievement of Idaho students who have been identified with a Specific Learning Disability to 60 percent combined proficiency within 5 years. This is an ambitious goal but one that reflects reality and that we can work toward achieving. We recommend changes to the achievement requirements for students with disabilities that are inclusive and ambitious but that do not have the same frustrations as the prior system.

REWARDS AND SANCTIONS

Due to the capacity of the state, we would recommend that the requirement of the Continuous Improvement Plan in the WISE tool be eliminated for Three Star schools and districts. This will allow the state to focus all resources (people, time, funds) on the lowest performing schools and districts and not dilute these efforts. The metric is currently structured to place many schools and districts in the Three Star category. As stated in the waiver, Idaho has noted on page 153 that funds to fully support districts in implementation are scarce and funds are at issue. There seems to be no purpose in the state dedicating scarce resources to Three Star schools and districts.

FLEXIBILITY WITH TITLE I FUNDS

We would like to ask that the state eliminate the 20% set-aside for school choice and supplemental education services. Both have been eliminated as requirements through the waiver process. Both have created hardships for Title I programs and have limited success. The set aside requirement has been found to impact services to students as determined at the local level. The implementation of a robust Response to Intervention (RTI) model requires the resources to assess and provide intensive, timely and specific remediation. The 20% set-aside simply reduces the resources to provide expanded learning opportunities to our most needy students.

If we are wrong in our understanding of the waiver requirements and school choice and supplemental education services are required components of the waiver, the flexibility to move to supplemental tutoring services is appreciated. If these two (2) requirements can actually be omitted from the waiver, we would recommend that they not be included in Idaho's plan.

MINIMUM NUMBER FOR ACCOUNTABILITY

Page 72 of the waiver indicates that the N will change from 34 to 10. As per the

telephone conference, we were told that the N would be 25. We would be interested in knowing the thought process behind this change and the significance of 25 versus 34.

EVALUATION

The plan outlined in the waiver is very ambitious with very short implementation timelines. We noted that the requirement for the number of evaluations completed each year does not match the new legislation under Students Come First. The requirements for evaluation under this legislation were purported to be rigorous and meaningful when presented during the 2011 legislative session. Therefore, we offer the following suggestions:

- ◆ If two (2) evaluations are required in the waiver process, state that the first evaluation will include the Danielson Framework and be completed by February 1. The second evaluation will include parent input and growth in student achievement and will be completed by the end of the school year. This would equal two evaluations if this is what the waiver requires.
- ◆ Delay the requirement in Idaho Code for the evaluation to be comprised of
- ◆ objective measures of growth in student

achievement ♦ until after the work found on pages 145 and 146 is completed. The work described is to ensure that all measures that are included in determining performance levels are valid measures, i.e., measures that are clearly related to increasing student academic achievement and school performance (including measures in non-tested subjects and grades).

Given the comprehensive nature of the current evaluation requirements, administrators may be challenged to complete one (1) evaluation on all certified staff, especially in larger schools or for administrators with multiple responsibilities.

COMPLEXITY OF THE PLAN

The plan is extremely complex and will be difficult to communicate to staff, parents and patrons. A communication plan should be under development as soon as the waiver is submitted for approval. There are many data features that are unfamiliar. Teachers, schools and districts have not seen growth data, are more familiar with the ACT than the SAT and are just implementing new laws that are reflected in the waiver. We also have concerns with components of the application that seem to be making unilateral curriculum and process decisions. Examples include Universal Learning by

					<p>Design and TeachScape. Comments such as those found on page 16 ♦ ♦ Idaho is moving toward implementing UDL in all schools ♦ ♦ ♦ seems premature when there has been no discussion with stakeholders who may already have other instructional initiatives at the local level.</p> <p>THANK YOU!</p> <p>We know that you will be reviewing feedback from many sources and would like to thank you in advance for your consideration of our comments and suggestions. It was evident that much work has been done to create this draft document. Your time and effort are appreciated!</p>
02/01/12	Rodd Rapp	Teacher	093	rappr@d93.k12.id.us	<p>I'm not comfortable with using proficiency scores only as part of our school rating system. We need to try to get away from labeling students and a school failing if they are making growth. Some schools in higher socio-economic area have students that score proficient or advanced in raw number scores for the next year's expectations so a teacher could add no learning for those students and still be considered proficient or advanced, yet no growth had taken place. At other schools in lower socio-economic area there may be over 80% free and reduced lunch and a high number of</p>

					<p>students never hearing English at home or over the 12 weeks of summer vacation. Let's say we take a 3rd grader reading on a pre-primer Kindergarten level at the beginning of the year and then ends the year reading at a 2nd grade level, that student has made huge growth, yet he/she is still not proficient. But there had to be some excellent teaching going on in the classroom for that student to make that kind of growth. That is an example of tremendous growth and a very effective school. If we want to compare schools, we must take into consideration what the beginning level of the students is and gauge the growth they achieved by attending the school, not just the level that the students arrive with at as a result of their socio-economic status.</p>
02/01/12	Tina Fehringer	Principal / Administrator	381	tinaf@sd381.k12.id.us	<p>With the limited information available or offered from the State Department of Education on the ESEA waiver plan it is impossible to knowledgeably comment. I have emailed and called the State Department asking for clarification on several issues with no response from anyone that knows anything about the plan. I have only been told my questions will be forwarded. To date I have received no response and am quite frustrated about wanting to thoughtfully comment but not having my questions answered to do so.</p> <p>The proposed ♦Star System♦ is confusing</p>

				<p>and I have questions about how it works. Who can I contact to have the plan thoroughly explained with my questions addressed? I personally have spent considerable time trying to inform myself on the waiver through the website but I can't make sense of much information in the application, power point, or webinar handouts.</p> <p>Is it really a good idea to submit an application to the federal government when our own State Department of Education has not had the opportunity to present, explain or clarify it to those of us that are major stakeholders, care about education in Idaho and asking for information/clarification? Or is the comment opportunity for the application only being completed to inform the federal government that comments were considered?</p>
02/01/12	Judith Randleman	Special Ed Advisory Panel	jadrant@msn.com	<p>The Special Education Advisory Panel met on January 19 and reviewed the three page Executive Summary of the waiver under the Elementary and Secondary Education Act (ESEA). As a panel we felt we did not have enough time to make definitive comments however each member was encouraged to read the full document and comment personally. As a panel we did agree with the theory of the document. There were concerns about the implementation of the</p>

					<p>requirements for students with disabilities. It is clear that nothing in the document can override IDEA, but the issue is how the best decisions can be made for each student's Individual Education Plan. The state must be proactive in supporting the flexibility needed by each individual student and in helping the individual teams understand the processes involved.</p>
02/01/12	Patti O'Dell	District Administrator	411	odellpa@tfds.org	<p>This is quite a comprehensive document and certainly took a huge amount of time and energy to write. Thank you for moving forward with this effort to improve the NCLB system so that it can be as beneficial to each child as possible.</p> <p>The TFSD is looking forward to full implementation of the CORE standards. As part of our Pay for Performance Plan, we are using EOC data. Through the process of tracking the EOC data first semester, it became clear to me that standardized EOCs would add validity to the data. I think that mandated, standardized EOCs might not fly with all districts, but in order to provide a valid and reliable assessment on the mastery of the CORE standards, it seems necessary.</p> <p>I reviewed the STAR system and it is difficult to find specific areas that may be problematic until we try it. I will be interested to see how much time this type</p>

					<p>of testing will take. I believe that our contracted year should be at least 220 days, with an increase in student days and teacher inservice and collaboration time. With expanded testing, I see this as even more critical, but recognize that we can't get funding for that.</p> <p>We need to be careful with LEP subgroups---the TFSD group includes refugees who maybe should be their own group. Not sure about the best approach here, but we need to consider this carefully so that we are able to accurately reflect how we are doing.</p> <p>Finally, SES! It looks like this plan includes much more flexibility and local control. YEA! I hope we will be able to provide after school programs for all kids in need---whether or not their school has one star or five! I would also love to get help to the high schools.</p> <p>Again, I applaud your efforts and we probably have to give it a try and then adjust as needed!</p>
02/2/12	Gary Johnston	District Administrator	139	gary.johnston@vallivue.org	<p>I do favor the state moving to a growth model described in the ESEA Waiver document.</p> <p>I would have liked to have seen a "sample school" used in the formula to have a better idea of how the model will work.</p> <p>I don't favor moving to 10 students for</p>

special populations.
Thank you for your efforts in writing the
waiver.



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

ATTACHMENT 3

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Idaho's ESEA Flexibility Application

Executive Summary

January 10, 2012

The State of Idaho is applying for flexibility under the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind, to ensure every student graduates from high school prepared to go on to postsecondary education or the workforce without the need for remediation. To accomplish this, Idaho has created a new system of increased accountability that focuses on postsecondary and career-ready standards; recognition, accountability and support for all schools; and a support system for effective instruction and leadership at every level.

Idaho has taken a lead role in building the next generation of accountability systems. By passing the Students Come First reform laws in 2011, the state has moved toward an education system based on academic growth and better preparing students for the world that awaits them after high school. Superintendent of Public Instruction Tom Luna worked with other states to develop key principles for new accountability systems through his role as President-Elect (and now current President) of the Council of Chief State School Officers. In June, Superintendent Luna sent a letter to Secretary Duncan, informing him that Idaho would begin moving toward a new system of increased accountability since Congress has not reauthorized No Child Left Behind. The new system would include more flexibility for school districts and a new accountability system that measures growth.

Under the current No Child Left Behind law, states can only measure school success based on proficiency – or how many students pass the test. The federal law, which originally passed in 2001, was supposed to be reauthorized four years ago so states could include academic growth, or how much progress a student makes in a given year. However, Congress has not taken action on reauthorization.

With a waiver to certain parts of the No Child Left Behind law, Idaho can create its new system of increased accountability based on higher standards, academic growth, and improved performance evaluations for educators – all key components of the Students Come First reform laws. These laws have positioned Idaho well to implement its new system of increased accountability.

In each state's waiver application, they must address four areas:

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

Here is an overview of how Idaho's new system of increased accountability will work.

College- and Career-Ready Expectations for All Students

Idaho adopted the Common Core State Standards for mathematics and English language arts and is implementing a comprehensive plan for transitioning to the standards by the 2013-2014 school year. The plan includes professional development opportunities and additional tools and resources that are targeted for Idaho teachers, principals and district leadership teams. All trainings and resources will ensure that students receive the education they need to meet these standards, including students who are English language learners, students with disabilities and low-achieving students. The State also is moving to next-generation assessments that are aligned with the Common Core State Standards



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State-Developed Differentiated Recognition, Accountability, and Support

Idaho will maintain a single accountability system for all schools, Title I and non-Title I schools alike. Idaho will no longer measure Adequate Yearly Progress (AYP) for schools and districts. Under the new accountability system, the State has created a Five-Star scale to evaluate and recognize school performance.

The Five-Star scale uses multiple measures every year to determine a school's performance. Schools are evaluated based on student proficiency, student academic growth, student growth to proficiency, and postsecondary and career readiness metrics. The State will use the statewide standardized test, the ISAT, to measure growth and proficiency in grades 3-10. The State will use additional metrics, such as graduation rate, enrollment in and completion of advanced courses and student scores on college entrance exams to measure postsecondary and career readiness. Under Students Come First, the State already has moved toward measuring academic growth as well as proficiency.

Four-Star and Five-Star Schools will be publicly recognized and financially rewarded for their excellent performance. These schools will serve as an example to other schools. Under Students Come First, the State developed a statewide pay-for-performance plan to financially reward the certificated staff in schools that demonstrate overall excellence or significant academic growth each year. One-Star and Two-Star Schools will be required to develop school improvement plans tied to researched best practices and work closely with the State and their school districts to implement the interventions that are proven to raise student achievement and close achievement gaps. It will take these schools two consecutive years of progress to exit their status. Three-Star Schools also must complete an improvement plan but will be given considerable more flexibility in how they implement interventions to reach Four-Star or Five-Star Status. It will take these schools one year of progress to exit their status.

Supporting Effective Instruction and Leadership

Idaho has created statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Every school district is currently using the Statewide Framework for Teacher Performance Evaluations, based on the Danielson Framework for teaching, to evaluate teachers at least once a year. Now, under Students Come First, at least 50 percent of a teacher and administrator's performance evaluation also must be based on student achievement. In addition, schools and districts must make sure parent input is included on teacher and school-based administrator performance evaluations going forward.

In addition, the Idaho State Department of Education (ISDE) is working with educational stakeholder groups to develop a statewide framework for administrator evaluations. This work is currently underway and should be completed by May 2012. The State will use these frameworks to make necessary changes with teacher and administrator preparation programs. This process has already begun with action from the Idaho State Board of Education.

Reducing Duplication and Unnecessary Burden

Idaho fully deployed a statewide longitudinal data system in the 2010-2011 school year. This system, known as the Idaho System for Educational Excellence (ISEE), has consolidated data collection processes at the State and district levels and should reduce duplicative reporting and other unnecessary burdens on schools and districts. In addition, the Idaho State Department of Education (ISDE) received a \$21 million grant from the J.A. and Kathryn Albertson Foundation to deploy the second phase of ISEE: a statewide instructional management system available to all classrooms, schools and districts.



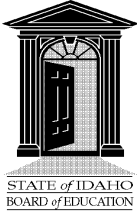
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The State contracted with Schoolnet to provide the instructional management system. Through Schoolnet, a teacher or administrator can access Idaho's Content Standards, the Common Core State Standards, deconstructed Common Core State Standards, digital content aligned with the standards and lesson plans aligned to the content and standards. In the 2011-2012 school year, six school districts are piloting the additional use of assessment tools in Schoolnet. These assessment tools will be available to a majority of Idaho's schools and districts in the 2015-2016 school year through a competitive grant process. Eventually, all Schoolnet tools and resources will be available to every public school in Idaho in the 2016-2017 school year. The instructional management system will assist teachers and leaders in analyzing achievement data, building lesson plans and creating high-quality assessments.



**STATE BOARD OF EDUCATION
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**APPROVED MINUTES
STATE BOARD OF EDUCATION
August 11-12, 2010
Idaho State University
Rendezvous Complex
Pocatello, Idaho**

A regularly scheduled meeting of the State Board of Education was held August 11-12, 2010 in Pocatello, Idaho at Idaho State University in the Rendezvous Complex.

Present:

Richard Westerberg, President	Ken Edmunds, Vice President
Don Soltman, Secretary	Emma Atchley
Milford Terrell	Rod Lewis
Tom Luna, State Superintendent of Public Instruction	

Absent:

Paul Agidius

Wednesday, August 11, 2010

The Board met at 9:00 a.m. on Wednesday, August 11, 2010 at Idaho State University, Rendezvous Complex, Pocatello, Idaho. Board President Westerberg called the meeting to order at 9:34 a.m.

NAMPA CLASSICAL ACADEMY CHARTER SCHOOL – CHARTER REVOCATION APPEAL

The Board took up the business of considering the Charter Revocation Appeal being made by the Nampa Classical Academy (NCA) Charter School. Testimony was taken and recorded for public record. A written transcript of the recorded testimony is available at the expense of the requestor.

NCA was self-represented by Eric Makrush. The following individuals testified, and were questioned, on behalf of NCA:

- Eric Makrush, adhoc NCA Board Member
- Gary Perrin, Managing Member of BAP, LLC, Landowner of NCA Modular Site
- James Lorenzen, Former NCA Board Chairman, Current NCA Board Member

- Michelle Clement-Taylor, School Choice Coordinator, State Department of Education
- Terrance La Masters, Former NCA Board Treasurer, Current Chairman of the Board for NCA

The Public Charter School Commission (PCSC) was represented by Michael Gilmore, Deputy Attorney General. The following individuals were then cross examined:

- Gary Perrin, Managing Member of BAP, LLC, Landowner of NCA Modular Site
- James Lorenzen, Former NCA Board Chairman, Current NCA Board Member
- Michelle Clement-Taylor, School Choice Coordinator, State Department of Education
- Terrance La Masters, Former NCA Board Treasurer, Current Chairman of the Board for NCA

The following Board members submitted questions to NCA:

- Ken Edmonds
- Tom Luna
- Rod Lewis
- Milford Terrell
- Emma Atchley

The Board accepted a Profit & Loss statement, July 2009 through June 2010, as additional documentation from NCA.

Board President Westerberg recessed the meeting for lunch at 12:00 p.m. Board President Westerberg resumed the meeting at 12:37 p.m.

The PCSC was represented by Michael Gilmore, Deputy Attorney General. The following individuals testified, and were questioned, on behalf of the PCSC:

- Michael Gilmore, Deputy Attorney General
- Marcia Beckman, Title I Director, State Department of Education
- Tamara Baysinger, PCSC Manager

NCA was self-represented by Eric Makrush. The following individuals were then cross examined:

- Marcia Beckman, Title I Director, State Department of Education
- Tamara Baysinger, PCSC Manager

The following board members submitted questions to both parties:

- Ken Edmonds
- Tom Luna
- Rod Lewis
- Milford Terrell

Closing statements were presented by:

- Eric Makrush, adhoc NCA Board Member, on behalf of NCA
- Michael Gilmore, Deputy Attorney General, on behalf of PCSC

Board President Westerberg recessed the meeting for a break at 2:49 p.m. Board President Westerberg resumed the meeting at 3:03 p.m. and thanked everyone for their presentations and moved into the deliberation phase of the NCA hearing.

M/S (Soltman/Atchley): To deny the appeal by upholding the decision of the Idaho Public Charter School Commission on the grounds that the Nampa Classical Academy failed to establish that the Commission did not appropriately consider the revocation, and/or acted in an arbitrary manner in determining to revoke the charter.

Motion failed with a vote of 3 to 4 (Rod Lewis, Tom Luna, Milford Terrell, and Ken Edmunds voted nay).

M/S (Lewis/ Luna): To grant the appeal by reversing the decision for the Idaho Public Charter School Commission. This should be based on findings and conclusions to the effect that the Commission failed to appropriately consider the revocation. *Motion failed with a vote of 3 to 4 (Don Soltman, Richard Westerberg, Emma Atchley, and Ken Edmunds voted nay).*

Milford Terrell asked to leave the decision on the table and move this to the last item on the agenda tomorrow evening. No objections were presented and it was so ordered by Board President Westerberg. The Board does not expect NCA staff and/or PCSC staff to attend tomorrow evening.

Ken Edmunds asked if Board members can discuss information with the parties. It was determined that was possible only if both parties are present and the board member presents any subsequent findings to the remaining board members.

M/S (Terrell/Lewis): To ask Rod Lewis, Ken Edmonds, Don Soltman, and Tom Luna, as a committee acting on behalf of the Board, to bring back additional information to the Board at the end of tomorrow's meeting. *Motion carried with a vote of 5 to 2 (Don Soltman and Richard Westerberg voting nay).*

Board members discussed possible options:

- 60-90 days to allow counsel to review testimony of today's hearing.
- Assigning another entity, with more experience, to ensure that this school moves forward.
- Giving NCA a one year timeframe to cure the defect.
- Giving NCA a three year timeframe to cure the defect.
- Requiring that a certain person remain on NCA's board possessing an understanding of the financial aspects of the school.
- Overturn the revocation, NCA goes back under authorization of the PCSC.
- A remand decision, which would require the PCSC to perform another hearing.

Board President Westerberg recessed the meeting for a break at 4:00 p.m. Board President Westerberg resumed the meeting at 4:26 p.m.

M/S (Luna/Atchley): To accept the revised agenda as published.

Motion carried unanimously.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Luna said that most of the items on the agenda are for rules that are to be taken forward for public comment, which includes all items (except for items 1, 7, 11, 27 and 28). Board President Westerberg requested that Item # 9 be handled separately.

Mr. Luna covered the following points:

- 62% of Idaho schools made AYP this year. There are 41 target areas for each school, so this is not an easy task. More students in each school, and in each subgroup, had to reach a higher percentage to make AYP.
- The latest efforts by the U.S. Congress are to send more stimulus dollars to Idaho. Idaho qualifies for \$10 million in education dollars. The money will come to the state in 45 days and the school districts have 21 months to use the funds. The funds can only be used to hire teachers, aides, backfill furlough days, or returning pay and benefits to teachers and staff. It cannot be used for facilities and programs.

2. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness Incorporated by Reference – Common Core Standards for Math

M/S (Luna/Terrell): To approve the Idaho Content Standards for Math as submitted effective for the 2013-2014 academic year. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Math. Motion was approved unanimously.

3. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Common Core Standards for English Language Arts.

M/S (Luna/Terrell): To approve the Idaho Content Standards for English Language Arts as submitted effective for the 2013-2014 academic year. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for English Language Arts. Motion was approved unanimously.

4. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Information and Communication Technology (ICT) Standards

M/S (Luna/Terrell): To approve the Idaho Content Standards for Information and Communication Technology as submitted. Motion was approved unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness to incorporate by reference the Idaho Content Standards for Information and Communication Technology. Motion was approved unanimously.

5. Temporary and Proposed Rule – IDAPA 08.02.03.111, Timeline for Dissemination of Assessment Results and Communication to Parents

M/S (Luna/Terrell): To approve the Temporary and Proposed rules for IDAPA 08.02.03.111 to require a maximum of 3 weeks for dissemination of assessment results and communication to parents. Motion was approved unanimously.

6. Temporary and Proposed Rules – IDAPA 08.02.03.004.03 – Incorporation by Reference, the Limited English Proficiency Program Annual Measureable Achievement Objectives (AMAO) and Accountability Procedures; IDAPA 08.02.03.004.04 – Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards; IDAPA 08.02.03.112 – Accountability, Adequate yearly Progress AYP) Definitions.

M/S (Luna/Terrell): To approve the Temporary and Proposed rules for:

- **IDAPA 08.02.03.004.03-Incorporation by Reference, The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.**
- **IDAPA 08.02.03.004.04-Incorporation by Reference, The Idaho English Language Assessment (IELA) Achievement Standards; and**
- **IDAPA 08.02.03.112-Accountability, Adequate Yearly Progress (AYP) Definitions.**

Motion was approved unanimously.

7. Temporary and Proposed Rule – IDAPA 08.02.03.105, Removal of the Science ISAT from the Graduation Requirement

M/S (Luna/Lewis): To approve the temporary and proposed rules for IDAPA 08.02.03.105 to remove the science ISAT requirement and instruct the Department of Education to develop End of Course assessments in science to serve as a graduation requirement by the graduating class of 2017. Motion carried with a vote of 5 to 2 (Rod Lewis and Don Soltman voted nay).

Superintendent Luna feels there is a better way to assess a student's proficiency in Science. Students are not taught sequentially in science similar to other subjects. The preferred approach is an end of course assessment for science. The requirement, as of 2013, would be eliminated and an end of course program would be implemented, as of 2017. Once the end of course assessments are implemented and reliable, we would move away from ISAT testing. Current ISAT testing in science is not an accurate reflection of science proficiency.

Rod Lewis expressed concerns that this approach will drop momentum in science learning, just as we want to keep the momentum.

Superintendent Luna would not object to a timeline prior to 2017, depending on resources to implement that timeline.

Don Soltman asked if this is a cost saving measure.

Superintendent Luna indicated that the amount is only for reporting purposes and is a small amount based on the total amount spent on testing.

Rod Lewis is concerned with postponing a science requirement for seven years.

Superintendent Luna does not feel that this lowers the bar, but it does postpone raising the bar. There are two things driving the postponement to 2017, which are resources and development processes.

8. Temporary/Proposed Rule Change – IDAPA 08.02.03.108 – Special Education

M/S (Luna/Terrell): To approve the temporary and proposed rule change to IDAPA 08.02.03.109 – Special Education. *Motion carried unanimously.*

9. Proposed Rule – IDAPA 08.02.03.160-161 – Safe and Supportive Schools

M/S (Luna/Terrell): To approve the proposed amendment to IDAPA 08.02.03.160 and IDAPA 08.02.03.161 Rules Governing Uniformity – Safe and Supportive Schools. *Motion carried unanimously.*

Don Soltman asked if there has been any analysis of the cost involved.

Marybeth Flachbart indicated that a position has been created at BSU and 48 consultants have been hired to provide training to schools, 7 regional consultants, and Positive Behavior Intervention Support (PBIS). There is a grant written and \$500,000 has been approved for the training.

Don Soltman asked if this is adopted by the Board, how much time the Board has to provide input.

Luci Willits reported on the process and indicated that it would return to the Board in November for review before it is presented to the Legislature.

Milford Terrell felt that some of the items allowed as restraint opens schools up for lawsuits.

Marybeth Flachbart indicated that the school would determine what is and what is not an acceptable restraining method. A therapeutic hold is often used and avoiding inappropriate methods would be covered in the training.

Milford Terrell asked if this issue is coming up in our schools.

Marybeth Flachbart said that ways in which restraint are currently handled in some schools are currently inappropriate. Each school has a student handbook, but there also needs to be a policy in place to train adults and how to address these issues.

10. Changes to the Idaho Special Education Manual

M/S (Luna/Terrell): To adopt the changes to the Idaho Special Education Manual. *Motion carried unanimously.*

11. Approval for “New School” Status for Schools in Restructuring

M/S (Luna/Atchley): To approve the recommendation by the Subcommittee on Restructuring to grant “New School” status to the submitted schools in Restructuring. *Motion carried unanimously.*

Superintendent Luna indicated that this item puts a plan in place for restructuring when the plans put in place are not successful.

Marybeth Flachbart stated that one particular school had changed 66% of their staff and they became essentially a new school with a new governance structure.

Rod Lewis asked what happens when they become a new school, they get to start at “zero”.

Marybeth Flachbart indicated that is correct.

Rod Lewis asked if it makes sense that if you send them back to “zero”, they would get additional time as a new school would.

Steve Underwood said that if a school makes AYP two years in a row, no matter where you are in the process, it puts them back to “zero”. If the school does not provide sufficient evidence that they have met guidelines, they would not be restarted. This is only for schools that have demonstrated evidence of significant restructuring.

12. Adoption of Curricular Materials and Related Instructional Materials as Recommended by the Curricular Materials Selection Committee

M/S (Luna/Terrell): To adopt the curricular materials and their related instructional materials as recommended by the Curricular Materials Selection Committee as submitted for Social Studies, Economics, Psychology, Sociology, Character Education, Health, Physical Education, Humanities, Drivers Education, Limited English Proficiency and Computer Applications. Motion carried unanimously.

13. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – School Social Work Standards – IDAPA 08.02.02.004 – Rules Governing University, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Standards for School Social Workers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion passed unanimously.

14. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Health Teacher Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference and Proposed Revision to IDAPA 08.02.022, Endorsements E-L – Health (6-12) Endorsement

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Health (6-12) Endorsement, and the Idaho Health Teacher Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion carried unanimously.

15. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Social Studies Foundation and Enhancement Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Social Studies Teachers and the Enhancement Standards (Economics, Geography, Government and Civics, and History) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

16. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Science Foundation and Enhancement Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Foundation Standards for Science Teachers and the Enhancement Standards (Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

17. Proposed Rule Clarification to IDAPA 08.02.02.024 – Endorsement M-Z – Natural Science (6-12) Endorsement

M/S (Luna/Terrell): To approve the proposed rule IDAPA 08.02.02.024, Endorsements M-Z – clarification to the Natural Science (6-12) Endorsement. *Motion carried unanimously.*

18. Proposed Online Teacher Endorsement (Pre-K-12) Language for IDAPA 08.02.02.033

M/S (Luna/Terrell): To approve the proposed changes to IDAPA 08.02.02.033 as submitted. *Motion carried unanimously.*

19. Proposed Addition to the Idaho Standards for Initial Certification of Professional School Personnel – Pre-Service Technology Standards – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed Pre-Service Technology Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. *Motion carried unanimously.*

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. *Motion carried unanimously.*

20. Proposed Revision to the Idaho Standards for Initial certification of Professional School Personnel – Idaho Standards for Mathematics Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Mathematics Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion carried unanimously.

21. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Standards for Elementary Education Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to adopt the proposed revisions to the Idaho Standards for Elementary Education Teachers for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion carried unanimously.

22. Proposed Changes to IDAPA 08.02.02.022 and 08.02.02.024 – Rules Governing Uniformity – Endorsements A-D and M-Z; Art (K-12 or 6 – 12, Communications/Drama (6-12, Drama (6-12), Music (6-12 or K -12)

M/S (Luna/Terrell): To approve the proposed rule changes to IDAPA 08.02.02.022 and 08.02.02.024, Rules Governing Uniformity, Endorsements A-D and M-Z as submitted. Motion carried unanimously.

23. Proposed Revision to the Idaho Standards for Initial Certification of Professional School Personnel – Idaho Foundation and Enhancement Standard for Visual and Performing Arts Teachers – IDAPA 08.02.02.004 – Rules Governing Uniformity, Incorporation by Reference

M/S (Luna/Terrell): To approve the request by the Professional Standards Commission to approve the proposed revisions to the Idaho Foundation Standards for Visual and Performing Arts Teachers and the Enhancement Standards (Visual Art, Drama, and Music) for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel. Motion carried unanimously.

M/S (Luna/Terrell): To approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference. Motion carried unanimously.

24. Proposed Early Childhood Special Education Endorsement (Pre-K-3) Language for IDAPA 08.02.02.028 – Exceptional Child Certificate

Letter of Intent for Institutes of Higher Education
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application
CFDA Number: 84.395B

The purpose of this Letter of Intent is to

- (a) Detail the responsibilities of the IHE or IHE system,
- (b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008–2009 school year, and
- (c) Commit the State’s higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

(a) Detail the responsibilities of the IHE or IHE system

Each IHE or IHE system commits to the following agreements:

1. Participation with the Consortium in the design and development of the Consortium’s final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
2. Implementation of policies, once the final high school summative assessments are implemented that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
Idaho	Boise State University	2,576	8,902
	College of Southern Idaho	1,295	
	Eastern Idaho Technical College	76	
	Idaho State University	1,551	
	Lewis-Clark State College	648	
	North Idaho College	1,047	
	University of Idaho	1,709	
	College of Western Idaho	*Opened in 2009	

Note: Data was compiled from the National Center for Education Statistics database and represents all students who matriculated in 2008-2009.

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westerberg

Telephone:

852-0803

Signature State's higher education executive officer, if State has one:

Richard Westerberg

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

Robert W. Kustra

Telephone:

6-1-10

Signature of president or head of each participating IHE or IHE system:

Robert Kustra

Date:

6-1-10

(c) Partner IHE or IHE System Signature Blocks

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State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westerberg

Telephone:

852-8803

Signature State's higher education executive officer, if State has one:

Richard Westerberg

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

Gerald L Beck

Telephone:

732-6601

Signature of president or head of each participating IHE or IHE system:

Gerald L Beck

Date:

6-2-10

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

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State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westerberg

Telephone:

852-0803

Signature State's higher education executive officer, if State has one:

Richard Westerberg

Date:

8-2-10

President or head of each participating IHE or IHE system, (Printed Name):

BURTON WAITE

Telephone:

524-3000

Signature of president or head of each participating IHE or IHE system:

Burton Waite

Date:

1 June 2010

(c) Partner IHE or IHE System Signature Blocks

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State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westerberg

Telephone:

852-0803

Signature State's higher education executive officer, if State has one:

Richard Westerberg

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

Dr. Arthur C. Vailas, President

Telephone:

208-282-2566

Signature of president or head of each participating IHE or IHE system:

Arthur C. Vailas

Date:

6/4/2010

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

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State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westerberg

Telephone:

852-0803

Signature State's higher education executive officer, if State has one:

Richard Westerberg

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

Dene Thomas, LCSC

Telephone:

208-
792-2216

Signature of president or head of each participating IHE or IHE system:

Dene Thomas

Date:

6-1-10

(c) Partner IHE or IHE System Signature Blocks

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State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westenberg

Telephone:

852-0803

Signature State's higher education executive officer, if State has one:

Richard Westenberg

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

Priscilla J. Bell, President

Telephone:

208-769-3303

Signature of president or head of each participating IHE or IHE system:

Priscilla J. Bell

Date:

6-1-10

(c) Partner IHE or IHE System Signature Blocks

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State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westenberg

Telephone:

852-0803

Signature State's higher education executive officer, if State has one:

Richard Westenberg

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

M. DUANE NELLIS

Telephone:

208-
885-6365

Signature of president or head of each participating IHE or IHE system:

M. Duane Nellis

Date:

6-3-10

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

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- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name:

IDAHO

State's higher education executive officer, if State has one (Printed Name):

Richard Westenberg

Telephone:

Signature State's higher education executive officer, if State has one:

Richard Westenberg

Date:

6-2-10

President or head of each participating IHE or IHE system, (Printed Name):

BERTON L. GLANDON

Telephone:

208
562-3200

Signature of president or head of each participating IHE or IHE system:

Berton L. Glandon

Date:

6-1-10

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application
 CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 2, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Idaho**, which has elected to participate in the Consortium as (check one)

_____ An **Advisory** State (description in section e),

OR

 X A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3–8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36.

Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

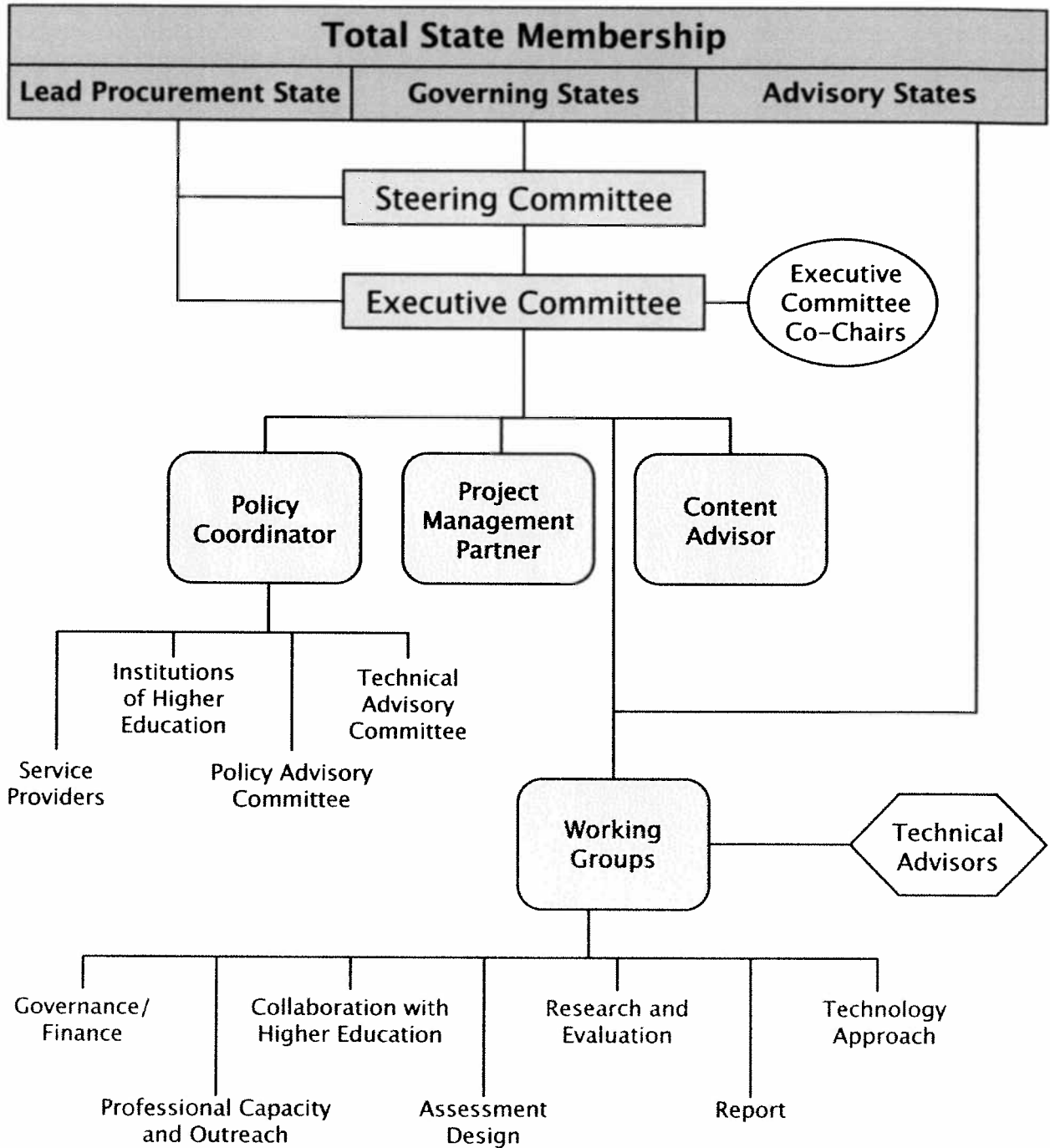
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
State Board or Legislature may not adopt the common core content standards	Risk	Statute, Regulation, State Board of Education Administrative Code	State Board of Education, State Legislature	November 2010	January 2011	The Common Core Standards adoption is currently before the State Board of Education and if the Board promulgates a rule adopting the standards, the rule will be presented to the State Legislature for full adoption in January 2011. Idaho law requires that the legislature approve all rules promulgated by administrative agencies.
State Budget May Get Cut	Risk	Statute	State Legislature	January 2013	May 2013	State budgets for FY2014 are set during this period.

SMARTER Balanced Assessment Consortium MOU

State Legislature may not appropriate sufficient funds or may not grant spending authority for adoption of complete assessment system.	Risk	State Constitution, Statute	State Legislature	January 2013	May 2013	State constitutional and statutory provisions require appropriations and prohibit contractual agreements without appropriations.
State law requires Attorney General review of Interstate Agreements	Risk	Statute	Secretary of State, State Attorney General	May 2010	June 2010	As a necessary precondition to the enforceability in Idaho of interstate agreement, state law requires the Attorney General to review any Interstate Agreement and to determine that it does not violate the US Constitution, state constitution or state statute.

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.

State Name:

Governor or Authorized Representative of the Governor (Printed Name):

Telephone:

Signature of Governor or Authorized Representative of the Governor:

Date:

Chief State School Officer (Printed Name):

Telephone:

Signature of the Chief State School Officer:

Date:

President of the State Board of Education, if applicable (Printed Name):

Telephone:

Signature of the President of the State Board of Education, if applicable:

Date:

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name:

IDAHO

Governor or Authorized Representative of the Governor (Printed Name):

Governor C.L. "Butch" OTTER

Telephone:

(208) 334-2100

Signature of Governor or Authorized Representative of the Governor:

[Signature of Governor C.L. "Butch" Otter]

Date:

JUNE 2, 2010

Chief State School Officer (Printed Name):

Tom Luva

Telephone:

208-332-6845

Signature of the Chief State School Officer:

[Signature of Tom Luva]

Date:

6/2/10

President of the State Board of Education, if applicable (Printed Name):

Richard Westenberg

Telephone:

852-0803

Signature of the President of the State Board of Education, if applicable:

[Signature of Richard Westenberg]

Date:

6-2-10

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

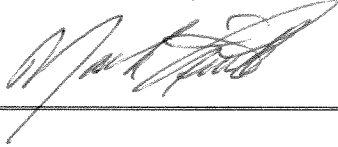
I certify that I have reviewed the applicable procurement laws for my State and find that, to the best of my knowledge, the Idaho State Department of Education's participation in the SMARTER Balanced Assessment Consortium, and any procurements made through said Consortium, do not violate the applicable State's procurement laws.

State Name:
State of Idaho

State's chief procurement official (or designee), (Printed Name):
Mark Little, State Purchasing Manager

Telephone:
(208) 332-1611

Signature of State's chief procurement official (or designee),:



Date:

6/3/10

[Printer Version](#)

Assessment Results for State of Idaho

Grade 3

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	50.4%	38.4%	6.7%	4.6%	99.4%	49.9%	39.3%	6.3%	4.6%	99.4%
African American	37.5%	44.9%	9.2%	8.5%	97.5%	35.4%	48.3%	7.7%	8.6%	97.2%
Asian	59.6%	30.5%	4.3%	5.7%	93.1%	57.2%	31.3%	4.3%	7.2%	95.5%
American Indian	30.1%	50.3%	9.5%	10.1%	98.4%	27.7%	51.1%	14.6%	6.5%	100.0%
Hispanic	28.8%	50.9%	12.2%	8.1%	98.9%	27.6%	52.6%	11.2%	8.6%	99.1%
Native Hawaiian/Pacific Islander	49.5%	36.6%	9.7%	4.3%	100.0%	50.5%	36.8%	6.3%	6.3%	99.0%
White	55.2%	35.7%	5.5%	3.7%	99.7%	55.0%	36.3%	5.1%	3.6%	99.6%
Limited English Proficiency	11.8%	52.6%	19.6%	16.0%	95.6%	9.6%	52.4%	19.4%	18.6%	96.6%
Non Limited English Proficiency	50.5%	38.4%	6.5%	4.6%	100.0%	49.9%	39.3%	6.3%	4.6%	99.4%
Economically Disadvantaged	40.3%	44.1%	9.2%	6.4%	99.2%	40.4%	44.9%	8.4%	6.3%	99.3%
Non Economically Disadvantaged	61.1%	32.4%	3.8%	2.6%	100.0%	60.6%	32.9%	3.9%	2.5%	99.6%
Students with Disabilities	17.6%	39.9%	20.1%	22.4%	98.6%	17.9%	39.0%	19.5%	23.5%	97.5%
Students without Disabilities	53.9%	38.2%	5.2%	2.6%	100.0%	53.3%	39.3%	4.9%	2.5%	99.6%
Migrant	19.1%	50.2%	19.1%	11.5%	100.0%	17.0%	53.0%	18.0%	12.0%	97.6%
Female	54.9%	36.6%	5.2%	3.3%	100.0%	52.9%	37.8%	5.7%	3.6%	99.6%
Male	46.3%	40.1%	7.8%	5.8%	100.0%	47.0%	40.7%	6.9%	5.5%	99.3%

Math	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	56.1%	31.4%	8.8%	3.7%	99.6%	58.7%	29.8%	8.8%	2.7%	99.6%
African American	37.1%	38.5%	14.4%	10.1%	99.6%	38.9%	38.4%	17.1%	5.7%	98.6%
Asian	62.4%	23.1%	9.6%	5.0%	100.0%	67.0%	21.0%	6.9%	5.2%	100.0%
American Indian	37.2%	35.6%	15.8%	11.4%	98.8%	36.1%	36.8%	21.5%	5.6%	100.0%
Hispanic	37.5%	40.4%	15.8%	6.3%	99.4%	40.5%	39.6%	14.5%	5.4%	99.6%
Native Hawaiian/Pacific Islander	53.8%	31.2%	10.8%	4.3%	100.0%	60.4%	29.2%	6.3%	4.2%	100.0%
White	60.4%	29.6%	7.1%	2.9%	99.7%	63.0%	27.6%	7.3%	2.0%	99.6%
Limited English Proficiency	18.2%	42.7%	25.9%	13.2%	99.3%	21.8%	41.5%	24.8%	11.9%	99.5%
Non Limited English Proficiency	56.2%	31.5%	8.6%	3.7%	100.0%	58.7%	29.8%	8.8%	2.7%	99.6%
Economically Disadvantaged	46.2%	36.5%	12.0%	5.3%	99.6%	50.1%	34.4%	11.7%	3.8%	99.5%
Non Economically Disadvantaged	66.7%	26.1%	5.3%	1.9%	100.0%	68.5%	24.5%	5.5%	1.5%	99.7%
Students with Disabilities	21.6%	36.1%	23.1%	19.2%	98.9%	22.7%	35.5%	26.1%	15.7%	97.7%
Students without Disabilities	59.8%	31.0%	7.2%	2.0%	100.0%	62.6%	29.1%	7.0%	1.3%	99.8%
Migrant	28.1%	40.1%	23.0%	8.8%	100.0%	30.5%	45.5%	14.5%	9.5%	97.6%
Female	56.6%	31.6%	8.5%	3.3%	100.0%	58.2%	30.3%	8.8%	2.6%	99.7%
Male	55.8%	31.4%	8.8%	4.0%	100.0%	59.3%	29.2%	8.7%	2.8%	99.5%

Language	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	37.4%	35.7%	17.3%	9.6%	99.4%	41.3%	32.5%	15.9%	10.3%	99.4%
African American	24.2%	34.4%	26.0%	15.4%	97.8%	29.7%	32.1%	19.6%	18.7%	97.2%
Asian	50.9%	29.9%	10.3%	8.9%	92.7%	53.2%	29.9%	6.5%	10.4%	95.5%
American Indian	20.8%	30.9%	25.6%	22.7%	98.8%	19.0%	31.5%	27.1%	22.4%	100.0%
Hispanic	20.6%	35.4%	26.3%	17.7%	98.8%	22.4%	35.2%	24.4%	18.0%	99.4%

Native Hawaiian/Pacific Islander	26.9%	39.8%	20.4%	12.9%	100.0%	38.9%	36.8%	14.7%	9.5%	99.0%
White	41.1%	36.0%	15.3%	7.6%	99.6%	45.6%	32.0%	14.0%	8.4%	99.5%
Limited English Proficiency	7.6%	25.1%	34.7%	32.6%	95.4%	7.1%	26.6%	31.5%	34.8%	97.2%
Non Limited English Proficiency	37.2%	35.9%	17.4%	9.6%	100.0%	41.3%	32.5%	15.9%	10.3%	99.4%
Economically Disadvantaged	28.1%	36.5%	21.7%	13.7%	99.1%	31.6%	34.5%	20.0%	13.9%	99.3%
Non Economically Disadvantaged	47.0%	35.1%	12.7%	5.1%	100.0%	52.2%	30.3%	11.3%	6.2%	99.6%
Students with Disabilities	13.3%	22.5%	30.6%	33.6%	98.7%	14.9%	21.7%	25.5%	37.9%	97.4%
Students without Disabilities	40.0%	37.2%	15.9%	6.9%	100.0%	44.1%	33.7%	14.9%	7.3%	99.6%
Migrant	11.4%	31.8%	32.2%	24.6%	100.0%	17.2%	30.8%	21.7%	30.3%	97.1%
Female	42.1%	35.4%	15.1%	7.4%	100.0%	46.5%	31.2%	14.2%	8.0%	99.6%
Male	32.4%	36.3%	19.6%	11.7%	100.0%	36.2%	33.8%	17.5%	12.5%	99.3%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%					
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					
Limited English Proficiency										
Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%					
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Non Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%					
Students without Disabilities										
Migrant										
Female	0.0%	0.0%	0.0%	0.0%	0.0%					
Male	0.0%	0.0%	0.0%	0.0%	0.0%					

Grade 4

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	42.3%	43.7%	8.6%	5.4%	99.4%	48.8%	37.9%	7.5%	5.8%	99.5%
African American	27.0%	44.3%	18.7%	10.0%	94.7%	35.9%	40.3%	10.9%	12.9%	98.0%
Asian	52.2%	36.5%	5.8%	5.5%	95.1%	53.8%	31.0%	6.1%	9.0%	95.5%
American Indian	18.0%	51.6%	16.7%	13.7%	99.7%	28.3%	45.3%	14.1%	12.2%	98.7%
Hispanic	21.1%	53.1%	16.0%	9.7%	99.0%	26.6%	48.3%	14.1%	11.0%	99.2%
Native Hawaiian/Pacific Islander	42.2%	38.6%	8.4%	10.8%	97.6%	44.6%	37.3%	6.0%	12.0%	100.0%
White	47.0%	41.9%	6.8%	4.3%	99.7%	54.0%	35.6%	6.0%	4.4%	99.7%
Limited English Proficiency	6.0%	43.9%	27.2%	22.9%	94.7%	6.4%	42.5%	25.2%	25.9%	95.6%
Non Limited English Proficiency	42.4%	43.8%	8.5%	5.4%	100.0%	48.8%	37.9%	7.5%	5.8%	99.5%
Economically Disadvantaged	30.9%	49.3%	11.9%	7.9%	99.2%	38.2%	43.1%	10.4%	8.3%	99.4%
Non Economically Disadvantaged	53.9%	38.2%	5.1%	2.8%	100.0%	60.4%	32.2%	4.4%	3.0%	99.7%
Students with Disabilities	12.3%	36.3%	23.7%	27.8%	99.0%	15.4%	33.7%	21.7%	29.1%	98.7%
Students without Disabilities	45.7%	44.6%	6.9%	2.8%	100.0%	52.5%	38.3%	6.0%	3.2%	99.6%
Migrant	15.1%	53.6%	13.4%	17.9%	100.0%	13.6%	52.3%	18.1%	16.1%	98.5%
Female	44.7%	42.9%	8.0%	4.4%	100.0%	51.8%	37.4%	6.5%	4.2%	99.6%
Male	40.2%	44.7%	8.9%	6.2%	100.0%	45.9%	38.3%	8.5%	7.3%	99.4%

Math	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested

	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	38.7%	46.1%	10.9%	4.3%	99.7%	40.1%	43.1%	11.4%	5.4%	99.7%
African American	19.0%	42.6%	22.7%	15.7%	99.6%	24.9%	41.5%	17.8%	15.8%	100.0%
Asian	52.4%	36.8%	5.9%	4.9%	100.0%	52.2%	28.5%	10.3%	8.9%	99.3%
American Indian	17.0%	46.7%	20.3%	16.0%	99.7%	21.9%	43.7%	20.3%	14.1%	98.4%
Hispanic	23.2%	51.4%	17.8%	7.6%	99.6%	24.5%	47.2%	18.3%	10.1%	99.5%
Native Hawaiian/Pacific Islander	34.1%	44.7%	12.9%	8.2%	100.0%	32.9%	46.3%	11.0%	9.8%	100.0%
White	42.2%	45.3%	9.3%	3.2%	99.7%	43.8%	42.5%	9.7%	4.0%	99.8%
Limited English Proficiency	8.1%	45.1%	27.6%	19.2%	99.3%	8.8%	39.6%	29.5%	22.0%	98.9%
Non Limited English Proficiency	38.6%	46.3%	10.8%	4.3%	100.0%	40.1%	43.1%	11.4%	5.4%	99.7%
Economically Disadvantaged	29.3%	49.5%	14.8%	6.4%	99.6%	31.7%	45.6%	14.7%	7.9%	99.6%
Non Economically Disadvantaged	48.1%	42.8%	6.9%	2.2%	100.0%	49.1%	40.4%	7.8%	2.7%	99.8%
Students with Disabilities	13.7%	35.3%	29.5%	21.4%	98.9%	11.3%	34.2%	26.0%	28.6%	98.6%
Students without Disabilities	41.4%	47.4%	8.8%	2.4%	100.0%	43.2%	44.1%	9.8%	2.9%	99.8%
Migrant	19.8%	46.2%	23.1%	11.0%	100.0%	16.3%	48.0%	19.8%	15.8%	99.0%
Female	36.9%	47.8%	11.2%	4.2%	100.0%	39.3%	44.3%	11.4%	5.0%	99.8%
Male	40.3%	44.8%	10.5%	4.4%	100.0%	40.8%	42.0%	11.4%	5.8%	99.6%

Language	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	44.2%	37.6%	12.1%	6.1%	99.4%	45.3%	35.8%	12.2%	6.6%	99.6%
African American	28.1%	33.3%	21.6%	16.9%	95.1%	36.3%	31.0%	18.1%	14.5%	98.0%
Asian	59.9%	28.5%	7.3%	4.4%	95.1%	54.5%	28.5%	7.9%	9.0%	95.5%
American Indian	19.9%	42.2%	23.2%	14.7%	99.7%	25.0%	37.5%	21.5%	16.0%	99.0%
Hispanic	24.3%	45.3%	20.0%	10.4%	99.1%	26.3%	42.6%	19.5%	11.6%	99.4%
Native Hawaiian/Pacific Islander	47.6%	28.6%	13.1%	10.7%	98.8%	43.9%	34.1%	14.6%	7.3%	100.0%
White	48.6%	36.2%	10.3%	4.9%	99.6%	49.7%	34.6%	10.5%	5.3%	99.8%
Limited English Proficiency	8.6%	35.0%	31.8%	24.6%	94.9%	7.3%	34.8%	31.6%	26.2%	96.2%
Non Limited English Proficiency	44.3%	37.6%	12.1%	6.1%	100.0%	45.3%	35.8%	12.2%	6.6%	99.6%
Economically Disadvantaged	32.8%	41.8%	16.4%	9.0%	99.2%	34.9%	39.2%	16.3%	9.6%	99.5%
Non Economically Disadvantaged	55.9%	33.2%	7.7%	3.2%	100.0%	56.6%	32.2%	7.8%	3.4%	99.7%
Students with Disabilities	13.0%	30.4%	29.6%	27.0%	98.6%	14.3%	29.7%	25.7%	30.3%	98.9%
Students without Disabilities	47.8%	38.3%	10.1%	3.8%	100.0%	48.7%	36.5%	10.7%	4.0%	99.7%
Migrant	16.2%	49.2%	17.9%	16.8%	100.0%	15.6%	42.7%	26.6%	15.1%	98.5%
Female	50.0%	35.2%	10.1%	4.8%	100.0%	50.6%	34.6%	10.1%	4.7%	99.7%
Male	38.8%	39.8%	14.0%	7.4%	100.0%	40.2%	37.1%	14.3%	8.5%	99.5%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%					
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					
Limited English Proficiency										
Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%					
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Non Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%					
Students without Disabilities										
Migrant										

Female	0.0%	0.0%	0.0%	0.0%	0.0%					
Male	0.0%	0.0%	0.0%	0.0%	0.0%					

Grade 5

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	48.1%	39.6%	7.9%	4.4%	99.5%	53.6%	34.3%	7.0%	5.0%	99.5%
African American	27.5%	40.8%	19.3%	12.4%	97.3%	31.7%	36.7%	14.0%	17.6%	98.7%
Asian	60.5%	32.6%	4.0%	2.9%	93.9%	61.2%	28.1%	4.3%	6.4%	97.2%
American Indian	24.1%	48.0%	17.9%	9.9%	98.3%	32.4%	44.1%	13.0%	10.4%	99.7%
Hispanic	27.4%	50.1%	14.6%	7.9%	99.0%	29.1%	48.4%	13.0%	9.5%	99.1%
Native Hawaiian/Pacific Islander	55.1%	30.4%	8.7%	5.8%	100.0%	44.0%	37.3%	5.3%	13.3%	98.7%
White	52.6%	37.6%	6.4%	3.5%	99.7%	59.2%	31.4%	5.6%	3.8%	99.7%
Limited English Proficiency	5.5%	47.2%	28.5%	18.8%	95.0%	6.7%	40.7%	26.2%	26.4%	96.2%
Non Limited English Proficiency	48.3%	39.7%	7.7%	4.3%	100.0%	53.6%	34.3%	7.0%	5.0%	99.5%
Economically Disadvantaged	37.7%	44.7%	11.1%	6.5%	99.4%	41.6%	41.0%	10.0%	7.4%	99.4%
Non Economically Disadvantaged	58.9%	34.6%	4.5%	2.1%	100.0%	66.2%	27.4%	3.8%	2.5%	99.6%
Students with Disabilities	14.2%	37.5%	23.7%	24.7%	99.4%	14.4%	33.3%	23.9%	28.4%	98.4%
Students without Disabilities	51.8%	39.9%	6.2%	2.1%	100.0%	57.8%	34.4%	5.2%	2.5%	99.6%
Migrant	16.0%	43.8%	22.7%	17.5%	100.0%	12.7%	44.0%	19.3%	24.1%	97.1%
Female	50.3%	39.7%	6.9%	3.0%	100.0%	54.5%	34.9%	6.5%	4.1%	99.5%
Male	46.3%	39.7%	8.5%	5.5%	100.0%	52.9%	33.8%	7.4%	6.0%	99.5%

Math	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	36.7%	43.0%	15.5%	4.8%	99.7%	41.5%	39.3%	14.7%	4.5%	99.6%
African American	19.5%	35.0%	31.4%	14.1%	98.2%	21.0%	35.7%	28.6%	14.7%	100.0%
Asian	50.3%	34.4%	9.5%	5.8%	100.0%	52.2%	31.8%	9.7%	6.2%	100.0%
American Indian	15.2%	43.8%	27.2%	13.8%	99.4%	20.1%	42.8%	25.4%	11.7%	99.7%
Hispanic	19.5%	47.2%	25.0%	8.3%	99.5%	24.4%	44.0%	24.0%	7.5%	99.4%
Native Hawaiian/Pacific Islander	44.9%	39.1%	14.5%	1.4%	100.0%	35.5%	30.3%	28.9%	5.3%	100.0%
White	40.4%	42.5%	13.3%	3.8%	99.8%	45.5%	38.5%	12.5%	3.5%	99.7%
Limited English Proficiency	5.4%	37.5%	37.7%	19.4%	99.4%	8.1%	32.2%	40.8%	18.9%	99.2%
Non Limited English Proficiency	36.6%	43.3%	15.4%	4.8%	100.0%	41.5%	39.3%	14.7%	4.5%	99.6%
Economically Disadvantaged	26.6%	45.6%	20.5%	7.3%	99.6%	31.4%	42.4%	19.8%	6.4%	99.6%
Non Economically Disadvantaged	46.8%	40.7%	10.2%	2.3%	100.0%	52.0%	36.1%	9.4%	2.4%	99.7%
Students with Disabilities	13.1%	29.0%	32.3%	25.6%	99.4%	11.2%	29.2%	33.5%	26.1%	98.3%
Students without Disabilities	39.2%	44.7%	13.6%	2.6%	100.0%	44.7%	40.4%	12.7%	2.1%	99.8%
Migrant	11.1%	44.4%	32.8%	11.6%	100.0%	16.4%	39.2%	30.4%	14.0%	98.8%
Female	34.0%	45.7%	15.7%	4.5%	100.0%	39.9%	41.0%	14.6%	4.4%	99.7%
Male	39.0%	40.9%	15.0%	5.1%	100.0%	42.9%	37.7%	14.8%	4.5%	99.6%

Language	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	34.5%	42.8%	14.2%	8.6%	99.5%	35.6%	43.2%	13.4%	7.9%	99.6%
African American	19.7%	38.5%	23.9%	17.9%	97.3%	22.2%	32.1%	22.6%	23.1%	99.1%
Asian	49.3%	38.4%	8.0%	4.3%	93.9%	47.9%	38.6%	6.4%	7.1%	96.9%
American Indian	15.0%	38.2%	24.1%	22.7%	98.6%	15.1%	45.3%	22.8%	16.8%	99.3%
Hispanic	17.8%	45.1%	23.2%	13.9%	99.0%	17.7%	46.8%	21.0%	14.5%	99.3%
Native Hawaiian/Pacific Islander	40.6%	43.5%	4.3%	11.6%	100.0%	29.3%	42.7%	13.3%	14.7%	98.7%
White	38.0%	42.6%	12.3%	7.2%	99.7%	39.6%	42.6%	11.6%	6.2%	99.7%
Limited English Proficiency	3.6%	33.0%	33.9%	29.5%	95.1%	4.6%	27.2%	33.0%	35.3%	96.4%

Non Limited English Proficiency	34.0%	44.9%	18.6%	82.5%	99.5%	35.2%	44.9%	18.2%	11.6%	99.5%
Non Economically Disadvantaged	45.2%	40.6%	9.7%	4.5%	100.0%	46.4%	41.3%	8.3%	4.0%	99.6%
Students with Disabilities	10.7%	26.3%	28.1%	35.0%	99.4%	8.9%	25.3%	27.9%	37.9%	98.4%
Students without Disabilities	37.1%	44.6%	12.7%	5.7%	100.0%	38.4%	45.1%	11.8%	4.7%	99.7%
Migrant	10.4%	36.8%	27.5%	25.4%	100.0%	10.4%	41.5%	22.0%	26.2%	96.5%
Female	38.9%	42.6%	12.2%	6.3%	100.0%	41.0%	42.1%	11.1%	5.8%	99.6%
Male	30.1%	43.1%	16.0%	10.8%	100.0%	30.5%	44.2%	15.5%	9.8%	99.5%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	27.4%	37.5%	30.0%	5.1%	%	29.5%	37.7%	26.4%	6.4%	99.6%
African American	11.9%	31.5%	41.6%	15.1%	%	14.8%	30.9%	39.0%	15.2%	100.0%
Asian	35.6%	36.0%	20.5%	7.9%	%	35.4%	36.5%	19.4%	8.7%	99.7%
American Indian	11.1%	32.4%	42.9%	13.6%	%	12.1%	29.5%	43.3%	15.1%	99.3%
Hispanic	10.4%	29.9%	48.6%	11.0%	%	10.9%	32.2%	43.1%	13.8%	99.6%
Native Hawaiian/Pacific Islander	29.4%	38.2%	25.0%	7.4%	%	21.3%	34.7%	28.0%	16.0%	98.7%
White	31.0%	39.1%	26.2%	3.6%	%	33.7%	39.1%	22.6%	4.5%	99.7%
Limited English Proficiency	2.2%	15.2%	58.6%	23.9%	%	2.6%	13.2%	51.2%	33.1%	99.5%
Non Limited English Proficiency	27.4%	37.5%	30.0%	5.1%	%	29.5%	37.7%	26.4%	6.4%	99.6%
Economically Disadvantaged	19.0%	35.1%	38.3%	7.7%	%	19.9%	36.7%	33.7%	9.7%	99.7%
Non Economically Disadvantaged	35.9%	39.9%	21.6%	2.6%	%	39.6%	38.7%	18.8%	2.9%	99.6%
Students with Disabilities	9.0%	22.6%	46.4%	21.9%	%	8.3%	21.1%	42.4%	28.2%	98.3%
Students without Disabilities	29.2%	38.9%	28.4%	3.5%	%	31.8%	39.4%	24.7%	4.1%	99.8%
Migrant	5.1%	20.9%	57.1%	16.8%	%	3.5%	20.0%	49.4%	27.1%	98.8%
Female	24.5%	39.1%	31.7%	4.7%	%	27.3%	39.2%	27.6%	6.0%	99.7%
Male	30.2%	35.9%	28.3%	5.5%	%	31.7%	36.3%	25.3%	6.8%	99.5%

Grade 6

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	43.4%	42.2%	8.5%	5.9%	99.5%	45.1%	43.0%	7.4%	4.5%	99.5%
African American	29.4%	44.0%	12.1%	14.5%	97.6%	25.6%	47.3%	12.8%	14.3%	98.1%
Asian	50.6%	35.3%	6.4%	7.6%	93.6%	58.7%	31.9%	3.1%	6.3%	96.6%
American Indian	23.1%	42.7%	17.5%	16.6%	99.4%	22.8%	48.3%	15.8%	13.1%	99.4%
Hispanic	19.6%	52.5%	16.3%	11.7%	99.1%	24.7%	53.5%	14.3%	7.6%	99.4%
Native Hawaiian/Pacific Islander	45.8%	42.2%	4.8%	7.2%	98.8%	43.2%	41.9%	12.2%	2.7%	100.0%
White	48.6%	40.3%	6.8%	4.4%	99.7%	49.5%	40.9%	5.9%	3.6%	99.6%
Limited English Proficiency	3.6%	39.5%	27.2%	29.6%	94.7%	4.1%	44.0%	29.0%	23.0%	96.7%
Non Limited English Proficiency	43.6%	42.2%	8.4%	5.8%	100.0%	45.1%	43.0%	7.4%	4.5%	99.5%
Economically Disadvantaged	31.5%	47.6%	11.9%	9.0%	99.2%	34.1%	49.0%	10.2%	6.7%	99.4%
Non Economically Disadvantaged	55.2%	36.9%	5.1%	2.8%	100.0%	56.2%	36.9%	4.6%	2.3%	99.7%
Students with Disabilities	11.0%	33.0%	22.2%	33.7%	98.8%	11.7%	36.4%	24.3%	27.6%	98.3%
Students without Disabilities	46.7%	43.1%	7.1%	3.1%	100.0%	48.5%	43.6%	5.7%	2.2%	99.7%
Migrant	13.8%	50.0%	17.2%	19.0%	100.0%	8.5%	53.7%	21.5%	16.4%	99.4%
Female	45.0%	42.5%	7.9%	4.6%	100.0%	48.5%	41.9%	6.3%	3.3%	99.6%
Male	42.3%	41.9%	8.9%	6.9%	100.0%	41.8%	44.0%	8.4%	5.8%	99.5%

Math	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	41.6%	37.6%	14.5%	6.3%	99.6%	38.4%	38.9%	17.2%	5.4%	99.6%
African American	24.1%	35.6%	21.3%	19.0%	99.6%	19.5%	30.7%	35.1%	14.6%	99.0%
Asian	54.0%	27.2%	10.2%	8.7%	99.6%	55.7%	29.2%	9.7%	5.4%	100.0%

American Indian	19.2%	35.8%	28.4%	16.6%	99.7%	19.4%	34.2%	31.2%	15.2%	99.7%
Hispanic	21.2%	42.9%	24.2%	11.7%	99.3%	19.6%	41.7%	29.5%	9.1%	99.5%
Native Hawaiian/Pacific Islander	43.9%	40.2%	11.0%	4.9%	97.6%	45.9%	36.5%	12.2%	5.4%	100.0%
White	46.2%	36.8%	12.3%	4.8%	99.7%	42.5%	38.7%	14.5%	4.4%	99.6%
Limited English Proficiency	6.7%	31.2%	35.7%	26.4%	98.5%	3.1%	27.6%	47.2%	22.0%	99.4%
Non Limited English Proficiency	41.5%	37.7%	14.4%	6.3%	100.0%	38.4%	38.9%	17.2%	5.4%	99.6%
Economically Disadvantaged	30.0%	41.0%	19.6%	9.4%	99.5%	27.7%	41.5%	23.0%	7.8%	99.5%
Non Economically Disadvantaged	52.9%	34.3%	9.5%	3.3%	100.0%	49.2%	36.3%	11.4%	3.1%	99.7%
Students with Disabilities	12.6%	24.0%	29.6%	33.9%	98.9%	8.7%	25.4%	34.8%	31.1%	98.1%
Students without Disabilities	44.5%	39.0%	13.0%	3.5%	100.0%	41.4%	40.3%	15.5%	2.8%	99.8%
Migrant	16.2%	41.9%	27.4%	14.5%	100.0%	7.9%	37.1%	36.0%	19.1%	98.9%
Female	39.9%	40.0%	14.4%	5.8%	100.0%	37.2%	40.1%	17.8%	4.9%	99.7%
Male	43.1%	35.5%	14.5%	6.8%	100.0%	39.6%	37.8%	16.7%	5.9%	99.5%

Language	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	33.0%	42.0%	16.7%	8.3%	99.4%	32.9%	42.5%	17.1%	7.6%	99.5%
African American	20.2%	40.1%	21.5%	18.2%	97.2%	18.2%	34.5%	30.0%	17.2%	98.1%
Asian	41.1%	39.9%	10.1%	8.9%	93.2%	46.7%	36.7%	9.7%	6.9%	97.0%
American Indian	13.7%	36.3%	28.0%	22.0%	99.1%	13.0%	38.5%	26.1%	22.4%	99.7%
Hispanic	15.3%	43.4%	26.4%	14.8%	99.1%	15.6%	42.4%	28.5%	13.5%	99.4%
Native Hawaiian/Pacific Islander	34.1%	48.8%	12.2%	4.9%	97.6%	33.8%	39.2%	16.2%	10.8%	100.0%
White	36.9%	41.9%	14.6%	6.6%	99.6%	36.6%	42.7%	14.6%	6.0%	99.6%
Limited English Proficiency	2.5%	28.0%	35.6%	34.0%	94.9%	2.3%	20.3%	40.6%	36.7%	96.5%
Non Limited English Proficiency	32.9%	42.2%	16.6%	8.3%	100.0%	32.9%	42.5%	17.1%	7.6%	99.5%
Economically Disadvantaged	22.3%	43.2%	22.0%	12.5%	99.2%	22.8%	43.7%	22.4%	11.1%	99.3%
Non Economically Disadvantaged	43.4%	41.0%	11.3%	4.3%	100.0%	43.0%	41.2%	11.7%	4.1%	99.8%
Students with Disabilities	8.3%	22.6%	30.6%	38.5%	98.8%	8.6%	22.6%	31.5%	37.3%	98.4%
Students without Disabilities	35.5%	44.0%	15.2%	5.3%	100.0%	35.4%	44.5%	15.6%	4.6%	99.7%
Migrant	12.6%	37.9%	28.7%	20.7%	100.0%	2.8%	31.6%	36.7%	28.8%	99.4%
Female	37.2%	41.7%	15.1%	6.0%	100.0%	38.2%	42.0%	14.6%	5.2%	99.7%
Male	28.8%	42.7%	18.0%	10.5%	100.0%	27.8%	42.9%	19.5%	9.8%	99.4%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian										
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					
Limited English Proficiency										
Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%					
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Non Economically Disadvantaged										
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%					
Students without Disabilities										
Migrant										
Female										
Male	0.0%	0.0%	0.0%	0.0%	0.0%					

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	46.0%	41.2%	9.0%	3.7%	99.3%	49.0%	38.4%	8.8%	3.7%	99.5%
African American	34.7%	42.3%	12.6%	10.5%	97.6%	33.2%	40.2%	13.5%	13.1%	97.2%
Asian	53.4%	35.8%	6.0%	4.9%	92.4%	55.6%	30.5%	7.7%	6.2%	96.6%
American Indian	28.1%	44.7%	19.2%	8.0%	100.0%	24.8%	44.3%	18.8%	12.1%	99.7%
Hispanic	23.8%	51.0%	17.4%	7.8%	99.0%	26.2%	49.5%	17.3%	7.0%	99.2%
Native Hawaiian/Pacific Islander	35.3%	50.0%	11.8%	2.9%	100.0%	47.0%	39.8%	6.0%	7.2%	98.8%
White	50.7%	39.3%	7.2%	2.7%	99.5%	54.1%	36.1%	7.0%	2.8%	99.7%
Limited English Proficiency	3.8%	41.2%	35.6%	19.4%	94.6%	4.1%	37.8%	36.5%	21.6%	96.3%
Non Limited English Proficiency	46.3%	41.2%	9.0%	3.6%	100.0%	49.0%	38.4%	8.8%	3.7%	99.5%
Economically Disadvantaged	34.2%	47.0%	13.1%	5.7%	99.0%	36.6%	44.7%	12.9%	5.7%	99.3%
Non Economically Disadvantaged	56.9%	36.0%	5.4%	1.7%	100.0%	60.8%	32.3%	5.0%	1.9%	99.7%
Students with Disabilities	9.9%	35.2%	30.2%	24.7%	98.9%	10.6%	33.4%	30.0%	26.0%	99.0%
Students without Disabilities	49.5%	41.7%	7.1%	1.7%	100.0%	52.7%	38.8%	6.8%	1.6%	99.6%
Migrant	9.2%	49.7%	22.5%	18.5%	100.0%	18.7%	44.5%	24.5%	12.3%	96.3%
Female	50.8%	38.9%	7.6%	2.6%	100.0%	50.5%	38.8%	7.9%	2.7%	99.7%
Male	42.1%	43.2%	10.2%	4.5%	100.0%	47.6%	37.9%	9.7%	4.7%	99.4%

Math	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	32.3%	42.9%	15.2%	9.5%	99.5%	34.2%	40.2%	16.3%	9.3%	99.6%
African American	21.4%	34.6%	18.5%	25.5%	99.2%	20.3%	31.5%	20.7%	27.5%	99.6%
Asian	46.7%	33.0%	8.8%	11.6%	98.3%	48.3%	27.0%	12.7%	12.0%	99.6%
American Indian	14.2%	40.2%	24.0%	21.7%	99.1%	14.9%	35.9%	22.4%	26.8%	99.0%
Hispanic	15.1%	43.3%	23.7%	17.9%	99.3%	16.7%	41.0%	25.8%	16.6%	99.4%
Native Hawaiian/Pacific Islander	25.0%	47.1%	22.1%	5.9%	100.0%	35.7%	42.9%	11.9%	9.5%	98.8%
White	35.9%	43.2%	13.5%	7.4%	99.5%	38.0%	40.5%	14.3%	7.2%	99.7%
Limited English Proficiency	3.4%	28.7%	29.8%	38.2%	98.4%	2.9%	20.9%	36.0%	40.3%	99.7%
Non Limited English Proficiency	32.3%	43.1%	15.2%	9.5%	100.0%	34.2%	40.2%	16.3%	9.3%	99.6%
Economically Disadvantaged	21.6%	44.8%	19.6%	14.0%	99.3%	23.6%	41.0%	21.6%	13.8%	99.5%
Non Economically Disadvantaged	41.8%	41.6%	11.3%	5.4%	100.0%	44.2%	39.5%	11.2%	5.1%	99.8%
Students with Disabilities	7.2%	23.2%	24.1%	45.4%	98.8%	5.8%	21.6%	25.5%	47.1%	99.1%
Students without Disabilities	34.6%	44.9%	14.4%	6.1%	100.0%	36.9%	42.0%	15.4%	5.7%	99.7%
Migrant	10.2%	34.5%	24.3%	31.1%	100.0%	10.0%	41.3%	25.0%	23.8%	98.2%
Female	31.1%	43.8%	16.0%	9.1%	100.0%	33.2%	41.5%	16.9%	8.4%	99.7%
Male	33.4%	42.4%	14.5%	9.8%	100.0%	35.1%	39.1%	15.7%	10.1%	99.5%

Language	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	21.9%	51.7%	18.2%	8.2%	99.3%	28.8%	44.7%	19.1%	7.4%	99.6%
African American	15.4%	48.3%	20.0%	16.3%	98.0%	18.9%	39.3%	24.6%	17.2%	97.2%
Asian	34.3%	48.5%	8.6%	8.6%	92.4%	41.2%	35.5%	12.2%	11.1%	97.8%
American Indian	7.5%	45.4%	29.8%	17.3%	99.1%	7.5%	43.7%	25.4%	23.4%	98.7%
Hispanic	7.3%	48.0%	29.3%	15.4%	99.1%	10.8%	43.3%	31.8%	14.1%	99.4%
Native Hawaiian/Pacific Islander	16.2%	64.7%	13.2%	5.9%	100.0%	31.0%	40.5%	20.2%	8.3%	100.0%
White	24.9%	52.6%	16.0%	6.5%	99.5%	32.7%	45.2%	16.5%	5.6%	99.7%
Limited English Proficiency	0.7%	24.7%	39.2%	35.5%	94.5%	0.7%	17.7%	44.0%	37.6%	97.2%
Non Limited English Proficiency	21.7%	51.9%	18.2%	8.2%	100.0%	28.8%	44.7%	19.1%	7.4%	99.6%
Economically Disadvantaged	13.2%	50.5%	24.0%	12.3%	99.1%	18.1%	44.9%	25.9%	11.1%	99.4%
Non Economically Disadvantaged	29.6%	52.9%	13.1%	4.5%	100.0%	38.9%	44.6%	12.7%	3.9%	99.7%
Students with Disabilities	5.5%	20.6%	34.4%	39.5%	98.6%	6.3%	21.9%	35.2%	36.6%	98.9%
Students without Disabilities	23.4%	54.6%	16.7%	5.3%	100.0%	30.9%	46.9%	17.6%	4.6%	99.6%
Migrant	2.3%	33.5%	33.5%	30.6%	100.0%	3.8%	38.2%	34.4%	23.6%	98.1%

Female	25.4%	52.1%	16.2%	6.3%	100.0%	33.8%	44.2%	16.7%	5.3%	99.1%
Male	18.3%	51.6%	20.1%	10.0%	100.0%	24.0%	45.2%	21.4%	9.3%	99.5%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	33.9%	19.8%	24.5%	21.8%	%	36.8%	20.3%	24.0%	18.9%	99.5%
African American	20.2%	18.9%	25.1%	35.8%	%	19.7%	16.5%	26.5%	37.3%	98.8%
Asian	43.1%	18.9%	17.4%	20.6%	%	41.6%	21.3%	18.0%	19.1%	99.6%
American Indian	14.5%	16.5%	26.8%	42.2%	%	14.2%	14.6%	24.4%	46.8%	97.7%
Hispanic	14.4%	14.8%	30.0%	40.8%	%	15.5%	15.7%	30.4%	38.5%	99.2%
Native Hawaiian/Pacific Islander	20.9%	20.9%	37.3%	20.9%	%	31.0%	25.0%	25.0%	19.0%	98.8%
White	38.0%	20.9%	23.5%	17.6%	%	41.5%	21.4%	22.7%	14.3%	99.6%
Limited English Proficiency	1.5%	5.8%	21.1%	71.6%	%	1.5%	4.7%	21.0%	72.8%	98.6%
Non Limited English Proficiency	33.9%	19.8%	24.5%	21.8%	%	36.8%	20.3%	24.0%	18.9%	99.5%
Economically Disadvantaged	23.1%	18.2%	27.9%	30.8%	%	25.7%	18.6%	27.9%	27.9%	99.4%
Non Economically Disadvantaged	43.4%	21.3%	21.6%	13.8%	%	47.4%	21.9%	20.4%	10.3%	99.6%
Students with Disabilities	7.4%	7.2%	21.3%	64.1%	%	7.6%	11.7%	24.8%	55.9%	98.5%
Students without Disabilities	36.1%	20.9%	24.8%	18.2%	%	39.6%	21.1%	23.9%	15.4%	99.6%
Migrant	6.8%	9.1%	24.4%	59.7%	%	10.8%	8.2%	29.7%	51.3%	97.5%
Female	31.1%	20.4%	26.3%	22.2%	%	34.1%	21.2%	25.6%	19.1%	99.5%
Male	36.5%	19.3%	22.9%	21.3%	%	39.4%	19.4%	22.6%	18.7%	99.5%

Grade 8

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	54.8%	36.2%	6.5%	2.6%	99.3%	59.1%	33.2%	5.8%	1.9%	99.4%
African American	39.5%	38.0%	12.5%	9.9%	96.3%	48.1%	39.5%	7.7%	4.7%	98.3%
Asian	61.7%	27.9%	5.9%	4.5%	92.1%	66.5%	22.5%	7.3%	3.6%	95.8%
American Indian	35.2%	48.8%	9.6%	6.3%	99.4%	35.4%	48.7%	10.3%	5.6%	99.0%
Hispanic	31.7%	50.5%	12.6%	5.2%	98.9%	37.5%	48.2%	10.9%	3.5%	99.0%
Native Hawaiian/Pacific Islander	50.6%	43.8%	5.6%	0.0%	98.9%	47.8%	40.3%	10.4%	1.5%	100.0%
White	59.5%	33.4%	5.2%	1.9%	99.5%	63.9%	30.0%	4.6%	1.4%	99.6%
Limited English Proficiency	6.1%	51.4%	28.1%	14.4%	93.8%	7.7%	52.8%	29.0%	10.6%	95.6%
Non Limited English Proficiency	55.1%	36.2%	6.3%	2.4%	100.0%	59.1%	33.2%	5.8%	1.9%	99.4%
Economically Disadvantaged	42.5%	43.6%	9.8%	4.1%	99.2%	47.5%	41.1%	8.6%	2.8%	99.2%
Non Economically Disadvantaged	64.9%	30.2%	3.7%	1.3%	100.0%	69.5%	26.2%	3.3%	1.0%	99.6%
Students with Disabilities	11.6%	39.3%	30.7%	18.4%	98.5%	14.8%	43.3%	27.7%	14.2%	98.7%
Students without Disabilities	58.7%	35.9%	4.3%	1.2%	100.0%	63.1%	32.3%	3.8%	0.8%	99.5%
Migrant	18.8%	51.7%	18.8%	10.7%	100.0%	21.9%	51.6%	18.1%	8.4%	98.7%
Female	58.2%	35.0%	5.1%	1.7%	100.0%	61.2%	32.9%	4.5%	1.4%	99.5%
Male	52.2%	37.3%	7.4%	3.1%	100.0%	57.2%	33.5%	7.0%	2.3%	99.4%

Math	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	35.5%	44.4%	14.5%	5.6%	99.5%	35.7%	43.6%	16.4%	4.3%	99.5%
African American	23.2%	40.8%	19.9%	16.2%	99.6%	21.6%	38.6%	25.8%	14.0%	99.2%
Asian	49.7%	30.3%	11.0%	9.0%	99.3%	47.2%	32.2%	11.2%	9.4%	99.3%
American Indian	15.6%	50.0%	20.4%	14.1%	100.0%	15.0%	41.5%	29.6%	14.0%	99.0%
Hispanic	16.9%	47.5%	25.4%	10.2%	99.1%	17.5%	47.5%	27.8%	7.1%	99.1%
Native Hawaiian/Pacific Islander	42.7%	40.4%	9.0%	7.9%	98.9%	23.5%	50.0%	19.1%	7.4%	100.0%
White	39.1%	44.1%	12.5%	4.3%	99.5%	39.8%	43.0%	13.8%	3.4%	99.6%
Limited English Proficiency	3.1%	32.2%	41.4%	23.4%	98.7%	2.6%	31.8%	44.6%	21.0%	99.0%

Non Limited English Proficiency	35.2%	44.2%	20.6%	5.6%	99.4%	35.0%	46.6%	26.7%	6.6%	99.3%
Non Economically Disadvantaged	44.6%	42.1%	10.1%	3.1%	100.0%	46.2%	40.9%	10.6%	2.3%	99.6%
Students with Disabilities	6.8%	27.2%	34.4%	31.6%	98.6%	6.0%	26.6%	39.2%	28.1%	98.2%
Students without Disabilities	38.1%	45.9%	12.7%	3.3%	100.0%	38.3%	45.1%	14.3%	2.2%	99.6%
Migrant	12.5%	42.1%	28.9%	16.4%	100.0%	9.0%	50.0%	28.8%	12.2%	99.4%
Female	33.1%	46.6%	15.1%	5.2%	100.0%	33.7%	45.9%	16.2%	4.3%	99.6%
Male	37.8%	42.3%	13.9%	6.0%	100.0%	37.7%	41.4%	16.5%	4.4%	99.4%

Language	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	20.5%	51.3%	18.9%	9.2%	99.2%	24.6%	46.6%	19.7%	9.2%	99.4%
African American	10.3%	50.2%	20.5%	19.0%	96.3%	16.8%	40.1%	28.0%	15.1%	97.5%
Asian	29.0%	48.0%	13.4%	9.7%	92.1%	35.0%	40.5%	10.9%	13.5%	95.5%
American Indian	5.4%	48.3%	28.7%	17.5%	99.1%	7.7%	39.1%	32.1%	21.1%	98.4%
Hispanic	6.6%	44.2%	30.8%	18.3%	98.7%	10.8%	41.6%	30.4%	17.3%	98.9%
Native Hawaiian/Pacific Islander	23.6%	46.1%	22.5%	7.9%	98.9%	20.9%	44.8%	25.4%	9.0%	100.0%
White	23.3%	52.7%	16.7%	7.3%	99.5%	27.5%	48.0%	17.3%	7.2%	99.6%
Limited English Proficiency	0.5%	18.9%	38.8%	41.8%	93.5%	1.4%	14.2%	38.0%	46.4%	94.7%
Non Limited English Proficiency	20.5%	51.4%	18.8%	9.3%	100.0%	24.6%	46.6%	19.7%	9.2%	99.4%
Economically Disadvantaged	12.1%	48.6%	25.2%	14.1%	99.1%	15.0%	45.8%	25.5%	13.7%	99.1%
Non Economically Disadvantaged	27.3%	53.5%	13.9%	5.4%	100.0%	33.1%	47.4%	14.4%	5.1%	99.6%
Students with Disabilities	2.6%	19.8%	33.2%	44.4%	98.4%	4.3%	18.8%	34.6%	42.3%	98.5%
Students without Disabilities	22.1%	54.1%	17.6%	6.1%	100.0%	26.3%	49.1%	18.3%	6.2%	99.5%
Migrant	2.7%	34.9%	33.6%	28.9%	100.0%	3.9%	31.0%	35.5%	29.7%	98.7%
Female	25.1%	52.5%	15.7%	6.7%	100.0%	29.0%	47.2%	16.9%	6.9%	99.4%
Male	16.2%	50.3%	21.8%	11.8%	100.0%	20.4%	46.1%	22.3%	11.2%	99.4%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	0.0%	0.0%	0.0%	0.0%	0.0%					
African American										
Asian										
American Indian										
Hispanic										
Native Hawaiian/Pacific Islander										
White	0.0%	0.0%	0.0%	0.0%	0.0%					
Limited English Proficiency										
Non Limited English Proficiency	0.0%	0.0%	0.0%	0.0%	0.0%					
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%					
Non Economically Disadvantaged										
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%					
Students without Disabilities										
Migrant										
Female										
Male	0.0%	0.0%	0.0%	0.0%	0.0%					

Grade 10

Reading	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	36.3%	49.8%	10.3%	3.6%	98.7%	45.8%	41.3%	8.9%	4.1%	99.3%
African American	20.8%	46.4%	19.8%	13.0%	98.1%	26.1%	42.0%	15.1%	16.7%	99.2%
Asian	41.2%	40.4%	13.1%	5.2%	93.7%	45.9%	31.2%	12.0%	11.0%	96.4%

American Indian	16.1%	56.4%	17.9%	9.6%	97.7%	26.6%	48.7%	18.9%	5.8%	97.5%
Hispanic	16.3%	54.8%	21.1%	7.8%	97.6%	23.3%	50.4%	18.5%	7.8%	99.0%
Native Hawaiian/Pacific Islander	25.8%	59.1%	12.9%	2.2%	98.9%	31.0%	52.1%	11.3%	5.6%	100.0%
White	40.2%	49.0%	8.2%	2.6%	99.0%	50.5%	39.6%	6.9%	3.0%	99.4%
Limited English Proficiency	2.6%	37.5%	39.2%	20.7%	93.7%	4.1%	30.5%	38.6%	26.8%	96.5%
Non Limited English Proficiency	36.4%	50.0%	10.2%	3.4%	100.0%	45.8%	41.3%	8.9%	4.1%	99.3%
Economically Disadvantaged	24.4%	53.8%	15.8%	6.0%	98.5%	33.0%	47.1%	13.1%	6.8%	98.9%
Non Economically Disadvantaged	44.2%	47.4%	6.6%	1.9%	100.0%	54.4%	37.3%	6.1%	2.3%	99.5%
Students with Disabilities	6.5%	33.9%	35.4%	24.1%	98.0%	9.9%	33.0%	30.9%	26.2%	97.1%
Students without Disabilities	38.9%	51.2%	8.1%	1.7%	100.0%	48.7%	41.9%	7.1%	2.3%	99.4%
Migrant	6.7%	44.5%	30.3%	18.5%	100.0%	11.0%	42.6%	31.6%	14.7%	98.6%
Female	38.3%	50.4%	8.8%	2.6%	100.0%	48.6%	40.5%	8.0%	2.9%	99.2%
Male	34.7%	49.7%	11.4%	4.2%	100.0%	43.1%	42.0%	9.8%	5.2%	99.3%

Math	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	35.0%	41.8%	14.2%	9.0%	98.8%	40.3%	38.1%	12.1%	9.4%	99.3%
African American	20.9%	32.5%	21.8%	24.8%	97.2%	20.3%	38.2%	17.1%	24.4%	98.8%
Asian	41.3%	37.5%	11.3%	9.9%	99.3%	54.2%	24.9%	8.6%	12.3%	99.7%
American Indian	17.8%	38.0%	24.9%	19.3%	98.3%	22.4%	38.7%	19.2%	19.8%	98.4%
Hispanic	16.8%	44.4%	22.6%	16.3%	98.1%	21.3%	41.2%	19.9%	17.6%	99.0%
Native Hawaiian/Pacific Islander	25.8%	43.0%	22.6%	8.6%	98.9%	31.0%	35.2%	18.3%	15.5%	100.0%
White	38.6%	41.7%	12.4%	7.4%	98.9%	44.2%	37.8%	10.5%	7.4%	99.4%
Limited English Proficiency	4.6%	34.0%	30.5%	30.9%	98.8%	4.6%	25.0%	28.1%	42.3%	99.6%
Non Limited English Proficiency	34.9%	42.0%	14.1%	9.0%	100.0%	40.3%	38.1%	12.1%	9.4%	99.3%
Economically Disadvantaged	23.2%	43.9%	19.1%	13.8%	98.7%	28.7%	40.6%	16.4%	14.2%	99.1%
Non Economically Disadvantaged	42.6%	40.7%	10.8%	5.9%	100.0%	48.1%	36.4%	9.3%	6.1%	99.5%
Students with Disabilities	7.8%	20.6%	24.3%	47.3%	98.0%	6.1%	25.1%	20.4%	48.4%	97.1%
Students without Disabilities	37.3%	43.8%	13.2%	5.6%	100.0%	43.1%	39.2%	11.5%	6.3%	99.5%
Migrant	12.3%	34.4%	30.3%	23.0%	100.0%	17.8%	40.0%	20.0%	22.2%	98.5%
Female	32.6%	44.6%	14.5%	8.2%	100.0%	37.7%	39.9%	13.2%	9.2%	99.4%
Male	37.1%	39.6%	13.6%	9.7%	100.0%	42.9%	36.4%	11.1%	9.6%	99.3%

Language	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	15.2%	56.2%	20.1%	8.4%	98.7%	21.1%	51.5%	16.7%	10.6%	99.3%
African American	5.8%	44.0%	25.1%	25.1%	98.1%	10.2%	44.7%	18.3%	26.8%	99.2%
Asian	22.5%	46.1%	19.9%	11.6%	93.7%	29.8%	43.3%	10.0%	17.0%	95.7%
American Indian	5.3%	46.6%	30.3%	17.8%	98.3%	10.8%	41.0%	27.9%	20.3%	98.1%
Hispanic	3.8%	45.5%	33.8%	16.9%	97.9%	7.9%	44.2%	25.9%	22.0%	99.0%
Native Hawaiian/Pacific Islander	9.7%	65.6%	18.3%	6.5%	98.9%	15.5%	52.1%	23.9%	8.5%	100.0%
White	17.4%	58.5%	17.5%	6.6%	99.0%	23.7%	53.2%	14.9%	8.1%	99.4%
Limited English Proficiency	0.2%	17.8%	43.3%	38.6%	94.3%	0.7%	13.0%	31.7%	54.6%	96.2%
Non Limited English Proficiency	15.2%	56.5%	20.0%	8.3%	100.0%	21.1%	51.5%	16.7%	10.6%	99.3%
Economically Disadvantaged	8.1%	50.9%	27.3%	13.7%	98.5%	12.6%	48.6%	21.9%	16.9%	98.9%
Non Economically Disadvantaged	19.8%	59.9%	15.3%	4.9%	100.0%	26.9%	53.4%	13.3%	6.4%	99.5%
Students with Disabilities	3.1%	19.7%	35.9%	41.3%	98.3%	4.7%	19.5%	26.0%	49.9%	97.3%
Students without Disabilities	16.3%	59.5%	18.7%	5.5%	100.0%	22.4%	54.1%	16.0%	7.5%	99.4%
Migrant	0.8%	27.5%	39.2%	32.5%	100.0%	3.7%	34.8%	25.9%	35.6%	98.5%
Female	18.2%	57.5%	18.2%	6.1%	100.0%	25.0%	52.5%	14.2%	8.2%	99.3%
Male	12.3%	55.5%	21.7%	10.5%	100.0%	17.3%	50.5%	19.2%	13.0%	99.2%

Science	2009/2010					2010/2011				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested

All Students	29.8%	38.2%	16.6%	15.3%	%	35.2%	33.9%	15.1%	15.8%	98.5%
African American	9.9%	37.1%	20.3%	32.7%	%	19.0%	27.7%	17.8%	35.5%	96.8%
Asian	36.2%	31.9%	10.8%	21.1%	%	45.6%	23.6%	9.5%	21.3%	98.0%
American Indian	15.5%	29.5%	23.1%	31.9%	%	21.0%	24.9%	25.9%	28.2%	97.5%
Hispanic	10.4%	32.2%	27.2%	30.2%	%	13.3%	31.9%	23.6%	31.3%	98.1%
Native Hawaiian/Pacific Islander	20.4%	47.3%	19.4%	12.9%	%	25.4%	29.6%	19.7%	25.4%	100.0%
White	33.5%	39.5%	14.7%	12.2%	%	39.6%	34.7%	13.4%	12.4%	98.6%
Limited English Proficiency	1.3%	14.5%	27.9%	56.3%	%	1.2%	11.1%	20.6%	67.1%	99.0%
Non Limited English Proficiency	29.8%	38.2%	16.6%	15.3%	%	35.2%	33.9%	15.1%	15.8%	98.5%
Economically Disadvantaged	18.7%	36.8%	21.5%	23.1%	%	23.9%	33.7%	19.0%	23.4%	98.5%
Non Economically Disadvantaged	37.0%	39.2%	13.5%	10.3%	%	42.9%	34.1%	12.4%	10.6%	98.5%
Students with Disabilities	5.8%	15.3%	22.8%	56.1%	%	6.0%	19.5%	20.1%	54.4%	95.8%
Students without Disabilities	31.7%	40.1%	16.1%	12.1%	%	37.6%	35.1%	14.7%	12.7%	98.7%
Migrant	2.5%	19.8%	30.6%	47.1%	%	9.8%	21.1%	17.3%	51.9%	97.1%
Female	24.9%	42.3%	18.4%	14.4%	%	30.1%	37.6%	16.8%	15.5%	98.5%
Male	34.4%	34.5%	15.0%	16.2%	%	40.3%	30.3%	13.4%	16.0%	98.5%

Timeline of Events Related to ISDE Implementation of Evaluation Policy

February, 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature
April, 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force
August, 2009	The Idaho State Department of Education began offering online trainings through Educational Impact to teachers and administrators on Charlotte Danielson's Framework For Teaching. These trainings were designed to teach educators about the Domains and Components of Danielson's Framework
2009-2010 School Year	The SDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes
2009-2010 School Year	Districts worked with educational stakeholders in their community to develop evaluation models.
February, 2010	Districts were required to submit their proposed models to the state for approval. The district's model had to be signed by representatives from the Board of Trustees, administrators and teachers
Aug-Oct, 2010	At a minimum, districts began piloting their approved Teacher Performance Evaluations
March, 2011	Temporary proposed Administrative Rules formally approved by the Legislature
Spring, 2011	Imbedded a 4-tiered ranking element within state longitudinal data system Per ARRA compliance require LEA to report evaluation score All Idaho educators are to be evaluated annually per Students Come First Legislation
Aug-Sept, 2011	Districts begin full implementation of the teacher evaluation model.
September 30, 2011	All district and public charter school teacher and principal evaluation models must be approved by the state and posted to the SDE website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance
December, 2011	ISDE convenes stakeholder group to define a framework for evaluating administrators to be adopted statewide
2010-2011 School Year	Continued implementation of Idaho Mentor Network: <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Mentoring & Setting Professional Goals <input type="checkbox"/> Coaching & Observational Strategies <input type="checkbox"/> Analysis of Student Work <input type="checkbox"/> Differentiated Instruction

Spring, 2012	Construct statewide definition and standards for “effective” teachers <ol style="list-style-type: none"> 1. Establish the requirement of an individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable 2. Create language in Administrative Rule (or Statute) to require teacher evaluations to be reported individually and based upon 4 rankings
Spring, 2012	Develop language in Administrative Rule concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year
April-June, 2011	<ol style="list-style-type: none"> 1. State shall create a sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results. 2. The sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results will be presented for approval to the State Board of Education
Spring, 2011	<ol style="list-style-type: none"> 1. Together with Administrator Focus Group generate statewide definition & standards for “effective” school administrators 2. Administrator Focus Group will establish a framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon student growth 3. The Administrator Focus Group will design an administrator evaluation framework heavily focused on Instructional Leadership 4. Establish the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group 5. The Administrator Focus Group will determine a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) <ol style="list-style-type: none"> a. The focus group shall also create a framework for policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.
March – June, 2011	<ul style="list-style-type: none"> – Develop a Professional Performance Plan for Principals that will hold them accountable for progress in addressing inter-rater reliability – Principal professional performance plans will include goals addressing school climate and working conditions, developed with reference to a working conditions or school leadership survey. The intent is that this process will allow educators to give feedback on the professional development they receive and will help principals monitor and ensure that educators have access to appropriate and high quality professional development – Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed. – Produce language in Administrative Rule (or Statute) to hold principals accountable for progress against goals laid out

March-June, 2012	<p>in the principal's Professional Performance Plan that addresses inter-rater reliability and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.</p> <ol style="list-style-type: none"> 1. Professional Performance Plan Framework shall be created for educators that will form the basis of subsequent evaluations and allow districts to assess growth and development 2. Create language in Administrative Rule (or Statute) for Professional Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development
April, 2012	<p>The State Board of Education will adopt as a temporary proposed rule the recommendations of the Administrator Performance Evaluation Task Force</p>
By August, 2011	<ul style="list-style-type: none"> – Create theory of action, and action plan identified to systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades) – The Administrator Evaluation Focus Group shall also create policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within all LEAs. – Using current research create a list of options and strategies for use by Idaho educators that will provide meaningful feedback and encourage timely support to educators to improve their practice
Summer-Fall, 2012	<p>Present recommendations to SEA concerning the framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth</p> <p>Present recommendations to SEA concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable</p>
Fall, 2012	<p>Public comment period pertaining to the sample calendar with suggested timeframe for evaluation and types of data to be collected which will meet state approval to draw fair and consistent results</p> <p>Public comment period of Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development</p> <p>Public comment period Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability</p> <p>Public comment period concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year</p>

Fall, 2011

Public Comment period concerning the Administrator Focus Group determinations concerning:

1. statewide definition & standards for “effective” school administrators
2. framework for evaluating school administrators that includes multiple measures that also includes 50 percent of the evaluation based upon student growth
3. administrator evaluation framework heavily focused on Instructional Leadership
4. the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable developed with the Administrator Focus Group
5. systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)
 - a. policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.

After June 30, 2011

All districts and public charter schools must adopt a policy to include student achievement data as part of their evaluation models for superintendents, assistant superintendents, directors, principals, other district administrative employees and certificated employees

All districts and public charter schools must adopt a policy to include student achievement data as part of their evaluation models for superintendents, assistant superintendents, directors, principals, other district administrative employees and certificated employees

School Year 2012-13

Continued implementation of Idaho Mentor Network with the addition of mentoring for administrators:

- ☐ Planning and Designing Professional Development for New Teachers and Mentoring for Equity
- ☐ Continue coursework for Consulting Teacher Endorsement

Spring 2013

Legislation in place to require teacher evaluations to be reported individually and based upon 4 ranking

Legislation approval concerning observations of novice or partially proficient teachers at least twice annually, while other staff submit to formative observations and evaluative discussions at least twice per year

Legislation approval for recommended framework for evaluating school administrators that includes multiple measures, to include 50 percent of the evaluation based upon student growth

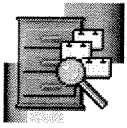
Legislation approval concerning the requirement of an individualized administrator evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished that is transparent and reliable

Spring 2013

Legislation approval concerning the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development

Legislation approval for principals accountable for progress against goals laid out in the principal's Professional

	<p>Performance Plan that addresses</p> <ul style="list-style-type: none"> – inter-rater reliability, – and the framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed. <p>All charters and districts must report teacher evaluations according to 4-tiered ranking system</p> <p>Create language in Administrative Rule (or Statute) a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)</p> <p>Create language in Administrative Rule (or Statute) concerning policy to ensure that evaluation measures are implemented in a consistent and high-quality manner across schools within an LEA.</p>
Fall, 2013	<p>Public comment period of systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)</p> <ul style="list-style-type: none"> – and policy to ensure that evaluation measures are implemented in a consistent and high- quality manner across schools within an LEA
2013-2014 School Year	<p>Phase I implementation-pilot (20% of districts)</p> <ul style="list-style-type: none"> – Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability – Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.
Spring 2014	<p>Legislation concerning a systemic way to monitor and support a process for ensuring that all measures that are included in determining performance levels are valid measures, e.g. measures that are clearly related to increasing student academic achievement and school performance, (including measures in non-tested subjects and grades)</p> <ul style="list-style-type: none"> – and policy to ensure that evaluation measures are implemented in a consistent and high- quality manner across schools within an LEA
Fall, 2014	<p>All districts and charters will implement the Performance Plan Framework that will form the basis of subsequent evaluations and allow districts to assess growth and development</p>
2014-2015 School Year	<p>Phase II full implementation–statewide</p> <ul style="list-style-type: none"> – Principals held accountable for progress against goals laid out in the principal's Professional Performance Plan that addresses inter-rater reliability – Create framework for districts to continually monitor principal performance goals, provide feedback, and adjust support for the principal as needed.



Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 5 DISTRICT TRUSTEES

33-513. PROFESSIONAL PERSONNEL. The board of trustees of each school district including any specially chartered district shall have the following powers and duties:

1. To employ professional personnel, on written contract in form approved by the state superintendent of public instruction, conditioned upon the provisions of section 33-523, Idaho Code, and a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder. Should the board of trustees fail to enter into written contract for the employment of any such person, the state superintendent of public instruction shall withhold ensuing apportionments until such written contract be entered into. When the board of trustees has delivered a proposed contract for the next ensuing year to any such person, such person shall have a period of time to be determined by the board of trustees in its discretion, but in no event less than ten (10) days from the date the contract is delivered, in which to sign the contract and return it to the board. If the board of trustees does not make a determination as to how long the person has to sign and return the contract, the default time limit shall be twenty-one (21) days after it is delivered to the person. Delivery of a contract may be made only in person or by certified mail, return receipt requested. When delivery is made in person, delivery of the contract must be acknowledged by a signed receipt. When delivery is made by certified mail, delivery must be acknowledged by the return of the certified mail receipt from the person to whom the contract was sent. Should the person willfully refuse to acknowledge receipt of the contract or the contract is not signed and returned to the board in the designated period of time, or if no designated period of time is set by the board, the default time, the board may declare the position vacant.

(a) The board of trustees shall withhold the salary of any teacher who does not hold a teaching certificate valid in this state. No teacher whose salary is withheld pursuant to this provision shall have the right to any amounts owed, notwithstanding the provisions of the Idaho wage claims act or any other provision of law. Provided however, that following a determination by the board that a teacher does not hold a teaching certificate valid in this state, no moneys shall be expended or distributed by the state department of education or other appropriate entity to the district for the salary of such teacher.

(b) The board of trustees shall not contract to require any teacher to make up time spent in attending any meeting called by the state board of education or by the state superintendent of public instruction; nor while attending regularly scheduled official meetings of the state teachers' association.

2. In the case of school districts other than elementary school districts, to employ a superintendent of schools for a term not to exceed three (3) years, who shall be the executive officer of the board of

trustees with such powers and duties as the board may prescribe. The superintendent shall also act as the authorized representative of the district whenever such is required, unless some other person shall be named by the board of trustees to act as its authorized representative. The board of trustees shall conduct an annual, written formal evaluation of the work of the superintendent of the district. The evaluation shall indicate the strengths and weaknesses of the superintendent's job performance in the year immediately preceding the evaluation and areas where improvement in the superintendent's job performance, in the view of the board of trustees, is called for. For all evaluations conducted after June 30, 2012, at least fifty percent (50%) of the evaluation shall be based on objective measure(s) of growth in student achievement, as determined by the board of trustees.

3. To employ through written contract principals who shall hold a valid certificate appropriate to the position for which they are employed, who shall supervise the operation and management of the school in accordance with the policies established by the board of trustees and who shall be under the supervision of the superintendent.

4. To employ assistant superintendents, directors, principals and other district administrative employees for a term not to exceed two (2) years. A teacher holding renewable contract status in Idaho pursuant to section 33-515, Idaho Code, immediately previous to such administrative employment shall retain such eligibility. The superintendent, the superintendent's designee, or in a school district that does not employ a superintendent, the board of trustees, shall conduct an annual, written evaluation of each such employee's performance. For all evaluations conducted after June 30, 2012, at least fifty percent (50%) of the evaluation shall be based on objective measure(s) of growth in student achievement, as determined by the board of trustees. In addition, input from the parents and guardians of students shall be considered as a factor in the evaluation of principals and any other school-based administrative employees' evaluation.

5. To suspend, grant leave of absence, place on probation or discharge certificated professional personnel for a material violation of any lawful rules or regulations of the board of trustees or of the state board of education, or for any conduct which could constitute grounds for revocation of a teaching certificate. Any certificated professional employee, except the superintendent, may be discharged during a contract term under the following procedures:

(a) The superintendent or any other duly authorized administrative officer of the school district may recommend the discharge of any certificated employee by filing with the board of trustees written notice specifying the alleged reasons for discharge.

(b) Upon receipt of such notice the board, acting through their duly authorized administrative official, shall give the affected employee written notice of the allegations and the recommendation of discharge, along with written notice of a hearing before the board prior to any determination by the board of the truth of the allegations.

(c) The hearing shall be scheduled to take place not less than six (6) days nor more than twenty-one (21) days after receipt of the notice by the employee. The date provided for the hearing may be changed by mutual consent.

(d) The hearing shall be public unless the employee requests in writing that it be in executive session.

(e) All testimony at the hearing shall be given under oath or affirmation. Any member of the board, or the clerk of the board, may

administer oaths to witnesses or affirmations by witnesses.

(f) The employee may be represented by legal counsel and/or by a representative of a local or state teachers association.

(g) The chairman of the board or the designee of the chairman shall conduct the hearing.

(h) The board shall cause an electronic record of the hearing to be made or shall employ a competent reporter to take stenographic or stenotype notes of all the testimony at the hearing. A transcript of the hearing shall be provided at cost by the board upon request of the employee.

(i) At the hearing the superintendent or other duly authorized administrative officer shall present evidence to substantiate the allegations contained in such notice.

(j) The employee may produce evidence to refute the allegations. Any witness presented by the superintendent or by the employee shall be subject to cross-examination. The board may also examine witnesses and be represented by counsel.

(k) The affected employee may file written briefs and arguments with the board within three (3) days after the close of the hearing or such other time as may be agreed upon by the affected employee and the board.

(l) Within fifteen (15) days following the close of the hearing, the board shall determine and, acting through their duly authorized administrative official, shall notify the employee in writing whether the evidence presented at the hearing established the truth of the allegations and whether the employee is to be retained, immediately discharged, or discharged upon termination of the current contract.

(m) If the employee appeals the decision of the board of trustees to the district court, the district court may affirm the board's decision or set it aside and remand the matter to the board of trustees upon the following grounds, and shall not set the same aside for any other grounds:

(i) That the findings of fact are not based on any substantial, competent evidence;

(ii) That the board of trustees has acted without jurisdiction or in excess of its authority;

(iii) That the findings by the board of trustees as a matter of law do not support the decision.

(n) The determination of the board of trustees shall be affirmed unless the employee's substantial rights, as that term is used in section 67-5279, Idaho Code, are violated.

6. The board of trustees has the authority to grant any employee's request for a leave of absence. The board may also delegate this authority to the district superintendent or any other individual so designated by the board. If the board delegates this authority to the district superintendent or any other individual, the board shall ratify or nullify the action regarding the request for a leave of absence at the next regularly scheduled board meeting or at a special board meeting should the next regularly scheduled board meeting not be within a period of twenty-one (21) days from the date of such action.

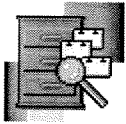
7. The board of trustees has the authority to delegate its authority to the district superintendent or any other individual so designated by the board. If the board delegates this authority to the district superintendent or any other individual, the board shall ratify or nullify the action of placing an employee on a period of suspension, or involuntary leave of absence at the next regularly scheduled board meeting

or at a special board meeting should the next regularly scheduled board meeting not be within a period of twenty-one (21) days from the date of such action.

(a) Should an employee of the district be in a position where there is a court order preventing the employee from being in the presence of minors or students, the district may place such an employee on a period of unpaid leave of absence or probation due to the employee's inability to perform the essential functions of the employee's position.

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Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 5 DISTRICT TRUSTEES

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS -- CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT -- WRITTEN EVALUATION. (1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be two (2) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category A contract is a limited one (1) year contract for certificated personnel in the first or greater years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than July 1. Provided however, that no such decision shall be made until after the completion of the written evaluation required by subsection (4) of this section, unless such decision is being made pursuant to a reduction in force. No property rights shall attach to a category A contract and therefore the employee shall not be entitled to a review by the board of trustees of the reasons or decision not to reemploy.

(b) A category B contract is a limited two (2) year contract that may be offered at the sole discretion of the board of trustees for certificated personnel in their fourth or greater year of continuous employment with the same school district. The board of trustees may, at its sole discretion, add an additional year to such a contract upon the expiration of the first year, resulting in a new two (2) year contract. The board of trustees may, at its sole discretion, terminate the second year of a category B contract upon the conclusion of the first year, in the event of a reduction in force. Upon the decision by a board of trustees not to reemploy the person employed on a category B contract for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than July 1. The employee shall, upon request, be given the opportunity for an informal review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board. Provided however, that no such decision shall be made until after the completion of the written evaluation required by subsection (4) of this section, unless such decision is being made pursuant to a reduction in force. No property rights shall attach to a category B contract and therefore the employee shall not be entitled to a formal review by the board of trustees of the reasons or decision not to reemploy.

(3) School districts hiring an employee who has been on renewable contract status as provided in section 33-515, Idaho Code, with another Idaho district shall have the option to immediately grant renewable contract status, or to place the employee on a category A or B contract. A

certificated instructional employee hired with previous out-of-state experience shall not be eligible to receive a renewable contract, but may be offered a category A or B contract, based on the employee's years of experience, including out-of-state years of experience as if such years had been worked in Idaho.

(4) There shall be a minimum of one (1) written evaluation in each of the annual contract years of employment, the first portion of which shall be completed before February 1 of each year, and shall include input from parents and guardians of students as a factor. A second portion shall be included for all evaluations conducted after June 30, 2012. This second portion shall comprise at least fifty percent (50%) of the total written evaluation and shall be based on objective measure(s) of growth in student achievement. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed. No civil action for money damages shall arise for failure to comply with this subsection.

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Idaho Statutes

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EDUCATIONCHAPTER 5
DISTRICT TRUSTEES

33-514A. TRANSITION TO CATEGORY A AND B CONTRACTS. (1) Any certificated employee employed pursuant to a category 1 or 2 contract, as defined by sections ~~33-514~~ and ~~33-514A~~, Idaho Code, as such sections existed on January 31, 2011, who will be offered an employment contract by the same school district for the ensuing school year, shall be employed pursuant to a category A contract.

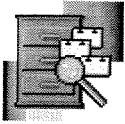
(2) Any certificated employee employed pursuant to a category 3 contract, as defined in section ~~33-514~~, Idaho Code, as such section existed on January 31, 2011, who will be offered an employment contract by the same school district for the ensuing school year, shall be employed pursuant to a category A or B contract, as determined by the board of trustees.

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Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 5 DISTRICT TRUSTEES

33-515. ISSUANCE OF RENEWABLE CONTRACTS. (1) It is the intent of the legislature that after January 31, 2011, no new employment contract between a school district and a certificated employee shall result in the vesting of tenure, continued expectations of employment or property rights in an employment relationship. Therefore, no board of trustees shall have the authority to enter into any renewable contract with any certificated or other employee hired by such district, except as specifically addressed by this section and section 33-514(3), Idaho Code. For any certificated employees already holding renewable contract status with a district as of January 31, 2011, the provisions of this section shall apply.

(2) At least once annually, the performance of each certificated employee employed pursuant to a grandfathered renewable contract shall be evaluated according to criteria and procedures established by the board of trustees in accordance with section 33-514(4), Idaho Code, and general guidelines approved by the state board of education. Except as otherwise provided, the employee employed pursuant to a grandfathered renewable contract shall have the right to the continued automatic renewal of that employee's employment contract by giving notice, in writing, of acceptance of renewal. Such notice shall be given to the board of trustees of the school district then employing such person not later than the twentieth day of July. Except as otherwise provided by this paragraph, the board of trustees shall notify each person entitled to be employed on a grandfathered renewable contract of the requirement that such person must give the notice hereinabove and that failure to do so may be interpreted by the board as a declination of the right to automatic renewal or the offer of another contract. Such notification shall be made, in writing, not later than the first day of July, in each year, except to those persons to whom the board, prior to said date, has sent proposed contracts for the next ensuing year, or to whom the board has given the notice required by this section. These deadlines may not be altered by contract, including any currently existing or future negotiated agreement or master contract entered into pursuant to the professional negotiations act, sections 33-1271 through 33-1276, Idaho Code. Should any master agreement or negotiated contract contain a provision which conflicts with provisions of title 33, Idaho Code, such provision in the master agreement or negotiated contract is hereby declared to be null and void and of no force and effect as of January 31, 2011.

(3) Any contract automatically renewed under the provisions of this section may be renewed for a shorter term, longer term or the same length of term as the length of term stated in the current contract, and at a greater, lesser or equal salary to that stated in the current contract.

(4) Should the board of trustees determine to reassign an administrative employee who, prior to being employed as an administrative employee was employed pursuant to a renewable contract to a nonadministrative position, the board of trustees, at its discretion,

shall employ such nonadministrative employee pursuant to a grandfathered renewable contract. Such contract shall be deemed to have continued in place as if the nonadministrative employee was employed by the district pursuant to a renewable contract since January 31, 2011. Such grandfathered renewable contract is subject to the provisions of this section.

(a) If the board of trustees reassigns an administrative employee to a nonadministrative position, the board shall give written notice to the employee which contains a statement of the reasons for the reassignment. The employee, upon written request to the board, shall be entitled to an informal review of that decision. The process and procedure for the informal review shall be determined by the board of trustees.

(b) Nothing in this section shall prevent the board of trustees from offering a grandfathered renewable contract increasing the salary of any certificated person who is eligible to receive such a contract.

(5) Before a board of trustees can determine not to renew for the unsatisfactory performance of any certificated person who holds a grandfathered renewable contract, such person shall be entitled to a defined period of probation as established by the board, following an observation, evaluation or partial evaluation. This period of probation shall be preceded by a written notice from the board of trustees or its designee with reasons for such probationary period and with provisions for adequate supervision and evaluation of the person's performance during the probationary period. Such period of probation shall not affect the person's grandfathered renewable contract status. Consideration of probationary status for certificated personnel is consideration of the status of an employee within the meaning of section 67-2345, Idaho Code, and the consideration and decision to place an employee on probation may be held in executive session. If the consideration results in probationary status, the individual on probation shall not be named in the minutes of the meeting. A record of the decision shall be placed in the teacher's personnel file.

(6) If the board of trustees takes action to immediately discharge or discharge upon termination of the current contract a certificated person whose contract would otherwise be automatically renewed, the action of the board shall be consistent with the procedures specified in section 33-513 (5), Idaho Code, unless the decision to discharge upon termination has been made as part of a reduction in force, or the decision to immediately discharge has been made pursuant to section 33-515B, Idaho Code.

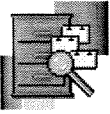
(7) If the board of trustees determines to change the length of the term stated in the current contract or reduce the salary of a certificated person whose contract is being automatically renewed, nothing herein shall require any due process proceedings or probationary period.

(8) If the board of trustees, for reason of a reduction in force, for the ensuing contract year determines not to renew the grandfathered renewable contract of a certificated person whose contract would otherwise be automatically renewed, nothing herein shall require any probationary period.

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Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 10

FOUNDATION PROGRAM -- STATE AID -- APPORTIONMENT

33-1004I. PAY FOR PERFORMANCE -- HARD TO FILL POSITIONS -- LEADERSHIP AWARDS. (1) In addition to the moneys provided pursuant to the calculations for salary-based apportionment, the following amounts shall be distributed and paid, from the moneys appropriated to the educational support program, subject to the criteria contained in this section:

(a) For fiscal year 2013, an amount equal to five hundred forty-four (544) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsection (2) of this section.

(b) For fiscal year 2014, an amount equal to seven hundred fifty-three (753) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsections (2), (3) and (4) of this section, in the following proportions:

(i) Seventy-four and one-tenth percent (74.1%) pursuant to subsection (2) of this section;

(ii) Seven and four-tenths percent (7.4%) pursuant to subsection (3) of this section;

(iii) Eighteen and one-half percent (18.5%) pursuant to subsection (4) of this section.

(c) For fiscal year 2015 and each fiscal year thereafter, an amount equal to seven hundred seventy (770) multiplied by the per statewide support unit value of salary-based apportionment and discretionary funds shall be distributed pursuant to subsections (2), (3) and (4) of this section, plus fifty percent (50%) of any moneys appropriated for increased pay for certificated staff beyond the amount needed to fund the base and minimum instructional salaries, pursuant to section 33-1004E, Idaho Code, that were in effect during fiscal year 2009. Such distributions made pursuant to subsections (2), (3) and (4) of this section shall be made according to the allocations established in subsection (1)(b) of this section.

(d) The provision in subsection (1)(c) of this section that directs that fifty percent (50%) of certain moneys be distributed pursuant to subsections (2), (3) and (4) of this section shall be effective until such time as fifteen percent (15%) of the total moneys appropriated for certificated staff salaries are being distributed pursuant to this section. After this allocation is attained, fifteen percent (15%) of the total moneys appropriated for certificated staff salaries shall be distributed pursuant to subsections (2), (3) and (4) of this section. Such distributions made pursuant to subsections (2), (3) and (4) of this section shall be made according to the allocations established in subsection (1)(b) of this section.

(e) For the purposes of this subsection, the term "statewide support units" shall mean the total number of support units calculated for the purposes of distributing salary-based apportionment in the previous fiscal year.

(f) In the event of a reduction in the moneys appropriated for certificated staff salaries, the calculations established pursuant to subsections (1)(b) through (d) of this section shall be performed in reverse.

(2) Share-based pay for performance bonuses for student achievement

growth and excellence.

(a) Certificated employees shall be awarded state shares based on the performance of whole schools.

(i) Growth -- Utilizing a state longitudinal data system for students, the state department of education shall develop a system for measuring individual student growth. Such system shall compare spring student scores on the state-mandated summative achievement tests ("spring test") from one year to the next, and establish percentile rankings for individual student growth by comparing students with an identical spring test score in the previous year with each other in the current year. A separate growth percentile shall be established for each student for each subject in which the spring test is given in consecutive grades. The median student growth percentile, based on measuring all eligible students, shall be the growth score for each school. All certificated employees at a school with a median growth score in the following ranked quartiles shall be awarded state shares as follows:

	Instructional	Administrative
1st Highest Quartile	1.00 shares	2.00 shares
2nd Highest Quartile	0.50 shares	1.00 shares
3rd Highest Quartile	0.25 shares	0.50 shares
4th Highest Quartile	0.00 shares	0.00 shares

(ii) Excellence -- The state department of education shall develop a system for comparing and ranking school spring test scores based on standardized scores, utilizing all grades and subjects tested. Based on each school's median standardized score, all certificated employees of a school in the following ranked quartiles shall be awarded state shares as follows:

	Instructional	Administrative
1st Highest Quartile	0.50 shares	1.00 shares
2nd Highest Quartile	0.25 shares	0.50 shares
3rd Highest Quartile	0.00 shares	0.00 shares
4th Highest Quartile	0.00 shares	0.00 shares

(iii) No certificated instructional employee shall receive more than one (1.00) share, the results of the quartile award tables for growth and excellence notwithstanding. No certificated administrative employee shall receive more than two (2.00) shares, the results of the quartile award tables for growth and excellence notwithstanding.

(iv) Students whose spring test results are excluded from the school's results for federal accountability purposes shall be excluded from school growth and excellence calculations.

(v) For schools that do not administer the spring test, or for which no spring test growth calculation is possible, the school and its certificated employees shall be included with the school to which the students matriculate.

(vi) For certificated employees assigned more than one (1) school, state shares shall be earned pro rata, based on the percentage of the employee's time assigned to each school at the time that students take their spring tests. In addition, for part-time employees, state shares shall be earned pro rata, based on such employee's full-time equivalency status.

(vii) The number of schools in each quartile shall be based on the number of certificated employees employed at the schools, with as close to twenty-five percent (25%) of such employees falling within each quartile as possible.

(viii) For certificated employees not assigned to a specific school, all new employment contracts signed on or after July 1, 2011, shall provide that at least five percent (5%) of the total available compensation be based on growth in student achievement, as determined by the board of trustees. Such percentage shall increase to ten percent (10%) of the total available compensation for contracts signed on or after July 1, 2015, and fifteen percent (15%) for contracts signed on or after July 1, 2019.

(b) Local shares shall be awarded to certificated employees based on performance. Each board of trustees shall develop a plan for awarding local pay for performance shares in consultation with certificated employees. Local share awards to certificated instructional employees shall be based on the performance of groups of such employees, unless there is only one (1) such employee in the school district. No employee shall receive more than one (1.00) local share. For part-time employees, local shares shall be earned pro rata, based on such employee's full-time equivalency status. Local share awards shall be based on one (1) or more of the following measures:

- (i) Student test scores;
- (ii) Student graduation rate;
- (iii) Student dropout rate;
- (iv) Percent of graduates attending postsecondary education or entering military service;
- (v) Making federally approved adequate yearly progress;
- (vi) Number of students successfully completing dual credit or advanced placement classes;
- (vii) Percent of students involved in extracurricular activities;
- (viii) Class projects;
- (ix) Portfolios;
- (x) Successful completion of special student assignments;
- (xi) Parental involvement;
- (xii) Teacher-assigned grades;
- (xiii) Student attendance rate; and
- (xiv) Various other criteria determined by local districts, subject to approval by the state department of education.

For any school district in which the board of trustees fails to adopt a plan for awarding local pay for performance shares by September 1, local shares awarded for performance in that school year shall be identical to the number of state shares awarded for each certificated employee.

(c) Individual pay for performance bonuses shall be calculated as follows:

- (i) Divide the moneys available for pay for performance bonuses by the total number of state shares earned by certificated employees statewide.
- (ii) To determine the amount of pay for performance bonus funds to distribute to each school district, multiply the result of subparagraph (i) of this subsection by the number of state shares earned by certificated employees in the school district.
- (iii) To establish the value of a share in each school district, the school district shall divide the funds distributed by the state department of education pursuant to subparagraph (ii) of this subsection by the total number of state and local shares earned by all certificated employees who earned at least a fraction of both a state and local share.
- (iv) Multiply the total number of state and local shares earned by each certificated employee of the school district who earned at least a fraction of a state and local share by the result of

subparagraph (iii) of this subsection. Certificated employees who do not earn at least a fraction of both a state and local share shall not be eligible to receive a pay for performance bonus. Pay for performance bonuses shall be paid by school districts to qualifying certificated employees in a lump sum by no later than December 15 following the spring test of the prior school year.

(3) Hard to fill position bonuses.

(a) The state board of education shall designate certificates and endorsements held by certificated instructional staff for hard to fill position bonuses. The board shall rank the certificates or endorsements to be so designated based on the relative difficulty of school districts' ability to recruit and retain such personnel. No additional certificates or endorsements may be added to the rankings beyond the first such certificate or endorsement that causes the number of certificates or endorsements to equal or exceed one-third (1/3) of the total certificates and endorsements held by certificated instructional public school employees in the state. The board shall review and alter such rankings and designations at least once every two (2) years based on market conditions. Any changes in rankings and designations shall be made by the board by no later than March 31 of the previous school year, and school districts shall be promptly notified of any changes.

(b) School district boards of trustees may choose to designate certificates and endorsements held by certificated instructional employees for hard to fill position bonuses, provided such certificates and endorsements have been so designated by the state board of education as provided in subsection (3)(a) of this section. School boards of trustees choosing to make such designations shall rank the certificates and endorsements based on the relative difficulty of recruiting and retaining such personnel. No additional certificates or endorsements may be added to the rankings beyond the first such certificate or endorsement that causes the number of the district's full-time equivalent employees utilizing such certificates and endorsements to equal or exceed ten percent (10%) of the certificated instructional positions employed by the district; provided however, the number of such employees who may be designated shall not be less than one (1). The amount distributed for utilization by each district shall be based on each district's share of the total certificated instructional employees statewide. Funds so distributed shall be paid solely to certificated instructional personnel holding the certifications and endorsements designated by the local school board, in amounts that shall be determined at the discretion of the local board, which may vary between, but not within, individual certificate and endorsement areas; provided however, no award shall exceed twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section.

(c) School districts may apply to the state board of education to waive the requirement that a certificate or endorsement designated by the school district for hard to fill position bonuses first be designated for such by the state board of education. The state board of education may grant such a waiver for good and rational cause.

(d) In order to receive a hard to fill position bonus, an individual must actually be providing instruction or service within the designated certificate or endorsement area.

(e) If an individual qualifies for a hard to fill position bonus in more than one (1) certificate or endorsement, the individual shall be allocated and paid on a full-time equivalency basis, based on the relative time spent in each of the qualifying areas.

(f) School district boards of trustees choosing to utilize hard to fill position bonus funds shall designate a new list of certificates and endorsements for such bonuses for each school year by no later than June 11 of the previous school year. The new list may be identical to the list from the previous school year, subject to the

current ten percent (10%) limitation requirements.

(g) If the board of trustees determines that it will be unable to attract a qualified candidate to serve in a hard to fill position, even with the addition of such bonus funds, the board may use such funds to pay for the training and coursework needed by a currently unqualified employee or other individual to gain such qualification. If such payment is authorized, the amount paid for an individual in a fiscal year shall not exceed twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section. The individual for whom training and coursework is paid in such manner must earn a passing grade for the training and coursework that is paid by the school district and must work for the school district at least one (1) year in the designated certificate or endorsement area for each fiscal year in which the school district made payments for training and coursework, or repay the funds.

(h) Hard to fill position bonuses shall be paid by school districts to qualifying certificated instructional employees by no later than December 15, in a lump sum payment.

(4) Leadership awards.

(a) School district boards of trustees may designate up to twenty-five percent (25%) of their certificated instructional employees for leadership awards. Such awards shall recognize excellence, be valid only for the fiscal year for which the awards are made and require one

(1) or more of the following additional duties:

- (i) Teacher or other instructional staff mentoring;
- (ii) Content leadership;
- (iii) Lead teacher;
- (iv) Peer teaching coach;
- (v) Content specialist;
- (vi) Remedial instructor;
- (vii) Curriculum development;
- (viii) Assessment development;
- (ix) Data analysis;
- (x) Grant writing;
- (xi) Special program coordinator;
- (xii) Research project;
- (xiii) Teaching professional development course;
- (xiv) Service on local/state/national education committee or task force;
- (xv) Providing leadership to a professional learning community;
- (xvi) Earning national board certification; and
- (xvii) Various other criteria determined by local districts, subject to approval by the state department of education.

Duties related to student activities and athletics shall not be eligible for leadership awards.

(b) Local school district boards of trustees shall require that the employee work additional time as a condition of the receipt of a leadership award.

(c) Local school district boards of trustees may grant multiple leadership awards with multiple additional duties. No employee, however, shall receive leadership awards in excess of twice the statewide average bonus paid per certificated instructional employee pursuant to subsection (2) of this section.

(d) Leadership awards shall be paid by school districts to qualifying certificated instructional employees in a lump sum payment upon completion of the additional duty.

(e) Employees with fewer than three (3) years of experience shall not be eligible for leadership awards. The term "experience" shall be as used for certificated instructional staff in section 33-1004A, Idaho Code.

(f) Notwithstanding the provisions of subsection (4)(a) through (e) of this section, employees who earned national board certification prior to July 1, 2011, and who are no longer receiving payments for

earning such certification pursuant to section 33-1004E, Idaho Code, due to the repeal of the provision providing for such payments, shall be paid two thousand dollars (\$2,000) per year from the moneys allocated pursuant to this subsection (4) until all moneys that would have been paid under the previous provisions of section 33-1004E, Idaho Code, have been paid.

(5) School districts may shift moneys between the allocations for subsections (3) and (4) of this section. The ten percent (10%) limitation established in subsection (3) of this section and the twenty-five percent (25%) limitation established in subsection (4) of this section shall be adjusted accordingly.

(6) All distributions of moneys to school districts shall be made as part of the third payment to school districts required by section 33-1009, Idaho Code.

(7) School districts shall not enter into any contract that discriminates against those receiving a bonus award pursuant to this section.

(8) The state department of education may require reports of information as needed to implement the provisions of this section and provide reports to the governor, the legislature and the public.

(9) For the purposes of this section, the term "school district" also means "public charter school," and the term "board of trustees" also means "board of directors."

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SET-ASIDE REQUIREMENTS AND OPTIONAL FLEXIBILITY

Professional Development Set-Aside (10 Percent)-- A One or Two Star school or district that is in the Priority Improvement Plan or Turnaround Plan category is required to set aside 10 percent of Title I-A funds for professional development. This professional development set-aside will follow the same regulatory structure as that which exists under current NCLB requirements for schools in school improvement, corrective action, or restructuring and for districts in improvement or corrective action.

A district is required to set aside an amount equal to 10 percent of the Title I-A funds as defined in current regulations. However, the district may substitute state or local funds in an amount equal to or greater than the required 10 percent of Title I-A funds, if it has reason to do so in order to promote financial flexibility. In the event that a district takes this flexibility, it will be required to submit documentation to the state of the amount budgeted, the amount spent, and the actual activities and expenditures out of state and local funds. In the case of non-Title I-A funded schools in the Priority Improvement Plan or Turnaround Plan categories, and because such schools are contributing to the district's inability to meet the needs of all learners, a district must demonstrate that it has devoted professional development services to that school out of state or local funds or other grant funding sources (e.g., Title II-A district allocation or the district level professional development set-aside) in an amount equal to or greater than the amount that would otherwise be required if the school were operating a Title I program¹.

Family and Student Support Options (20 Percent) – Family and Student support options, in the form of School Choice or Supplemental Tutoring Services, are made available to eligible students who are struggling academically while the school or district improves its overall performance. This set-aside is targeted at providing families and students with additional or different academic opportunities while their local school undergoes school improvement planning and implementation activities.

As mentioned elsewhere, School Choice STS will only be a requirement in One and Two Star (Priority Improvement Plan and Turnaround Plan) contexts, but districts may choose to offer STS voluntarily in other categories². If the district or any of its schools is in the One or Two Star (Priority Improvement Plan or Turnaround Plan) categories, the district is required to set aside 20 percent of the district allocation of Title I-A funds for School Choice and Supplemental Tutoring Services. The district may substitute, if documented in the CFSGA, the use of state, local, or

¹ See the flexibility section of this appendix regarding options for how to fund Professional Development in non-Title I funded schools.

² See the flexibility section of this appendix regarding options for providing tutoring as an option when not required of the school or district.

other appropriate grant funds (e.g., 21st Century Community Learning Center grants) equal to this amount in order to meet this requirement.

Rule for reduction of set-aside: If the per pupil allocation of Title I funds multiplied by the number of eligible students is equal to an amount less than 20 percent of the Title I-A set-aside, and the district has met its choice related transportation obligations, the district may reduce its set-aside to the lower amount. In this case, the district must document its calculation in the CFSGA and seek approval from the state's Title I Director prior to reducing the set-aside.

Flexibility for Districts -- In the past, school districts were required to set aside funds for specific activities when placed into the improvement timeline (e.g., professional development, school choice, and supplemental education services). An unintended consequence of the set-aside requirements was that if the school or district was no longer in improvement, the district no longer had the set-aside at its disposal. So, if set-aside funds were contributing to successful performance, the district lost some of its ability to continue the practices that led to that success. In order to solve this problem of practice, Idaho will consider all of its Five, Four, and Three Star Districts and Schools to be in a state of continuous improvement under the new Idaho Accountability Plan and will provide districts with flexibility. Therefore, such districts that do not have One or Two Star (Priority Improvement Plan or Turnaround Plan) schools will be permitted, but not required, to set aside Title I-A funds for the purpose of continuous improvement. These voluntary set-asides will be implemented according to the following guidelines.

Professional Development (District). Under the existing ESEA authority described in 34 CFR200.52(a)(3)(iii), LEA improvement; to (a) allow districts to determine the amount of this set-aside and to (b) promote system wide improvement across the district, the State will describe professional development set-aside flexibility using the following amended language:

- In a Title I-A funded district: (3) The LEA continuous improvement plan may ... (iii) Address the professional development needs of the instructional staff serving the LEA by committing to spend for professional development not more than 10 percent of the funds received by the LEA under subpart A of this part for each fiscal year in which the SEA identifies the LEA in the Performance Plan or Improvement Plan category. These funds— (A) May include funds reserved by schools for professional development under §200.41(c)(5); but (B) May not include funds reserved for professional development under section 1119 of the ESEA.
- The district must be able to demonstrate that the use of these funds are for targeting professional development that supports academic achievement in the core academic content areas and contributes to the district's continued ability to meet or approach

performance expectations.

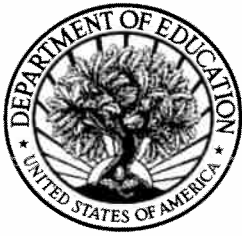
Professional Development (School). Under the existing ESEA authority described in 34 CFR 200.41(c)(5), the School improvement plan, and to allow districts to determine the amount of this set-aside in schools in the Performance Plan or Improvement Plan categories, the State will describe professional development set-aside flexibility at the school level using the following amended language:

- In a Title I-A funded school: (c) The school continuous improvement plan may ... (5) Provide an assurance that the school will spend not more than 10 percent of the allocation it receives under subpart A of this part for each year that the school is in a continuous improvement status, for the purpose of providing high-quality professional development to the school's teachers, principal, and, as appropriate, other instructional staff, consistent with section 9101(34) of the ESEA.
- If the school is given authority of the expenditure of these funds, the district must be able to demonstrate during the monitoring process that the use of these funds are for targeting professional development that supports academic achievement in the core academic content areas and contributes to the school's continued ability to meet or approach performance expectations.

Supplemental Tutoring Services. Under the existing ESEA authority described in 34 CFR 200.48(a)(1-2), Funding for choice-related transportation and supplemental education services; to (a) allow districts to determine the amount of this set-aside; to (b) promote system wide improvement across the district; and to (c) target the needs of and provide extended learning time for underperforming and at-risk students; the State will describe supplemental tutoring services flexibility at the district level using the following amended language:

- For districts in the Performance Plan or Improvement Plan category: (a) Amounts permitted. (1) To pay for supplemental tutoring services, an LEA may use— (i) Funds allocated under subpart A of this part; (ii) Funds, where allowable, from other Federal education programs; and (iii) State, local, or private resources. (2) The LEA may spend an amount not more than 20 percent of its allocation under subpart A of this part ("20 percent obligation")
- In order to use this flexibility, the district must target the students who are most in need of support.
 - The criteria must be based on academic assessment data in Reading/Language Arts or Mathematics, but may be supplemented with other data elements that provide weight, such as those permissible and required under Targeted Assistance programs for creating a rank ordered student list.
 - Funds may be used for students in non-Title funded schools, provided that the criteria established by the district indicates that these students are the most in need of extended learning time.

- The district must also follow all procurement and design guidelines outlined in the general requirements for Supplemental Tutoring Services.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ASSISTANT SECRETARY

The Honorable Tom Luna
 Superintendent of Public Instruction
 Idaho Department of Education
 Len B. Jordan Office Building
 650 West State Street
 P.O. Box 83720
 Boise, Idaho 83720-0027

MAY 3 2009

Dear Superintendent Luna:

I am writing in response to your delayed request under 34 C.F.R. § 200.19(b)(7)(i) for an extension of the 2010–2011 deadline for reporting a four-year adjusted cohort graduation rate (34 C.F.R. § 200.19(b)(4)(ii)(A)) and of the 2011–2012 deadline for using a four-year adjusted cohort graduation rate in adequate yearly progress (AYP) determinations (34 C.F.R. § 200.19(b)(5)(i)). I understand that due to the transition of responsibilities from the Office of the Idaho State Board of Education to the Idaho State Department of Education, the State of Idaho missed the deadline of March 2, 2009 for requesting an extension of the graduation rate calculation requirement. Graduation rates represent an important indicator of the extent to which schools and districts are preparing students for post-secondary education and the workforce.

Idaho requested a three-year extension of the deadline because it will not have collected enough student level data until 2010–2011 to calculate the first year of the four-year adjusted cohort graduation rate using the formula defined in 34 C.F.R. § 200.19(b). It will take until 2014 to report graduation rates in AYP calculations.

I am approving Idaho's request for an extension of the deadline to report its four-year adjusted cohort graduation rate. Idaho will first be required to report its four-year adjusted cohort graduation rate with the results of assessments administered in 2013–2014 and use that rate in AYP determinations based on assessments administered in 2014–2015. I am also approving Idaho's request to use its current formula, the National Center for Education Statistics' (NCES) formula, outlined in the Idaho Accountability Workbook as its transitional rate until Idaho begins using a four-year adjusted cohort graduation rate.

Please note that, beginning with AYP determinations based on assessments administered in 2011–2012, Idaho must include the NCES formula in AYP determinations in the aggregate and disaggregate by subgroups at the school, district, and state levels, as required by 34 C.F.R. § 200.19(b)(7)(iii). Finally, Idaho must amend and submit for approval its Accountability Workbook to reflect the graduation rate that will be reported and used in AYP determinations during this transition, and, in accordance with 34 C.F.R. § 200.19(b)(6)(ii), must submit for peer review and Department approval its graduation rate goal and targets for 2009–2010 and beyond.

Page 2 - The Honorable Tom Luna

We appreciate the work you are doing to improve data quality in Idaho. If you have any questions as you move forward with your work on Idaho's graduation rate, please contact Vicki Robinson of my staff at Vicki.Robinson@ed.gov or (202) 205-5471.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thelma', followed by a stylized flourish.

Thelma Meléndez de Santa Ana, Ph.D.

cc: Governor Butch Otter
Carissa Miller

FAMILY AND STUDENT SUPPORT OPTIONS - ELIGIBILITY

School Choice and Supplemental Tutoring Services -- Family and Student support options, in the form of School Choice or Supplemental Tutoring Services, are made available to eligible students who are struggling academically while the school or district improves its overall performance. These options are targeted at providing families and students with additional or different academic opportunities while their local school undergoes school improvement planning and implementation activities. When a district or school is required to provide School Choice or Supplemental Tutoring Services according to the Idaho Accountability Plan, it must determine which students are eligible, provide notification to the families of these students at least 14 days prior to the beginning of the first day of school, and then provide them to all eligible students according to the following rules. Districts must perform their due diligence to offer both choices to families with eligible students, who can exercise their right to choose to deny one option or the other.

Supplemental Tutoring Services must be provided to participating eligible students for a minimum of 2 hours per week for at least 28 weeks¹ (i.e., 56 hours of additional learning time). A school or district may cease services before this time at the request of the student's family. If a student demonstrates he or she is proficient in the subject area of the tutoring before the 56 hours are finished, a school or district may present progress monitoring and/or benchmark assessment data to the family in order to make a recommendation that services are no longer needed. However, it is the family's final decision regarding whether or not to continue services the entire length of time.

School Choice Eligibility -- The families that may exercise the School Choice option must have eligible students according to the following definitions:

- **One and Two Star Districts:** The district must work to identify schools of choice available through other school districts only for students who are struggling academically. Any student who is not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT is eligible for School Choice. For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for School Choice. In the event that there is not another district choice nearby, offering virtual charter schools may count toward this requirement. Also, offering priority placement in courses provided over the Idaho Education Network (IEN) from other school districts can meet the intent of this requirement, if the district is able to demonstrate it is meeting the needs of eligible students by offering these choices.
- **One and Two Star Schools:** The district must work to identify schools of choice available within the district only for students who are struggling academically. Any student who is not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT is eligible for School Choice.

¹ The State may adjust the required hours for tutoring up or down as it learns about implementation practices.

For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for School Choice. In the event that there is not another choice within the district or in a nearby district, offering virtual charter schools may count toward this requirement. Also, offering priority placement in courses provided over the Idaho Education Network (IEN) from other school districts can meet the intent of this requirement, if the district is able to demonstrate it is meeting the needs of eligible students by offering these choices.

Supplemental Tutoring Services (STS) Eligibility -- The families that may exercise the Supplemental Tutoring Services (STS) option must have eligible students according to the following definitions:

- **One and Two Star Districts:** The district must provide STS to any student who is not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT is eligible for School Choice. For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for STS. If there are insufficient funds to provide services to all such students, the district must develop a model to prioritize and target the students who are in the most need of support. Priority must be given to students who are underperforming, based on either state or local measures in core academic content areas. If funds sufficiently cover all eligible students, the district must then make remaining services available to any other student who is proficient on the ISAT in Reading and Math, but who has not made adequate growth. NOTE: Just as with the Professional Development set-aside, the district in this status is required to provide these services district-wide based on student eligibility. Because students in non-Title I schools contribute to the aggregate performance of the district, the district may use these set-aside dollars for students in any school, regardless of the Title I funding status of the schools from which the eligible students come.
- **One and Two Star Schools:** The school must provide STS to any student who is not proficient and who has not made adequate growth on either the Reading or Math sections of the ISAT is eligible for School Choice. For grades K-2, any student that scores at the level of 1 on the Spring administration of the Idaho Reading Indicator (IRI) is eligible for STS. If there are insufficient funds to provide services to all such students, the district must develop a model to prioritize and target the students who are in the most need of support. Priority must be given to students who are underperforming, based on either state or local measures in core academic content areas. If funds sufficiently cover all eligible students, the school must then make remaining services available to any other student who is proficient on the ISAT in Reading and Math, but who has not made adequate growth. NOTE: Because students in non-Title I schools contribute

to the aggregate performance of a district, the district may use these set-aside dollars for students in any school, regardless of the Title I funding status of the schools from which the eligible students come, in order to promote and maintain district performance.

Meeting Notes
Administrator Evaluation Focus Group
December 15, 2011
Idaho Department of Education

Participants:

- Alica Holthaus, Principal, Mountain View School District 244, Grangeville
- Anne Stafford, Teacher, Boise School District 1
- Chuck Wegner, Curriculum Director, Pocatello School District 25
- David Andersen, School Board Member, Oneida County School District 351, Malad
- Geoff Stands, Principal, Meridian School District 2
- Marni Wattam, Special Education Director, Idaho Distance Education Academy
- Mike Vuittonet, School Board Chair, Meridian School District 2
- Nancy Larsen, Teacher, Coeur d'Alene School District 271
- Shalene French, Principal, Bonneville School District 93, Idaho Falls
- Wiley Dobbs, Superintendent, Twin Falls School District 411
- Laurie Boeckel, Parent, Nampa
- Kathleen Budge, Boise State University
- Kathy Canfield-Davis, University of Idaho
- Penni Cyr, President, Idaho Education Association
- Rob Winslow, Executive Director, Idaho Association of School Administrators
- Robin Nettinga, Executive Director, Idaho Education Association
- Selena Grace, Office of the State Board of Education
- Allison McClintick, Office of the State Board of Education
- Claire Gates, Senior Program Advisor, Education Northwest
- David Weaver, Senior Research Associate, RMC Research Corporation
- Becky Martin, Teacher Quality Coordinator, State Department of Education (SDE)
- Christina Linder, Certification and Professional Standards Director, SDE
- Rob Sauer, Deputy Superintendent, SDE
- Steve Underwood, Statewide System of Support Director, SDE

The meeting began at 8:30 a.m. with introductions and the charge by Rob Sauer and Christina Linder. Under the direction of Steve Underwood and Christina Linder, the group examined the federal and state foundations. The remainder of the morning was spent identifying effective administrators, led by David Weaver.

The afternoon activity was presented by Claire Gates and consisted of small group work on research findings on evaluating administrator effectiveness. By 3:00 p.m. the group was ready to identify next steps.

A small work group, consisting of Rob Sauer, Christina Linder, Steve Underwood, Becky Martin, Rob Winslow, Karen Echeverria, and Robin Nettinga, will meet on January 4 to plan the further work of the focus group.

Next Steps:

What	Who	By When
Send further ideas, processes, tools, potential speakers to Rob Sauer or any member of work group	Participants	Jan. 20
Set dates for remaining meetings, send to all focus group members with notes of Jan. 4 meeting.	Work group	
Establish and share a framework for this group	Work group	
Prereading	Work group	

The focus group suggested reviewing the work of the following experts:

- Keith Leithwood
- Karen Seashore
- Center for Educational Leadership, University of Washington
- Joe Murphy, Vanderbilt
- Learn from other states
- 360
- Other rubrics
- Val-Ed (Vanderbilt Assessment of Leadership in Education)
- Steve Underwood's study
- What are the top districts—urban and rural—using?
- Look at feedback from stakeholders—Blaine County

Meeting adjourned at 3:30 p.m.

Next meeting:

January 20, 2010

8:30-4:00

Barbara Morgan Room, SDE

Idaho Evaluating Administrator Effectiveness---Focus team meeting December 15, 2011

Final comments from focus team members as captured on chart paper. There was one comment per member.

What one or two ideas have surfaced for you as a result of our discussions today?

- There are multiple areas to examine
- Steve found districts that made improvement
- Can have positive impact –leadership matters
- No one size fits all
- This has been going on for a long time...nothing really new
- The importance of stakeholders
- How to customize our work
- Critical component for identification of and associated traits
- Doing important work for the future
- Fairness
- We do know what highly effective leaders look like
- Like Danielson framework for opening dialogue between teachers and principals
- What is the nature of the Framework?
- Administrators have to be change agents
- There is a connection between leadership and school purpose
 - Equal opportunity
 - Equal outcome

Principal Effectiveness—Jan 4, 2012

Materials to Develop

A form for taking notes during the presentations that facilitates comparison and
Rubric for helping to evaluate the waiver document

Prereading Materials

Waiver Section 3A will be sent on Monday Jan 9th

Next Focus Group all-day Meetings

Feb 17th

March 16th

April 24th

May 17th - Review the final product

Next Meetings for Work Group

Jan 31st at 10:00 to noon Pacific (11:00 to 1:00 Mountain)

March 2nd at 10:00 to noon Pacific (11:00 to 1:00 Mountain)

April 4th at 10:00 to noon Pacific (11:00 to 1:00 Mountain)

May TBD

Agenda for Jan 20th

Opening and Introductions

Rob

Review of the TQ Document

Becky will create a rubric for use reviewing the Waiver

Christina will lead

Identifying Essential Elements

Reexamining the work from the last meeting and come to consensus on the
essential elements for an administrator effectiveness system

Claire will lead

Review of the Waiver Section 3

Focus on examining the waiver requirements to know what must be
incorporated into the framework

Christina will lead with help from Becky

What is happening in Idaho

Leading districts share the work that they have done so far regarding
administrator evaluation. Allow 45 minutes for each presentation

Rob will lead

- Pocatello
- Nampa
- Blaine County

Guest Speaker

Claire will contact Washington to see if there is someone who can provide
information about efforts in Washington State

Other possibilities

Claire will contact the TQ Center to see if they can address lessons
learned from other states regarding Admin. Effectiveness, what works
and what doesn't, who else has developed a framework document that
could serve as a model

Wallace foundation of Vanderbilt

Consensus Building

Claire will lead

Next Steps

Review dates (Rob)

announce website (Becky)

Assignments—Gather input from constituents

Office of the
State Department
of Education

**Public
School Information**

**2010
Legislative
Report**

Idaho Teacher Performance Evaluation Task Force

Contact:

Nick Smith

Deputy Superintendent, School Support Services

(208) 332-6959

NWSmith@sde.idaho.gov

Idaho Teacher Evaluation Task Force

EXECUTIVE SUMMARY

The Fiscal Year 2009 public schools budget included \$50,000 for the research and development of the Teacher Evaluation Task Force (See Addendum A: Fiscal Year 2009 Appropriation). The task force was comprised of key stakeholders from around the state who shared in the desire to improve education in Idaho by adopting a consistent set of statewide standards for teacher evaluation (See Addendum B: Teacher Performance Evaluation Task Force Members). The task force began meeting in May 2008 with the charge of “developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho.”

The scope of work for the task force was focused on examining and reviewing:

- Current Idaho law relating to teacher performance evaluations,
- Teacher evaluation models from around Idaho that were considered highly effective,
- The role of higher education in developing and training Idaho’s teachers and administrators,
- National trends and practices in teacher supervision and evaluation.

The following report highlights the work completed by the Teacher Performance Evaluation Task Force, including key findings and recommendations for minimum statewide standards for teacher evaluation in Idaho as well as an overview of the technical assistance provided by the State Department of Education to Districts and Public Charter Schools on implementing these new standards.

OVERVIEW

Task Force Vision Statement:

To adopt a statewide research-based framework for a teacher evaluation system from which individual school districts will implement a fair, objective, reliable, valid and transparent evaluation process.

Task Force Goals:

Develop a teacher evaluation system that:

- Impacts teacher performance
- Incorporates multiple measurements of effectiveness and achievement
- Communicates clearly defined expectations
- Enhances and improves student learning
- Is universally applicable – equality and consistency for large and small across the state
- Has flexibility for unique situations within districts
- Is fair and consistent
- Includes formative and summative evaluations

- Includes self-evaluation/reflection

Task Force Work Completed:

The Teacher Performance Evaluation Task Force met seven times in person and once via conference call and Web from May 21, 2008 through January 8, 2009. The financial resources appropriated to the State Department of Education for the Teacher Performance Evaluation Task Force were primarily utilized for committee members' travel and associated costs. Other expenditures incurred by the task force included regional public meetings, administrative operating costs and consultant fees.

Although the task force discussed and debated pay-for-performance at several meetings, the task force members ultimately decided the scope of their work, as defined by the Legislature, did not include tying standards for teacher evaluation to teacher performance pay. In reviewing the charge established by House Bill 669 that created the Teacher Performance Evaluation Task Force, the members of the task force believed that their sole mission was "to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

To this end, the task force examined Idaho Code and Administrative Rules that govern teacher performance evaluations in Idaho to assist them in understanding where the gaps and inconsistencies existed in the system. They also invited faculty from Idaho's institutions of higher education to participate in a panel discussion focusing on administrator preparation programs and the standards that are being utilized to train Idaho's teachers.

In an attempt to understand the current practices in teacher performance evaluations around Idaho, the task force invited several school districts from across the state to present their teacher evaluation models. Those districts included Nampa School District, Castleford School District, Bonneville School District, Middleton School District, Meridian School District, Boise School District, Blaine County School District, and the Jordan School District in Utah. During these presentations, the task force members examined the advantages and disadvantages of each model and looked for common threads among the evaluation systems in an effort to develop statewide standards.

One of the most common threads was the use of Charlotte Danielson's Framework for Teaching domains and components of instruction. Dr. Danielson is a nationally recognized expert on school improvement and has authored numerous publications for the Association for Supervision and Curriculum Development. An educational consultant based in Princeton, New Jersey, she has worked at all levels of education. Much of Danielson's work has focused on teacher quality and evaluation, performance assessment, and professional development. Danielson developed the Framework for Teaching as a guide to help teachers become more effective and help them focus on areas in which they could improve. The framework groups teachers' responsibilities into four major areas, which are clearly defined, and then further divided into components that highlight the practice of effective teaching.

In an attempt to gain a better understanding of Danielson's work, Danielson presented a two-day training for task force members where she walked the task force through the different elements and stages of evaluation and facilitated task force discussions in the following areas:

- State control versus local control in an evaluation model,
- The balance between student achievement and teacher performance in an evaluation system,
- Necessary guidelines and distinctions between evaluation of new and veteran teachers,
- Professional growth and improved practice.

Key Findings:

1. Idaho has a lack of consistency, reliability and validity in measuring teacher performance. Both the standards and procedures by which teachers are being evaluated were found to lack consistency from one district to the next and often within a district from one school to another.
2. Many teachers have expressed concerns about the quality, fairness, consistency and reliability of teacher evaluation systems currently being used across the state.
3. Idaho has a number of school districts that have spent considerable resources to create robust research-based teacher performance evaluation models that have been developed with all stakeholders involved.
4. Administrator preparation programs located within Idaho's institutions of higher education must focus on more adequately preparing administrators for the supervision and evaluation of teachers in a purposeful, consistent way.
5. According to a survey conducted by the Idaho Education Association with a 77% response rate, a majority of Idaho's school districts are utilizing a teacher performance evaluation model that is based on Charlotte Danielson's Framework for teaching domains and components of instruction.
6. Idaho's Core Teaching Standards, which are used to train pre-service teachers and key to the ongoing professional development for practicing teachers, are clearly aligned with Charlotte Danielson's Framework for teaching domains and components of instruction.

Recommendations:

The Teacher Performance Evaluation Task force recommended the following actions to the Superintendent of Public Instruction, the Idaho Legislature, and the Governor. The Framework has since been approved by the State Board of Education and the House and Senate Education Committees.

1. As minimum standards for research-based teacher evaluation in all Idaho schools and districts, the task force recommends adopting the Charlotte Danielson Framework for Teaching domains and components of instruction.
 - a. The domains and components include:
 - i. Domain 1 – Planning and Preparation**
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1b: Demonstrating Knowledge of Students
 - 1c: Setting Instructional Goals
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1f: Assessing Student Learning
 - ii. Domain 2 – Learning Environment**
 - 2a: Creating an Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 2c: Managing Classroom Procedures
 - 2d: Managing Student Behavior
 - 2e: Organizing Physical Space
 - iii. Domain 3 – Instruction and Use of Assessment**
 - 3a: Communicating Clearly and Accurately
 - 3b: Using Questioning and Discussion Techniques
 - 3c: Engaging Students in Learning
 - 3d: Providing Feedback to Students
 - 3e: Demonstrating Flexibility and Responsiveness
 - 3f: Use Assessment to Inform Instruction and Improve Student Achievement
 - iv. Domain 4 – Professional Responsibilities**
 - 4a: Reflecting on Teaching
 - 4b: Maintaining Accurate Records
 - 4c: Communicating with Families
 - 4d: Contributing to the School and District
 - 4e: Growing and Developing Professionally
 - 4f: Showing Professionalism
2. The task force recommends amending Idaho Code to require that category one contract teachers be included in the evaluation process (See Addendum C: Idaho Code 33-514 and Addendum D: Idaho Code 33-514A).
3. Amend Administrative Rule 08.02.02.120 Local District Evaluation Policy to include the following (See Addendum E: IDAPA 08.02.120):
 - a. Districts must adopt or develop a research-based teacher evaluation model that is aligned to state minimum standards based on Charlotte Danielson's Framework for Teaching domains and components of instruction
 - b. Each school district or public charter school's evaluation model must include:

- i. A plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process.
 - ii. A plan for funding ongoing training and professional development for administrators in evaluation
 - iii. A plan for collecting and using data gathered from the evaluation tool that will be used to inform and support continued professional development of both administrators and teachers.
 - iv. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement
 - v. A plan for including all stakeholders, including teachers, school board members and administrators, in the development and ongoing review of their teacher evaluation plan.
- 4. Adopt the following timeline for implementation of the new Idaho teacher performance evaluation standards:
 - a. January 2009: Teacher Performance Evaluation Task Force will present recommendations to the Office of the Governor and members of the Idaho Legislature.
 - b. Spring 2009: The Legislature will address any statutory changes during the 2009 session and corresponding administrative rule changes will be addressed after the Legislative session.
 - c. Summer 2009: The Idaho State Department of Education will begin offering trainings and technical assistance on teacher performance evaluation standards. These trainings will be part of the technical assistance provided by the State Department of Education designed to assist school districts in the implementation of their new evaluation models.
 - d. 2009-2010 school year: Districts and public charter schools will work with educational stakeholders to develop evaluation models.
 - e. February 2010: Districts and public charter schools must submit their proposed models to the state for approval. The adopted model must be signed by representatives from the Board of Trustees, administrators and teachers. If a school district or public charter school is not prepared to submit their evaluation model and policy for review at this time, the State Department of Education must have evidence that you are making progress toward the fall 2011 implementation date. These districts and public charter schools must submit a letter outlining their progress thus far as well as a timeline for completion.
 - f. Fall 2010: At a minimum, districts and public charter schools must begin piloting their approved Teacher Performance Evaluations:
 - i. Districts and public charter schools will be required to submit an interim progress report to the State Department of Education regarding the implementation of their plans.
 - ii. There will be a waiver process for districts and public charter schools that show evidence of progress but need additional time before piloting.

- g. Fall 2011: Full implementation of the teacher evaluation model.

Technical Assistance Provided by the State Department of Education:

During the past year, the State Department of Education has worked to provide technical assistance to school districts and public charter schools in their efforts to implement the new teacher evaluation requirements. This technical assistance has included:

- The State Department of Education provided six regional workshops on the Charlotte Danielson Framework by utilizing existing state and federal dollars to fund the workshops. The workshops were designed for administrators and focused on giving administrators a deeper understanding of the Charlotte Danielson Framework and on how to use the framework for teacher evaluation purposes.
- The State Department of Education contracted with Educational Impact to provide online video-based professional development to every teacher and administrator in the State of Idaho on the Charlotte Danielson Framework. This online training was designed to educate all educators on the Danielson framework and to help teachers get more from their evaluations. This program was jointly produced by Charlotte Danielson and Educational Impact Inc. to allow teachers to see what the Danielson Framework components look like in real classrooms. Users will learn how to use the framework to enhance teaching performance. Each short video provides an example of a real teacher in an actual classroom. Following each video, Charlotte provides in-depth commentary on the teacher's performance, the components of the framework observed in the video, and other remarks regarding the instruction taking place in the classroom lesson. The goal of the program is to provide every Idaho teacher with an online tool that will allow them to view exemplary teachers in the classroom and model best practices.
- The State Department of Education has also contracted with Educational Impact to develop a custom online administrator training program that will educate administrators on how to use the Danielson Framework for evaluation purposes. The program will allow administrators to view video footage of a teacher in the classroom and evaluate the performance of that teacher. The results of the evaluation will then be compared to what Charlotte Danielson herself observed during the segment. This process is designed to develop validity and reliability between evaluators. The program will also cover topics of developing professional learning plans with teachers, having crucial conversations and setting up pre and post conferences for evaluation purposes.
- The State Department of Education has established a web site with links to sample district evaluation models, sample policy language, rubrics, evaluation tools and other guidance that can be utilized by districts as they work to develop their own model.
- The State Department of Education has already begun reviewing district teacher evaluation models for approval or recommendations for change. The State Department of Education has set a due date of February 26, 2010 for districts and

public charter schools to submit their Teacher Performance Evaluation models and policies. Each district's model and policy must be signed by representatives from the local Board of Trustees, an administrator representative and a teacher representative. If a school district or public charter school is not prepared to submit your evaluation model and policy for review at this time, the State Department of Education must have evidence that you are making progress toward the fall 2011 implementation date. These districts must submit a letter outlining their progress thus far as well as a timeline for completion.

- The State Department of Education has developed a document that is posted to our website that outlines Federal funding opportunities that districts currently have access to that can be used to provide professional development to both teachers and administrators on the districts teacher evaluation model and new state standards.

ADDENDUM A**Fiscal Year 2009 Appropriation:**

HOUSE BILL NO. 669

40 SECTION 9. Of the moneys appropriated in Section 3 of this act, up to
 41 \$50,000 may be expended by the Superintendent of Public Instruction to defray
 42 the costs associated with a Teacher Performance Evaluation Task Force. The
 43 Superintendent of Public Instruction shall appoint, convene and provide
 44 administrative support for said task force. The task force shall include the
 45 following members:
 46 (1) Three superintendents, principals or public charter school directors;
 47 (2) Three members of school district boards of trustees or public charter
 48 school boards of directors;
 49 (3) Three classroom teachers, at least two of whom must be members of
 50 teacher associations.
 51 The charge of this task force is to develop minimum standards for a fair,
 52 thorough, consistent and efficient system for evaluating teacher performance in
 53 Idaho, and to present its written recommendations to the Governor, State Board
 54 of Education, and the standing Education Committees of the Idaho Legislature by
 1 no later than January 30, 2009.

ADDENDUM B

Teacher Performance Evaluation Task Force Members

Representative	Liz Chavez	Idaho House of Representatives, District 7
Head of School	Cody Claver	Idaho Virtual Academy
CEO, MED Management	Reed DeMourant	Eagle
Special Assistant	Clete Edmunson	Office of the Governor
Chairman, Senate Education Committee	John Goedde	Idaho State Senate, District 4
Dean, College of Education	Jann Hill	Lewis and Clark State College
School Board Trustee	Wendy Horman	Bonneville School District
Teacher	Nancy Larsen	Coeur d'Alene Charter Academy
School Board Trustee	Mark Moorer	Potlatch School District
Parent	Maria Nate	Rexburg
Teacher	Mikki Nuckols	Bonneville School District
Chairman, House Education Committee	Bob Nonini	Idaho House of Representatives, District 5
President, Oppenheimer Development	Skip Oppenheimer	Boise
Principal	Karen Pyron	Butte County School District
Superintendent	Roger Quarles	Caldwell School District
Parent, PTA	Suzette Robinson	Blackfoot
Teacher	Dan Sakota	Madison School District
Post-Secondary/School Board Trustee	Larry Thurgood	BYU-Idaho
School Board Trustee	Mike Vuittonet	Meridian School District
Teacher	Jena Wilcox	Pocatello School District
Superintendent/Principal	Andy Wiseman	Castleford School District
President, Idaho Education Association	Sherri Wood	Idaho Education Association
Superintendent of Public Instruction	Tom Luna	State Department of Education

ADDENDUM C

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT.

(1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be three (3) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category 1 contract is a limited one-year contract as provided in section 33-514A, Idaho Code.

(b) A category 2 contract is for certificated personnel in the first and second years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy.

(c) A category 3 contract is for certificated personnel during the third year of continuous employment by the same school district. District procedures shall require at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be unsatisfactory a defined period of probation shall be established by the board, but in no case shall a probationary period be less than eight (8) weeks. After the probationary period, action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status. Notwithstanding the provisions of sections 67-2344 and 67-2345, Idaho Code, a decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Each such certificated employee on a category 3 contract shall be given notice, in writing, whether he or she will be reemployed for the next ensuing year. Such notice shall be given by the board of trustees no later than the twenty-fifth day of May of each such year. If the board of trustees has decided not to reemploy the certificated employee, then the notice must contain a statement of reasons for such decision and the employee shall, upon request, be given the opportunity for an informal

review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board.

(3) School districts hiring an employee who has been on renewable contract status with another Idaho district or has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho, shall have the option to immediately grant renewable contract status, or to place the employee on a category 3 annual contract. Such employment on a category 3 contract under the provisions of this subsection may be for one (1), two (2) or three (3) years.

(4) There shall be a minimum of two (2) written evaluations in each of the annual contract years of employment, and at least one (1) evaluation shall be completed before January 1 of each year. ~~The provisions of this subsection (4) shall not apply to employees on a category 1 contract.~~

ADDENDUM D

33-514A. ISSUANCE OF LIMITED CONTRACT -- CATEGORY 1 CONTRACT.

After August 1, the board of trustees may exercise the option of employing certified personnel on a one (1) year limited contract, which may also be referred to as a category 1 contract consistent with the provisions of section 33-514, Idaho Code. Such a contract is specifically offered for the limited duration of the ensuing school year, and no further notice is required by the district to terminate the contract at the conclusion of the contract year.

ADDENDUM E**08.02.02.120. LOCAL DISTRICT EVALUATION POLICY.**

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching domains and components of instruction ~~are established~~. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (4-1-97)

01. Standards. Each district evaluation model will be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching domains and components of instruction.

a. Those domains and components include:

i. Domain 1 – Planning and Preparation:

(1) Demonstrating Knowledge of Content and Pedagogy

(2) Demonstrating Knowledge of Students

(3) Setting Instructional Goals

(4) Demonstrating Knowledge of Resources

(5) Designing Coherent Instruction

(6) Assessing Student Learning

ii. Domain 2 – Learning Environment

(1) Creating an Environment of Respect and Rapport

(2) Establishing a Culture for Learning

(3) Managing Classroom Procedures

(4) Managing Student Behavior

(5) Organizing Physical Space

iii. Domain 3 – Instruction and Use of Assessment

(1) Communicating Clearly and Accurately

(2) Using Questioning and Discussion Techniques

(3) Engaging Students in Learning

(4) Providing Feedback to Students

(5) Demonstrating Flexibility and Responsiveness

(6) Use Assessment to Inform Instruction and Improve Student Achievement

iv. Domain 4 – Professional Responsibilities

(1) Reflecting on Teaching

(2) Maintaining Accurate Records

(3) Communicating with Families

(4) Contributing to the School and District

(5) Growing and Developing Professionally

(6) Showing Professionalism

04. 02. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)

02. 03. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation.

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.

o. A plan for including all stakeholder including, but not limited to, teachers, board members and administrators in the development and ongoing review of their teacher evaluation plan.

03. 04. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year.
(4-1-97)

b. All renewable contract personnel will be evaluated at least once annually.
(4-1-97)

~~04.~~ 05. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).
(4-1-97)

FEDERAL LAW PROHIBITS discrimination on the basis of race, color, national origin, gender, religion, age, disability, or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle, WA 98174-1099, (206) 220-7880; fax (206) 220-7887.

120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Goals; (3-29-10)
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Assessing Student Learning. (3-29-10)
- b.** Domain 2 - Learning Environment: (3-29-10)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating Clearly and Accurately; (3-29-10)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Providing Feedback to Students; (3-29-10)
 - v. Demonstrating Flexibility and Responsiveness; and (3-29-10)
 - vi. Use Assessment to Inform Instruction and Improve Student Achievement. (3-29-10)
- d.** Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Contributing to the School and District; (3-29-10)
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)

03. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. (3-29-10)

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. (3-29-10)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and


administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

04. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)

b. All renewable contract personnel will be evaluated at least once annually. (4-1-97)

05. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

Initiative and Selection Criteria	<div data-bbox="751 180 804 529">I d a h o</div> <div data-bbox="905 220 1297 553">  </div> <div data-bbox="751 570 1318 643">Mentor Network</div>	Purpose
<p>The Idaho Mentor Network (IMN) is a two-year intensive professional learning academy targeted at developing the capacity of Idaho's Public School Personnel to mentor educators new to the profession.</p> <p>The intent is to develop Mentors who:</p> <ul style="list-style-type: none"> • are a resource for district identified mentees. • use problem solving skills to support the mentee. • are an instructional coach for mentees. • can facilitate opportunities for mentee professional growth. • will collaborate with mentors to improve personal practice and support of mentee. • possess the skills to work with adult learners. • promote a culture of support that included being a trusted listener. <p>Mentors are identified using the following rigorous selection criteria:</p> <ul style="list-style-type: none"> • Recommendation/approval from LEA. • Application process and follow up interview. <p>Recognized in your organization as a change agent, an educator who has credibility among colleagues, and one that is currently a teacher leader or who show great potential as a teacher leader.</p>	<div data-bbox="947 699 1129 740">Outcomes</div> <p>As a result of the Idaho Mentor Network (IMN):</p> <ul style="list-style-type: none"> • Idaho's New Teachers will have access to mentors who have both the content knowledge and professional development skills to help education personnel broaden their knowledge base of research-based educational practices. • Students will be engaged in more effective and authentic learning experiences that will result in improved academic achievement with greater success in school and future life experiences. • State, district, and school mentoring policies and procedures will be in place to monitor and support continuous improvement of the instructional core providing strategies, interventions, and resources to all students and education personnel. 	<p>The purpose of the Idaho Mentor Network Project (IMN) is to:</p> <ul style="list-style-type: none"> • help Idaho's educational system ensure a successful transition from pre-service into the teacher profession. • develop teacher excellence and ensure that every student has an effective teacher. • raise new teacher retention rates and satisfaction . • improve the rigor and consistency of using multiple assessments to guide instruction that is differentiated to meet the diverse learning needs of students. • build norms of collaboration, inquiry, data-driven dialogue and reflection using evidence. • assure the parents and community that new teachers are being supported to attain high levels of professional competence. • ensure that teacher professional development is individualized and based on Professional Teaching Standards and support the Common Core Standards. • develop teacher leadership. • ensure continuous program improvement through ongoing research, development and evaluation.

Delivery of Instruction	Curriculum/Content
<p>Instruction will be delivered via a variety of formats:</p> <p>Face to Face: Participants will enroll in 3- 4 day Mentoring Workshop for graduate credit.</p> <p>Online Graduate Coursework: In addition, Special Education Mentors will enroll in a sequence of four online courses for University Credit that will result in a Consulting Teacher Endorsement from the State of Idaho.</p> <p>Video Conferencing: Participants will also engage in one day videoconferencing events throughout the school year. Mentors will meet at least 5 times using this method. Regional Consultants, Capacity Builders, Idaho Mentor Network staff, and New Teacher Center Staff will be involved in these one day events. IEN origination site will be the training room at SDE. IEN receiving sites will be:</p> <ul style="list-style-type: none"> • BSU • Uofl (Moscow/CDA alternating), • ISU Pocatello/Twin alternating). 	<p>Idaho currently has a contract with the New Teacher Center to deliver 5 Mentor Academies over an 18 month period. The Idaho Department of Education recognizes the Charlotte Danielson's <i>Framework for Teaching</i> (1996) as an important tool to assess teacher competency, and serve as a model for exemplary teaching. Therefore, Danielson's <i>Framework for Teaching</i> and the <i>Idaho Core Teaching Standards</i> are both referenced throughout the Mentor Academies</p> <p><i>Year One</i></p> <p><i>Instructional Mentoring & Setting Professional Goals</i> (3 day in person workshop) – June 21 – 23 (SPED Mentors will stay through June 24th), 2011.</p> <p><i>Coaching & Observational Strategies</i> (2 regional session delivered via IEN or Face to Face) September 15 & 16, 2011</p> <p><i>Analysis of Student Work</i> (2 day regional session delivered via IEN) November 17 & 18, 2011.</p> <p><i>Differentiated Instruction</i> (2 day regional session delivered via IEN) March 15 & 16, 2012.</p> <p><i>Year 2</i></p> <p><i>Planning and Designing Professional Development for New Teachers and Mentoring for Equity</i> (4 day in person workshop) – June 19 - 22, 2012</p> <p>Continue coursework for Consulting Teacher Endorsement (see attached)</p>

Responsibilities

SDE	LEA	Mentor	New Teacher Center
<p>Travel, lodging, and per diem costs for participants for Summer Mentor Instructional Leadership Academy (2011). Meal and beverage service for attendees at monthly IEN video conferences.</p> <p>Cost of 3 graduate credits per year (\$916.00).</p> <p>Write for Personnel Improvement Center Grant aimed at recruiting, preparing and retaining special education, early intervention and related services personnel.</p> <p>Provide grant for staff to coordinate Idaho Mentor Network.</p>	<p>Travel costs for participants to attend monthly IEN video conference at their local University.</p> <p>Cost of substitute while mentor is at Academies if needed.</p>	<p>100% attendance at all events.</p> <p>Grade B or better to earn stipend for Graduate Credit.</p> <p>Meet with Mentee at least monthly to practice skills.</p>	<p>Provide curriculum and deliver instruction for Cohort 1 2011- 2012.</p> <p>Provide consultation services to the State of Idaho so that they may begin to develop an sustainable mentor model for 2012 – 2013.</p>

Graduate Certificate, Consulting Teacher Endorsement		
Course Number and Title	Semester Offered	Credits
ED-SPED 551 Tiered Service Delivery Model	Summer 2011	3
ED-SPED 559 Mentoring	Summer 2011	3
Choose one (1) set of three courses from the following:		
ED-SPED 552 Instructional Strategies	Spring 2012	3
ED-SPED 557 Universal Design and Assistive Technology	Fall 2011	3
ED-SPED 558 Data-based Decision Making and Assessment	Fall 2011	3
OR		
ED-SPED 517 School-wide Behavior Support Systems	Spring 2012	3
ED-SPED 518 Intensive, Individualized Behavior Support	Spring 2013	3
ED-SPED 554 Positive Behavior Support	Fall 2012	3
OR		
ED-ECS 511 Early Childhood Special Education Assessment and Evaluation	Fall 2011	3
ED-ECS 514 Early Childhood Special Education Methods	Spring 2012	3
ED-ECS 512 Behavior Support in Early Childhood	Fall 2011	3
OR		
ED-SPED 557 Universal Design and Assistive Technology	Fall 2011	3
Foundations of Secondary Transition	Spring 2012	3
Post-secondary Environments and Interagency Collaboration	Summer 2012	3
TOTAL		15

Consulting Teacher Endorsement (CTE) Core

Tiered Service Delivery Models: Essential components of a responsive instruction and intervention approach, including screening, instruction, intervention, progress monitoring and fidelity of implementation.

Mentoring: Skills and strategies for providing meaningful support and guidance to your fellow teachers, using a variety of coaching styles and mentoring techniques. Develop, implement, and analyze your own coaching plan to lay the foundation for your future as a leader and mentor.

General Special Education Coursework

Universal Design & Assistive Technology: This class will focus on developing an effective core instructional program through the use of Universal Design.

Instructional Strategies: This class focuses on research-based interventions in reading, writing and math to support implementation of Tier 2 activities within an RTI framework.

Data-based Decisions Making & Assessment: Screening, progress-monitoring, academic, behavioral and psychological assessments used to identify students with disabilities and monitor the efficacy of their programs.

Early Childhood Special Education Coursework

Positive Behavior Interventions and Supports in Early Childhood: This class will provide an introduction to positive behavior interventions and supports in early childhood settings with an emphasis on classroom-level implementation. Tier 1 data, systems and practices will be addressed as well as an introduction to Tier 2 and /Tier 2 data and practices.

EI/ECSE Assessments & Evaluation: This class will provide an introduction to assessment and evaluation in early intervention and early childhood special education. The focus will be on screening, eligibility, curriculum-based measurement, progress monitoring, and data-based decision-making.

ECSE Methods: This class will involve the application of a linked system of assessment, goal development, intervention and evaluation to provide services across developmental domains.

Positive Behavior Intervention and Supports (PBIS) Coursework

Positive Behavior Intervention and Supports: This class will provide an introduction to positive behavior interventions and supports in elementary, middle, and high school with an emphasis on classroom-level implementation. Tier 1 data, systems and practices will be addressed as well as an introduction to Tier 2 and /Tier 2 data and practices.

Intensive, Individualized Behavior Support: This class will focus on the data, systems and practices necessary to provide high quality intensive, individualized interventions to students who display chronic problem behavior. Specific content will address functional behavioral assessment and the development of individualized behavior support plans.

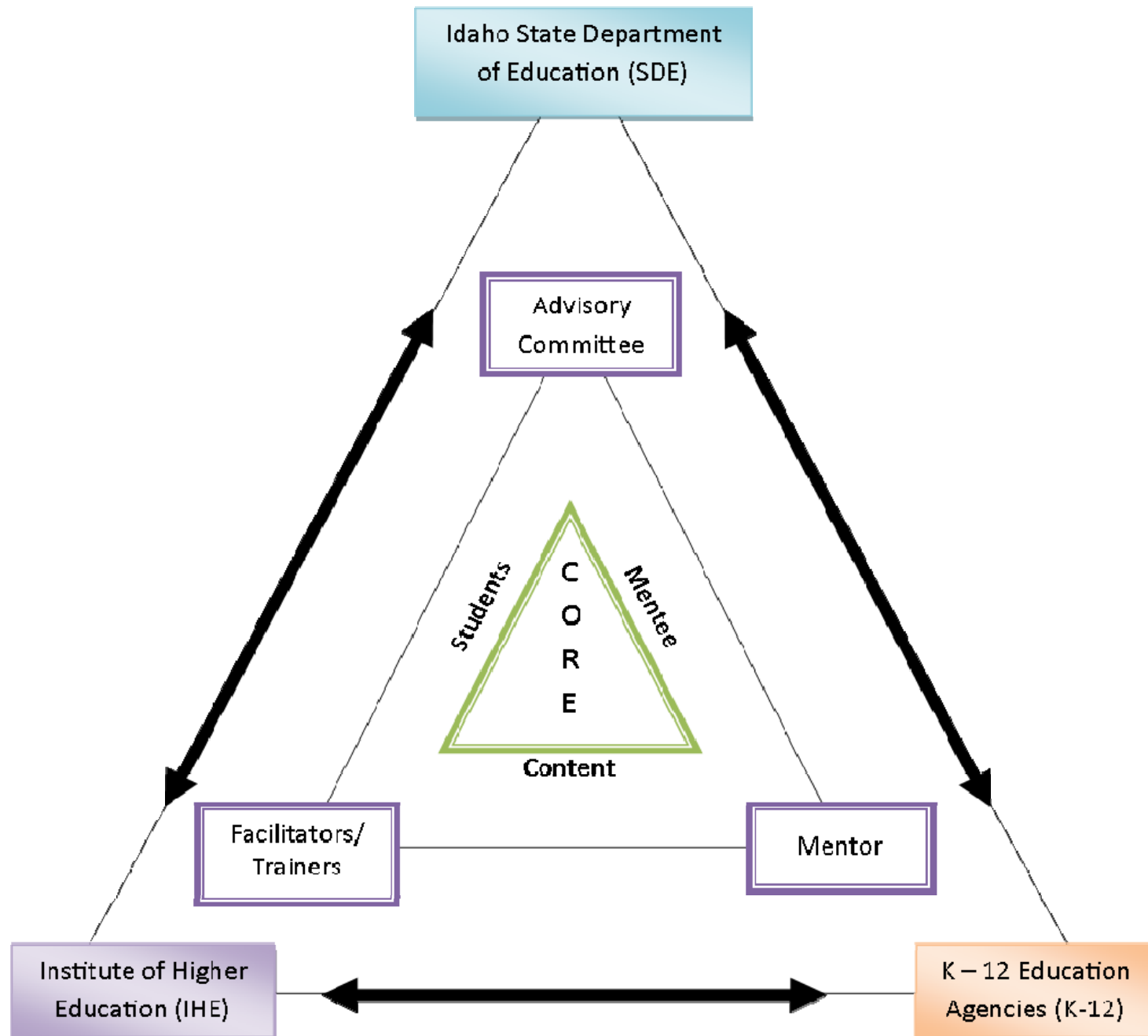
School-wide Behavior Support Systems: This class will focus on school-wide systems of behavior support. Emphasis will be placed on the data, systems and practices necessary across a three-tiered model of behavior support. Students will learn about the readiness requirements, process and considerations for systems-level implementation.

Secondary Transition Coursework

Universal Design & Assistive Technology: This class will focus on developing an effective core instructional program through the use of Universal Design.

Foundations of Secondary Transition: This class will focus on the essential components of career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements, comprehensive transition assessment, person centered planning, and issues and trends in transition education and services.

Post-secondary Environments and Interagency Collaboration: This class will focus on the skills and strategies for providing meaningful support to transition aged youth with disabilities. Emphasis is placed on Interagency collaboration, post-secondary education supports and services, self-determination, and employment and vocational models.



EXPECTATIONS

Mentee will:

- Self-reflect.
- Describe areas of strengths and weaknesses.
- Ask for help.
- Be open to suggestions to improve instruction.
- Create an environment that welcomes the mentor and fosters an open dialogue for improvement.

Mentor will:

- Become a resource for district identified mentees.
- Use problem solving skills to support the mentee.
- Advocate for the mentee.
- Facilitate opportunities for mentee professional growth.
- Collaborate with mentors to improved personal practice and support of mentee.
- Coach mentees.
- Participate in activities that promote depth of knowledge.
- Promote a culture of support that includes being a trusted listener.

Facilitators/Trainers will:

- Train mentors statewide.
- Model best teaching practices.
- Facilitate the professional learning community among mentors and mentees.

Idaho State Department of Education:

- Provide vision and leadership to support the Idaho Mentor Network Framework.
- Create and implement policies, practices, and procedures that promote the Idaho Mentor Network Framework.
- Dedicate resources to support policies practices and procedures.
- Operationalize Idaho Mentor Network Framework.
- Optimize coordination of services/resources to highest need districts.
- Operationalize statewide evaluation of overall effectiveness.

Program Coordinator will:

- Create rigorous mentor selection process based on qualities of an effective mentor.
- Create and provide ongoing professional development and support for mentors.
- Create a framework that supports a multiyear process.
- Secure funds from the SDE to support process for 3 to 5 year process.
- Collaborate with all stakeholders.
- Research and evaluate program effectiveness.
- Schedule trainings and learning opportunities for Mentors.
- Facilitate the professional learning community among mentors and mentees.

Institute of Higher Education (IHE) will:

- Develop course content to support identified areas of need (RTI, PBIS, ECSE, ST) that can be used by SESTA for professional development content and presentations.
- Deliver courses created for credit (face to face and online).
- Provide input on policy as requested from SDE.
- Research and evaluate program effectiveness as requested.

K-12 Education Agencies (K-12) will:

- Provide administrative support that fosters mentor/mentee participation in the Idaho Mentor Network.
- Create a positive school climate for the support of the program's activities and participate in the ongoing efforts of the Idaho Mentor Network.
- Foster a local network to support the efforts of the Idaho Mentor Network Framework.
- Support mentor/mentee through policies, procedures, practices and incentives that support participants.
- Identify teachers that need support through the use of district evaluations based on the Danielson Framework.

Advisory Committee will: (SESTA, SDE, SSOS, Facilitator, Mentor, Mentee, NTC)

- Provide a platform for stakeholders to provide feedback.
- Meet bi-annually to evaluate program success.

Idaho Mentor Program Standards & Danielson's Framework for Quality Teaching will:

- Provide vision and guidelines for the design and implementation of a high-quality mentor training program for beginning teachers.

ATTACHMENT 20

Team Members: *Jacque Hyatt, Becky Martin, Teresa Burgess, NTC, Christina Linder, Carol Carnahan*

Funding Source: SPDG Grant

Purpose: The Idaho Mentor Network (IMN) supports the development and implementation of quality mentor programs in Idaho that mentor educators new to the profession.

Method of Delivery: 5 2 day mentor academies delivered over 18 months in a face to face format utilizing the New Teacher Center program and staff.

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources/Barriers A. Resources available/needed B. Barriers present/perceived	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Confirm time for NTC sharing at the IHE Meeting on February 1st	Christina	January 15th	Waiting for schedule change for other agenda items means we won't know if we have a morning slot or an afternoon slot.	Christina will email info to team members as soon as it is available so Becky and Jacque can schedule some planning time with NTC staff
Step 2: Idaho IHE Partnership Meeting February 9th and 10th <ul style="list-style-type: none"> • Set agenda • Schedule room (Barbara Morgan) • Identify districts • Invite Districts 	<p>Agenda set ☺ 9th IHE only morning of 10th IHE & K12 afternoon of 10th is K12 Room booked ☺</p> <p>Compile list of districts and personnel who have participated in the IMN since 2006.</p> <p>Review list and Invite (Jacque and Christina)</p>	<p>December 22nd ☺</p> <p>January 3rd</p>	<p>Agenda for February 9th and 10th</p> <p>List of districts to invite to Feb 9th & 10th</p> <p>Letter to districts inviting them to 9th and 10th meeting</p>	<p>Katie set a tentative agenda, Katie booked room</p> <p>Teresa and Joe compiled list and emailed to team on December 22nd ☺</p> <p>Email districts invited and letter to team when completed.</p>
Step 3:	Jacque, Becky,			

How do we assess what mentors in the current cohort are doing? How do we get mentors in our current cohort mentoring? Define instructional coach and mentor Look at district systems across the state Look at School Improvement plans	Teresa, and Carol will meet to determine how these questions can be answered and contract will be put in place for Carol to assist.			ATTACHMENT 20
Step 4:			A. B.	
Step 5:			A. B.	

Project: *Danielson for Professional Practice Project*
Team Members: *Jacque, Becky, Christina, Teresa, Joanie, Kathleen, Carol*

Purpose: *Jacque needs to define purpose of this project in Jacqueees ☺*

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources/Barriers C. Resources available/needed D. Barriers present/perceived	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Develop 4 day Peer Coaching	Kathleen, Joanie, Carol,	December 22nd ☺	Delivery of training. How, when, where? All to be determined after	Carol and Jacque meet and work with Kathleen and

Training	Jacque		IHE and K12 partnership meetings in February. Possible Summer Institute 3 days in June 1 follow up	ATTACHMENT 20 Outline for 4 day training and Kathleen and Joanie will deliver training binders in December of 2011.
Step 2: Schedule IMN Meeting for March 9 th in the afternoon. Set delivery schedule for Peer Coaching	Jacque	March 14 th		Jacque will email training dates after our IMN on March 15th
Step 3: Summer eMSS training	Carol and Becky			
Step 4:			A. B.	
Step 5:			A. B.	

Project: *Danielson for Evaluation Project*
Team Members: *Becky Martin, Christina Linder, Teresa Burgess, Kathleen Hanson, Joanie Peterson, Rob Sauer*
Funding Source: *Title IIA*
Purpose: *Alignment to Danielson and promotion of Interrater Reliability and Fidelity throughout the state for teacher evaluations.*
Target Audience: *Administrator, principals, evaluators, teacher leaders*
Objective: *To provide statewide trainings for all evaluators concerning proficiency assessment for Danielson Framework.*
Method of Delivery and outcome:

Phase 1: 2011 -12 & 2012 2013(Fall) Statewide face to face 4 day regional trainings delivered by Joanie Peters and Kathleen Hanson

Phase II: 2012-2013 – Spring - Online followup

Phase III: Proficiency Exam – Statutory Change??? – Change Board Rule? Implement for recertification 2015 – 2020 – School Board push??

Hope is to have Recertification by 2015-2020

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Tasks and Resources/Barriers E. Resources available/needed F. Barriers present/perceived	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Develop 4 day training	Katheleen Hanson and Joanie Peterson	12/19/2011		Completed
Step 2: <ul style="list-style-type: none"> Contracts for trainer Schedule training Invite districts 	Christina	January 17th	Schedule trainings: Region 3: January 18th, March 8th, April 19th, June 14th Pocatello: January 20th, March 6th, April 24th June 7th	Teresa, Becky, Christina
Step 3: Preassessment of each district attending training for day 1 – Teachscape Proficiency Online preassessment	Becky		Contact Joanie and Kathleen to see if any survey was done for CDA Content vs. practice	Christina, Teresa, Becky will take the pre-test to see how they can use that with this training to collect data.
Step 4: Create an evaluation for training		Completed	Locate evaluation and review for data points	
Step 5: Measure Impact and Write Project Report	Becky & Chrstina			
Step 6: Plan for Phase II and Phase III	Team		<ul style="list-style-type: none"> Basic Danielson Framework and observation and testing interrater reliability Districts should come knowing the 	Team meetings quarterly

			<p>basics of Danielson – content knowledge – make available online – book study</p> <ul style="list-style-type: none"> • How can we do pre-assessments so we can differentiate the instruction and build choice and buy-in? • How can we deliver the Basic Danielson Training and Observation Training online? ISEE & IEN???? • Administrator Evaluation Focus Groups – Show Teachscape capabilities <p>Phase III Proficiency Exam – Statutory Change??? – Change Board Rule? Implement for recertification 2015 – 2020 – School Board push??</p>	ATTACHMENT 20
			<p>How many years have you been using Danielson?</p> <p>Multiple measures</p>	



Alternative Measures of Teacher Performance

The American Recovery and Reinvestment Act and the Race to the Top grant program have pushed states and districts to invest in the development of high-quality teacher evaluation systems that focus on student growth data as a measure of teacher effectiveness and use multiple measures to inform critical decisions relating to opportunities for teacher improvement and career advancement.

MAY 2011

Policy-to-Practice Brief

Policy-to-Practice Brief

Alternative Measures of Teacher Performance

May 2011

Amy Potemski

Mahua Baral

Cassandra Meyer

With Lisa S. Johnson, Ed.D.
and Sabrina W. M. Laine, Ph.D.



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

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THE CHANGING POLICY LANDSCAPE

The American Recovery and Reinvestment Act (ARRA) of 2009 funneled an unprecedented amount of federal funding to education initiatives through a variety of funding streams. By now, most education stakeholders are aware of the four primary assurances outlined in ARRA and made available to states through the Race to the Top competitive grant:¹

- “Adopting standards and assessments that prepare students to succeed in college and the workplace to compete in the global economy.”
- “Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.”
- “Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.”
- “Turning around our lowest achieving schools” (U.S. Department of Education, 2009, p. 2).

Since the passage of ARRA, these assurances have driven changes in state legislation, especially as states prepared to participate in the Race to the Top competitive grant program. In a review of the 41 applications submitted for Phase I of Race to the Top, Learning Point Associates (2010b), an affiliate of American Institutes for Research, found that 29 (71 percent) of the 41 applications submitted by states and the District of Columbia included descriptions of recently passed legislation or intentions to introduce legislation in support of Race to the Top program priorities. Specific to teacher evaluation, a total of 11 states passed, or expressed an intention to pass, legislation related to teacher evaluation in the following key areas: prescribing measures to evaluate

teachers (7 states), prescribing the use of evaluation data (2 states), and prescribing both measures to evaluate teachers and the use of evaluation data (2 states).

Although most new state laws focused on the use of student achievement data to assess teacher performance, another common theme in the legislation was the redesign of educator evaluation systems at the state and district levels, including the stated use of observation rubrics and other measures of teacher performance (Learning Point Associates, 2010b).

In addition to ARRA, the Common Core State Standards movement, spearheaded by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), provides states with an additional incentive to agree on definitions for the essential knowledge and skills necessary to the future success of K–12 students. NGA and CCSSO worked collaboratively with states, educators, content experts, researchers, national organizations, and community groups to ensure that stakeholders had a significant role in the development process. Forty-one states, the District of Columbia, and the U.S. Virgin Islands have adopted the Common Core State Standards.² Currently, state standards are available in mathematics and English language arts, which also include literacy in history/social studies, science, and technical subjects. NGA and CCSSO also consider the application of the standards to English learners and students with disabilities.

This Policy-to-Practice Brief introduces five current examples of measures of teacher performance. The goal is to assist regional comprehensive centers and state education agencies in building local capacity to incorporate the use of alternative measures of teacher performance into the overhaul of state evaluation systems—especially in states with looming legislative deadlines.

¹ For a complete listing of education programs under ARRA as well as links to regulations, guidance, and resources provided by the U.S. Department of Education, visit <http://www.ed.gov/recovery>.

² For more information on the states and territories that have adopted the Common Core State Standards as well as links to the detailed standards, guidance, and other resources, visit <http://www.corestandards.org>.

THE IMPORTANCE OF ALTERNATIVE MEASURES OF TEACHER PERFORMANCE

ARRA and the Race to the Top grant program have pushed states and districts to invest in the development of high-quality teacher evaluation systems. Such systems have two specific elements:

- A focus on student growth data as a measure of teacher effectiveness
- Multiple measures to inform critical decisions relating to opportunities for teacher improvement and career advancement (e.g., promotion, tenure, equitable distribution, compensation).

Historically, most states and districts have used classroom observations as the primary tool to assess teacher performance (Brandt, Thomas, & Burke, 2008; Weisberg, Sexton, Mulhern, & Keeling, 2009). Although classroom observations—in combination with student growth measures—provide multiple data points on teacher performance, additional alternative measures also should be considered to ensure a robust teacher evaluation system that captures the many facets of effective teaching.

Alternative measures can take many forms, from student engagement surveys to teacher portfolios. It is beyond the scope of this brief to cover every alternative measure to assess teacher effectiveness; however, the brief highlights five measures that are included in the online *Guide to Teacher Evaluation Products* (National Comprehensive Center for Teacher Quality, 2010) as examples of alternative measures that have potential for use in teacher evaluation.

In a review of teacher evaluation reforms proposed in state Phase 1 Race to the Top applications, Learning Point Associates (2010a) found that in addition to student growth measures, states also discussed plans to develop multiple measures of teacher performance beyond student learning. Although most state applications included references to observation rubrics, some states also described other measures of teacher performance in their applications, including the following (Learning Point Associates, 2010a):

- A review of classroom artifacts or portfolios submitted by the teacher
- Teacher planning, instructional, and assessment artifacts (6 states)
- Teacher self-reflection portfolios (5 states)
- Examples of student work (3 states)
- Provisions for peer review and feedback (6 states)
- Student reflections and feedback (5 states)
- Teacher participation in professional development (1 state)
- Follow-up work on teacher adaptation of classroom practices in response to feedback from formal and informal observations (1 state).

Defining Effectiveness

Understanding that student growth measures on their own have limitations for determining “effective” and “highly effective” designations for teachers and leaders, the U.S. Department of Education (2009) has reinforced the need to include multiple measures of teacher performance as the most robust approach to fully capturing classroom practice (See “Definitions of Effective and Highly Effective Teachers”).



DEFINITIONS OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

The U.S. Department of Education (2009, p. 12) provides the following definitions of effective and highly effective teachers:

Effective teacher means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs [local education agencies], or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

Highly effective teacher means a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

In its 2008 review of existing research on evaluating teacher effectiveness, the TQ Center introduced a five-point definition of *teacher effectiveness* that was intended to initiate state and regional conversations on the types of measures that might be needed to determine effective classroom teaching (Goe, Bell, & Little, 2008). The TQ Center's definition recognizes the primacy of student growth data, but it also highlights additional important aspects of teaching, many of which are not currently measured through teacher observations or student learning growth measures. This definition highlights a specific need for alternative measures of teacher performance to determine effectiveness.

Given the significant policy focus on reforming state and local teacher evaluation systems that include multiple measures of teacher performance, there is a clear need for the following:

- The development of products and services that provide alternative measures of teacher performance
- Widespread dissemination of the products and services for states to respond to legislative initiatives implemented since the passage of ARRA

"The five-point definition of *teacher effectiveness* consists of the following:

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure." (Goe et al., 2008, p. 8)

EXAMPLES OF ALTERNATIVE MEASURES

States and districts recently have begun to implement teacher evaluation reforms. Table 1 provides information on five alternative measures of teacher performance that might be used to supplement growth measures and observation rubrics. (For additional information about these measures, refer to Appendixes A–E.)

Table 1. Five Alternative Measures of Teacher Performance

Alternative Measure Product or Service or Service	Developer	Type of Information Gathered	Cost of Product
Gallup Student Poll	Gallup Inc. America's Promise Alliance American Association of School Administrators	The poll is administered to students in Grades 5–12. The poll measures three variables identified as key factors that drive students' grades: hope, engagement, and well-being.	Registered public schools and districts can use this measure at no cost.
Scoop Notebook	National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the Center for the Study of Evaluation (CSE) RAND Corporation Stanford University	This measure uses artifacts and related materials to represent classroom practice. Artifacts and other materials can include the following: lesson handouts; student classwork; homework; photos of classroom layout, equipment, and board work; teacher reflections on each lesson.	States may use publically available research and resources to implement this measure in their schools at no cost. To receive expert assistance to use the tool, states may negotiate pricing with the developers.
Surveys of Enacted Curriculum (SEC)	Council of Chief State School Officers (CCSSO) Wisconsin Center for Education Research (WCER)	Teachers report information on subject coverage, length of time spent on topics, and cognitive depth covered in their classroom instruction through an online survey. Teachers as well as school, district, and state leaders can use this information to inform professional development and assess the extent to which teacher instruction aligns with state standards and assessments.	Cost for tools and services varies and is determined by CCSSO and WCER on a case-by-case basis.
Teacher Portfolios	Varies, based on specific example (See Appendix D.)	Teachers pull together portfolios that can include the following: <ul style="list-style-type: none"> • Video clips • Lesson plans • Teacher self-assessments or evaluations • Examples of student work 	Costs vary, depending on whether portfolios are developed in-house or with consultant. (See Appendix D for more details.)

Alternative Measure Product or Service or Service	Developer	Type of Information Gathered	Cost of Product
Tripod Surveys	Harvard University	<p>This measure consists of surveys for students, teachers, and parents.</p> <p>The surveys identify attitudes, perceptions, experiences, and classroom practice related to teacher content knowledge, pedagogical knowledge, and relationships between teachers and students.</p> <p>The surveys examine the Seven C's of teacher quality:</p> <ul style="list-style-type: none"> • Care about students • Control of student behavior • Captivating students • Clarifying lessons • Challenging students academically • Conferring with students • Consolidating knowledge 	Costs vary, and consultation services are customized based on client needs.

For additional information, please refer to the online *Guide to Teacher Evaluation Products* (www3.learningpt.org/tqsource/GEP/) and Appendixes A-E.

The products and services included in Table 1 align with the types of alternative measures specified in some of the state Race to the Top applications, such as review of classroom artifacts or portfolios; teacher planning, instructional, and assessment artifacts; teacher self-reflection portfolios; examples of student work; provisions for peer review and feedback; and student reflections and feedback (Learning Point Associates, 2010a). The products and services were selected from the range of products available in more detail in the TQ Center's online *Guide to Teacher Evaluation Products* (2010).

RESEARCH ON ALTERNATIVE MEASURES

Although further evaluation and research is needed to fully understand the best way to fit these measures into teacher evaluation practices, Table 2 provides a short synopsis of the advantages and challenges identified by currently available research.

Table 2. Advantages and Challenges of Alternative Measures

Measure of Teacher Performance	Research Cited*	Advantages	Challenges
Gallup Student Poll	America's Promise Alliance (2010) Gallup Consulting Education Practice (2009) Lopez (2010) Lopez, Agrawal, and Calderon (2010)	The poll is available through a secure, online administration website. Students can complete the poll in less than 10 minutes. For a fee, Gallup provides analysis of the data that correlate survey results with grade-level or classroom-level gains.	The poll is not an alternative measure for all students, as it is not available before Grade 5. The poll requires Internet access.
Scoop Notebook	Borko, Stecher, Alonzo, Moncure, and McClam (2005) Borko, Stecher, and Kuffner (2007) Stecher et al. (2005)	This measure can increase teacher commitment to the evaluation process. Schools and districts may be able to better address the professional development needs of teachers with the critical information gleaned from this measure. This measure may assist teachers in analyzing student work in professional learning communities.	Only mathematical and science rating guides are currently available. It might be difficult to develop as a rigorous and comparable measure of teacher effectiveness as part of a high-stakes evaluation system. It may not be useful as a measure in classrooms that produce minimal artifacts (e.g., physical education). This approach takes time and effort to complete.
Surveys of Enacted Curriculum	Blank (2004) Blank, Porter, and Smithson (2001) Council of Chief State School Officers (2004) Council of Chief State School Officers (2010)	The SEC collect a large amount of information on teacher practice. The SEC report on instructional practice across a school year, which can be difficult information to obtain through other types of evaluation measures.	This measure relies on teacher self-reporting, which may not be accurate. This measure requires training for teachers and administrators to view and understand the data to be used most effectively.

Measure of Teacher Performance	Research Cited*	Advantages	Challenges
Teacher Portfolios	Goe, Bell, and Little (2008) Little, Goe, and Bell (2009) National Comprehensive Center for Teacher Quality (2010)	Teachers collect and reflect on evidence across various activities, which encourages a perspective on teaching beyond the classroom. If conducted collaboratively, this measure can create a more cohesive teaching team. Receiving and providing support to colleagues may promote professional growth. This measure can be conducted in an online format or through a physical collection of artifacts.	Feedback is time-sensitive. It is best to apply this measure over the course of a year; however, it is difficult to regulate. There is tension between using evidence as part of an evaluation or for professional growth.
Tripod Surveys	Bill & Melinda Gates Foundation (2010) Ferguson (2002a) Ferguson (2002b)	This measure can be used to report otherwise unobservable factors that may affect teaching, such as knowledge, intentions, expectations, and beliefs. The surveys provide the unique perspective of the teacher as well as the perspective of students, who have the greatest amount of experience with teachers. This measure can provide formative information to help teachers improve practice in a way that connects with students. This measure makes use of the perspective of students who may be as capable as adult raters of providing accurate ratings.	This measure relies on teacher self-reporting, which may not be accurate. Students cannot provide information on certain aspects of teaching, such as a teacher's content knowledge, curriculum fulfillment, or professional activities.

*For full references, see Appendixes A–E.

As evidenced in Table 2, each measure has distinct advantages and implementation challenges. In some cases, such as the Gallup Student Poll and the Tripod Surveys, the relatively small cost of implementation is advantageous. However, it is also important to take into account the state's or district's specific teacher evaluation needs.

CONCLUSION

As state and district efforts continue to focus on teacher evaluation system reform, it is necessary to explore options for the gradual inclusion of multiple measures of performance to accurately evaluate teacher effectiveness. As state and district staff consider the five alternative measures presented in this brief, they should reflect on the following questions:

- What teaching standards is the system trying to measure?
- What kind of support can the state provide to LEAs for implementation?
- How will the evaluation system be used?
 - Guiding professional development
 - Certification or tenure decisions
 - Teacher career ladders
 - Alternative compensation programs
 - Addressing the inequitable distribution of teachers

For a more in-depth look at making decisions regarding state and district teacher evaluation systems, see the *Practical Guide to Designing Comprehensive Teacher Evaluation Systems* (<http://www.tqsource.org/publications/practicalGuideEvalSystems>). This guide walks states and districts through questions that are essential to the development and implementation of a high-quality, comprehensive teacher evaluation system.

The advantages and implementation challenges of the alternative measures presented in this brief directly relate to the type of outcomes affected by the evaluation system. States and districts should carefully review examples of each measure in practice and determine the appropriate measures in the context of their school systems.

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APPENDIXES

APPENDIX A. GALLUP STUDENT POLL

Developer of Product and Services

The Gallup Student Poll was designed by Gallup Inc., in partnership with America's Promise Alliance and the American Association of School Administrators.

Description of Product and Services Available

In 2009, Gallup Inc. launched the Gallup Student Poll, a school-based online survey for students in Grades 5–12 that measures three variables: hope, engagement, and well-being. Gallup Inc. defines *hope* as “the ideas and energy students have for the future,” *engagement* as a student’s “level of involvement in and enthusiasm for school,” and *well-being* as “how students think about and experience their lives” (see America’s Promise Alliance, 2010, listed in the Research and Resources section at the end of this appendix). Through extensive research, these three variables were identified as key factors that drive students’ grades, achievement scores, retention, and future employment. Furthermore, research has revealed that the variables are linked to teacher talent and teacher engagement; staff and student engagement have been shown to drive positive outcomes and explain variance in school performance (see Gallup Consulting Education Practice, 2009, listed in the Research and Resources section).

The survey is administered once during each school year. Students can access the survey on a secure website using a registered account. The survey takes, on average, less than 10 minutes to complete. In addition to several demographic questions (e.g., age, grade, gender), students are asked 20 core questions about their perspectives related to their home, school, and community lives. Survey questions were first developed in 2006 and have since been reviewed and refined based on additional research, focus group feedback, and psychometric studies conducted from 2008 to 2010. Studies include a 2008 expert review of items, pilot studies in 2008 and 2009, representative panel studies in 2009 and 2010, and a 2009 validation study.

In 2009 and 2010, more than 450,000 students from across the country took the survey. Data from the survey have been used by schools and districts to build student and staff engagement and to provide information on how to select strategic initiatives, trainings, and interventions.

Training for Use of Product and Services

Gallup Inc. has developed a webinar series to communicate information about the Gallup Student Poll to educators and community leaders. The webinars are free and are offered throughout the year. For a schedule of upcoming webinars, please visit the *Online Learning & Webinars* webpage (www.gallupstudentpoll.com/121688/Online-Learning-Webinars.aspx).

Cost of Product and Services

The survey is free for registered public schools and districts.

Advantages and Implementation Challenges

Advantages

- Free of charge.
- Available online through a secure website.
- Takes less than 10 minutes to complete.

Implementation Challenges

- Not available for students prior to Grade 5.
- Requires computers with Internet access.

How States Can Get More Information

States can get more information at the Gallup Student Poll website (www.gallupstudentpoll.com). Technical support, provided by Gallup Inc. is available by phone (866-346-4408) Monday through Thursday from 7 a.m. to 7 p.m. and Friday from 7 a.m. to 5 p.m. (Central Time).

Research and Resources

America's Promise Alliance. (2010, August 12). *Gallup student poll finds gap between perception and reality in youth hope, engagement and wellbeing* [Press release]. Retrieved May 6, 2011, from <http://www.americaspromise.org/About-the-Alliance/Press-Room/Press-Releases/2010/Gallup-Student-Poll-Results.aspx>

Gallup Consulting Education Practice. (2009). *Building engaged schools: A scientific method for improving school performance* [Brochure]. Washington, DC: Author. Retrieved May 6, 2011, from http://www.gallup.com/consulting/education/File/116839/Engaged_Schools_Brochure.pdf

Lopez, S. J. (2010). *Youth readiness for the future: A report on findings from a representative Gallup Student Poll sample*. Washington, DC: Gallup Inc. Retrieved May 6, 2011, from <http://www.gallup.com/poll/File/141842/Youth%20Readiness%20For%20the%20Future,%20August%202010.pdf>

Lopez, S. J., Agrawal, S., & Calderon, V. J. (2010). *The Gallup Student Poll technical report*. Washington, DC: Gallup Inc. Retrieved May 6, 2011, from http://www.gallupstudentpoll.com/File/141995/Student-Poll_Technical_Report_August_2010.pdf

APPENDIX B. SCOOP NOTEBOOK: EXAMINING CLASSROOM ARTIFACTS

Developer of Product and Services

The Scoop Notebook was developed by the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the Center for the Study of Evaluation (CSE); RAND Corporation; and Stanford University.

Description of the Product and Services Available

The Scoop Notebook is a protocol for gathering and rating the quality of middle school mathematics and science classroom artifacts. It was developed through a five-year project funded through CRESST. The goal of the project was to use artifacts and related materials to represent classroom practice well enough that a person unfamiliar with a teacher or lessons can make valid judgments about selected features of practice solely on the basis of those materials. Moreover, there are two potential uses of the Scoop Notebook: as part of a system of multiple measures to characterize teacher effectiveness or as a formative tool for teacher professional development.

During the course of one week, teachers collect artifacts and other materials (e.g., lesson handouts; student classwork; homework; photos of classroom layout, equipment, and board work; teacher reflections on each lesson) and put them in a binder called the “Scoop Notebook.” (Articles and studies listed in the Research and Resources section at the end of this appendix provide detailed instructions on creating the binders and using rubrics to analyze artifacts.) Rating guides for the notebook are based on previous research, the National Science Education Standards, and Principles and Standards for School Mathematics. Although the tool was developed and field-tested in middle school classrooms, the developers believe it is appropriate for other grade levels as well.

During the five-year project, developers have conducted numerous studies to develop, refine, and test the reliability and validity of the product (see the Research and Resources section at the end of this appendix). Between 2003 and 2007, the Scoop Notebook was tested and used successfully in 36 middle schools in Los Angeles and Denver. Because the tool is publicly available, it may be used in multiple schools and districts beyond the developers’ knowledge.

Training for Use of Product and Services

The Scoop Notebook can be used without training. All materials and guidebooks are available online at no cost to the user. Questions concerning the specific use of the notebook can be addressed to the developers listed in the How States Can Get More Information section.

Cost of Product and Services

States may use publically available research and resources (see the Research and Resources section) to implement the Scoop Notebook in their schools, free of cost. To receive expert assistance to use the tool, states may negotiate pricing with the developers (see the How States Can Get More Information section).

Advantages and Implementation Challenges

Advantages

- Free online; additional expert assistance available for a fee.
- May increase teacher commitment to the evaluation process.
- May provide schools and districts critical information to better address professional development needs of teachers.
- May assist teachers in analyzing student work in professional learning committees.

Implementation Challenges

- Currently, only mathematics and science ratings guides available.
- May be difficult to develop as a rigorous and comparable measure of teacher effectiveness.
- May not be useful for a measurement of classrooms that produce minimal artifacts (e.g., physical education).
- Takes time and effort to complete.

How States Can Get More Information

States can get more information from the developers of the product:

- Dr. Hilda Borko (650-723-7640, hildab@stanford.edu)
- Dr. Brian Stecher (310-393-0411, brian_stecher@rand.org)

Research and Resources

Borko, H., Stecher, B. M., Alonzo, A. C., Moncure, S., & McClam, S. (2005). Artifact packages for characterizing classroom practice: A pilot study. *Educational Assessment*, 10(2), 73–104.

Borko, H., Stecher, B., & Kuffner, K. (2007). *Using artifacts to characterize reform-oriented instruction: The Scoop Notebook and rating guide* (CSE Technical Report No. 707). Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (ERIC Document Reproduction Service No. ED495853). Retrieved May 6, 2011, from <http://www.eric.ed.gov/PDFS/ED495853.pdf>

Stecher, B., Wood, A. C., Gilbert, M. L., Borko, H., Kuffner, K. L., Arnold, S. C., et al. (2005). *Using classroom artifacts to measure instructional practices in middle school mathematics: A two-state field test* (CSE Report No. 662). Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing. Retrieved May 6, 2011, from <http://www.cse.ucla.edu/products/reports/r662.pdf>

APPENDIX C. SURVEYS OF ENACTED CURRICULUM

Developer of Product and Services

The *Surveys of Enacted Curriculum* (SEC) were developed by the Council of Chief State School Officers (CCSSO) and the Wisconsin Center for Education Research (WCER).

Description of Product and Services Available

The SEC are online surveys that ask teachers to report information on subject coverage, length of time spent on topics, and cognitive depth covered in their classroom instruction. Teacher results can be compared with the content included in state standards and state assessments.

Using aggregated information from several teachers, administrators at the school, district, and state levels can identify the extent to which teacher instruction aligns with state standards and state assessments and use this information to inform professional development and school improvement. By tracking this information over time, the SEC can provide feedback to schools, districts, and states on program implementation.

Individual teachers also can review their practice and compare it with standards and the results of other teachers in their school or district. Consequently, it is possible for SEC data to be part of the information that teachers consider when self-evaluating their performance.

This tool was designed for Grades K–12 mathematics, science, and language arts teachers. Mathematics and science surveys were written and field-tested from 1994 to 1998, with English language arts surveys and reports developed from 2002 to 2003. Eleven states are part of the SEC State Collaborative on Assessment and Student Standards: Arkansas, Idaho, Indiana, Iowa, Kansas, Mississippi, Missouri, Montana, Ohio, Oregon, and Wisconsin.

The final report of the SEC, a study of the mathematics and science measures across 11 states, was funded through a grant by the National Science Foundation and published in 2001. It includes information on measure validity and ways to mitigate issues related to teacher self-reporting on practice (see Blank, Porter, & Smithson, 2001, listed in the Research and Resources section at the end of this appendix).

The Common Core State Standards recently were analyzed for their content, and the results are publically available (see Council of Chief State School Officers, 2010, listed in the Research and Resources section). Several states are currently using the SEC to consider the alignment between instruction and the Common Core State Standards. Currently, SEC instruments are being adapted and expanded to facilitate a deeper examination of the instruction that students with disabilities receive. In addition, there are plans to develop a teacher-log format as well as a tool that would allow teachers to study the *intended* curriculum as compared with the *enacted* and *assessed* curriculum.

Training for Use of Product and Services

Training can be scheduled by contacting CCSSO or WCER. Resources related to training can be found at the SEC Resources webpage (seconline.wceruw.org/resources.asp).

Cost of Product and Services

Costs of tools and services vary and can be determined by contacting CCSSO or WCER.

Advantages and Implementation Challenges

Advantages

- Collects a large amount of information on teacher practice.
- Reports on instructional practice across a school year—information that is difficult to obtain through other types of evaluation measures.

Implementation Challenges

- Relies on teacher self-reporting, which may not be accurate.
- Requires training for teachers and administrators to view and understand the data so they may be used most effectively.

How States Can Get More Information

States can find more information at the CCSSO SEC webpage (www.secsurvey.org) and the WCER SEC webpage (seconline.wceruw.org/secWebHome.htm) or by contacting the following:

- Rolf K. Blank (202-336-7044; rolfb@ccsso.org)
- John Smithson (608-263-4354; johns@education.wisc.edu)

Research and Resources

Blank, R. K. (2004, April). *Findings on alignment of instruction using enacted curriculum data: Results from urban schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. Retrieved May 6, 2011, from <http://seconline.wceruw.org/Reference/BlankAlignmentPaperAERA04.doc>

Blank, R. K., Porter, A., & Smithson, J. (2001). *New tools for analyzing teaching, curriculum and standards in mathematics and science: Results from Survey of Enacted Curriculum Project final report*. Washington, DC: Council of Chief State School Officers. Retrieved May 6, 2011, from <http://seconline.wceruw.org/Reference/SECnewToolsreport.pdf>

Council of Chief State School Officers. (2004). *Data on enacted curriculum study: Summary of findings*. Washington, DC: Author.

Council of Chief State School Officers. (2010, September 20). *Content analysis of Common Core State Standards: Initial findings* [PowerPoint presentation]. Retrieved May 6, 2011, from <http://www.ccsso.org/Documents/2010/News/CCSS%20analysis%20webinar%209%2020rev%20final%20.ppt>

APPENDIX D. TEACHER PORTFOLIOS

Developer of the Product and Services

Teacher portfolios have been developed by various state education agencies, local education agencies, and education organizations.

Description of the Product and Services Available

Following are some examples of teaching portfolios.

Washington ProTeach Portfolio

The ProTeach portfolio collects the following student-based evidence to measure teacher effectiveness:

- Professional growth and contributions. Includes analysis and reflection on professional growth and its impact on student learning.
- Building a learning community. Includes a description and analysis of the learning environment established in the single class or classroom.
- Curriculum, instruction, and assessment. Includes analysis and reflection of the curriculum, instruction, and assessment and their impact on three focus students.

Artifacts collected for the portfolio include teacher and student work, written commentary, and samples in student voice (e.g., evidence of student learning from the students' perspective).

Alexandria (Virginia) City Public Schools—Performance Evaluation Program

The Performance Evaluation Program has four components: formal observations, informal observations, teacher portfolios, and academic goal-setting. The teacher portfolios are made up of artifacts that provide documents for 17 performance responsibilities, determined by Alexandria City Public Schools.

Performance Assessment for California Teachers—Teaching Event

Teaching Event is a teacher portfolio modeled after the teacher portfolio assessments of the Connecticut Department of Education, Interstate Teacher Assessment and Support Consortium, and National Board for Professional Teaching Standards. It documents work that meets criteria for six components: context, planning, instruction, assessment, reflection, and academic language. The goal is to have teacher candidates make connections between the different tasks and to provide evidence from a brief learning segment in depth. The directions for constructing the Teaching Event portfolio are designed to direct teacher candidates to plan, teach, and reflect on their teaching within the specific context of their students and their learning. Teaching Event portfolios include video clips, scorers with subject-specific expertise, and subject-specific benchmarks. Training is provided on its use.

National Board for Professional Teaching Standards—National Board Certification

National Board Certification is a standards-based assessment of teacher effectiveness. A score reflects the degree to which assessors were able to locate clear, consistent, and convincing evidence that the candidate has met the standards specific to his or her certificate field. The National Board Certification process consists of a teacher portfolio as well as other components. The portfolios are required to contain four entries. Three of these entries are classroom based; the fourth requires working with families and the larger community and with colleagues and the larger profession. At least two of the classroom-based entries must use video recording. In addition, teachers must provide a collection of student work as well as commentary describing, analyzing, and reflecting on the evidence.

The National Board for Professional Teaching Standards has conducted analyses every year to determine the level of assessor reliability. These analyses indicate that assessors are making reliable, accurate, and fair evaluations of candidates' responses. The standards committees recommend to the National Board the specific standards for each certificate area and advise those involved in developing the corresponding assessment. The standards and the certificates are structured along two dimensions: the developmental level of students and the subject area.

Kansas Performance Teaching Portfolio

The Kansas Performance Teaching Portfolio (KPTP) requires teachers to provide information about the unit's lesson plans and assessments. Specific information about how the instruction is modified for two individual students within the classroom also is required. In addition, the teacher candidate reflects on the implementation of the unit for the whole class and the two focus students. The portfolios must address six focus areas:

- Analysis of contextual information
- Analysis of learning environment factors
- Instructional implementation
- Analysis of classroom learning environment
- Analysis of assessment procedures
- Reflection and self-evaluation

KPTP measures the teacher candidate's ability to design, deliver, and reflect on an entire unit of study through four distinct sources of evidence:

- Contextual information and learning environment factors
- Designing instruction
- Teaching and learning
- Reflection and professionalism

Training for Use of Product and Services

The available training for use of these products and services varies, depending on whether the state developed the rubrics in-house or used outside consulting services. The TQ Center's *Guide to Teacher Evaluation Products* (www3.learningpt.org/tqsource/GEP/) provides additional information for each example.

Cost of Product and Services

The costs of these products and services vary, depending on whether the state developed the rubrics in-house or used outside consulting services. The TQ Center's *Guide to Teacher Evaluation Products* (www3.learningpt.org/tqsource/GEP/) provides additional information for each example.

Advantages and Implementation Challenges

Advantages

- Evidence across various activities collected and considered by teachers, which encourages a perspective on teaching beyond the classroom.
- Potential for a more cohesive teaching team if the approach is applied collaboratively.
- May promote professional growth through provision of support to colleagues.

Implementation Challenges

- Time-sensitive feedback.
- Best when applied over the course of a year but difficult to regulate.
- Tension between using evidence as part of an evaluation and for professional growth.

How States Can Get More Information

- Washington ProTeach Portfolio: www.waproteach.org
- Alexandria (Virginia) City Public Schools Performance Evaluation Program (PEP): www.ascd.org/publications/books/104136/chapters/Assessing_Teacher_Quality_Through_Goal-Setting@_The_Alexandria,_Virginia,_School_District.aspx
- PACT Assessment—Teaching Event: www.pacttpa.org/_main/hub.php?pageName=Home
- National Board for Professional Teaching Standards: www.nbpts.org
- Kansas Performance Teaching Portfolio: www.ksde.org/Default.aspx?tabid=3769

Research and Resources

Goe, L., Bell, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 6, 2011, from <http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>

Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 6, 2011, from <http://www.tqsource.org/publications/practicalGuide.pdf>

National Comprehensive Center for Teacher Quality. (2010). *Guide to teacher evaluation products* [Website]. Washington, DC: Author. Retrieved May 6, 2011, from <http://www3.learningpt.org/tqsource/GEP/>

APPENDIX E. TRIPOD SURVEYS: STUDENT, TEACHER, AND PARENT SURVEYS

Developer of Product and Services

The Tripod Surveys were developed by Ron Ferguson, Ph.D., at Harvard University, and Cambridge Education.

Description of Product and Services Available

Tripod surveys are one component of the Tripod Project, which aims to improve school capacity to address content, pedagogy, and relationships (the “tripod” of quality teaching) while closing achievement gaps. The surveys are available for students, teachers, and parents. Tripod surveys identify attitudes, perceptions, experiences, and practices in classrooms as they relate to the content knowledge of teachers, the pedagogical knowledge of teachers, and the relationships between teachers and students.

Tripod surveys examine the Seven C’s of quality teaching: care about students, control of student behavior, captivating students, clarifying lessons, challenging students academically, conferring with students, and consolidating knowledge. Tripod surveys are now in their 11th version. Previous research indicates that classrooms with high student ratings on the Seven C’s also produced higher average gains in student achievement. Currently, a modified version of the Tripod student survey is being used as part of the Measures of Effective Teaching (MET) Project funded by the Bill & Melinda Gates Foundation, which is researching the classroom practice of more than 3,000 teachers.

The Tripod student, teacher, and parent surveys were developed for use with teachers in any subject or grade level. The Tripod Project is now offering value-added analysis, using results from Tripod surveys to predict student achievement on state tests.

Training for Use of Product and Services

Resources and research on the Tripod Project can be found at the Materials Archive webpage (www.tripodproject.org/index.php/materials/materials_overview/).

Cost of Product and Services

The Tripod Project offers consulting and support for student, teacher, and parent surveys; analysis and reporting; strategic school improvement planning; and professional development. Consultation services are customized based on client needs. For more information, see the Services and Offerings webpage (www.tripodproject.org/index.php/services/services_overview/).

Advantages and Implementation Challenges

Advantages

- Can be used to report otherwise unobservable factors that may affect teaching, such as knowledge, intentions, expectations, and beliefs.
- Provides the unique perspective of the teacher.
- Provides the perspective of students, who have the greatest amount of experience with teachers.
- Can provide formative information to help teachers improve practice in a way that will connect with students.
- Makes use of the perspectives of students, who may be as capable as adult raters at providing accurate ratings.

Implementation Challenges

- Relies on teacher self-reporting, which may not be accurate.
- Should not be used as the sole or primary measure of teacher evaluation because student ratings have not been validated for use in summative assessment.
- Information on aspects of teaching (e.g., a teacher's content knowledge, curriculum fulfillment, or professional activities) not available from students.

How States Can Get More Information

States can find more information at the Tripod Project website (www.tripodproject.org) or by contacting Rob Ramsdell (rob.ramsdell@camb-ed-us.com).

Research and Resources

Bill & Melinda Gates Foundation. (2010). *Student perceptions and the MET Project*. Seattle, WA: Author. Retrieved May 6, 2011, from http://metproject.org/downloads/Student_Perceptions_092110.pdf

Ferguson, R. F. (2002a). Addressing racial disparities in high-achieving suburban schools. *NCREL Policy Issues*, 13. Retrieved May 6, 2011, from <http://www.ncrel.org/policy/pubs/pdfs/pivol13.pdf>

Ferguson, R. F. (2002b). *What doesn't meet the eye: Understanding and addressing racial disparities in high-achieving suburban schools*. Cambridge, MA: Harvard University, Wiener Center for Social Policy. Retrieved May 6, 2011, from http://www.tripodproject.org/uploads/file/What_doesnt_meet_the_eye.pdf

ABOUT THE NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.



NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877.322.8700 | 202.223.6690
www.tqsource.org

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The National Comprehensive Center for Teacher Quality is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University.

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NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects

MARCH 2011



Research & Policy Brief

■ ACKNOWLEDGMENTS

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Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects

This **Research & Policy Brief** was developed to help states consider options for assessing student learning growth for the majority of teachers who teach content not assessed through standardized tests.

March 2011

Laura Goe, Ph.D., *ETS*

Lynn Holdheide, *Vanderbilt University*



NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

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INTRODUCTION

The growing need for more information about measuring teachers' contributions to student learning growth, particularly in nontested subjects and grades, is the impetus for this Research & Policy Brief. Although the research base in this area is disappointingly limited, the brief includes considerations and suggestions based on current models and experiences from the field. Although the brief is intended for use by states in developing statewide systems and providing guidance to districts, it also may be helpful to districts charged with designing and implementing evaluation models that fit within state and federal guidelines.*

For many states, the need to implement comprehensive teacher evaluation systems that consider teachers' contributions to student learning growth is clear and immediate. But because there are no research-based models for incorporating this component into teacher evaluation systems, states are experimenting with a variety of strategies to move forward. In fact, even without research to support particular approaches to evaluating teachers' contributions to student learning growth, states are proceeding—sometimes on very short timelines—to collect such evidence and incorporate it into a system of multiple measures of teacher performance. This endeavor is challenging even when there are standardized test scores that can be used as evidence of students' achievement progress, but it is especially complicated when no standardized measures exist, which is the case for the substantial percentage of teachers of nontested subjects and grades.

This Research & Policy Brief provides information about options for states to explore as well as factors to consider when identifying and implementing measures. The brief also focuses specifically on federal priorities to help ensure that evaluation systems meet the high

expectations set for teacher evaluation. Finally, the brief emphasizes the importance of fairly measuring *all* teachers, including them in the evaluation process, and ensuring validity in measurement.

Nontested Subjects and Grades

In *The Other 69 Percent: Fairly Rewarding the Performance of Teachers of Nontested Subjects and Grades* by Prince et al. (2009), “the other 69 percent” refers to the percentage of teachers whose contributions to student learning cannot be measured with test-based approaches (e.g., value-added models) because they teach subjects or grades that are not assessed with standardized tests.

Measuring effectiveness for the “other 69 percent” is probably the most challenging aspect of including student achievement growth as a component of teacher evaluation. According to Prince et al. (2009),

Identifying highly effective teachers of subjects, grades, and students who are not tested with standardized achievement tests—such as teachers of art, music, physical education, foreign languages, K–2, high school, English language learners, and students with disabilities—necessitates a different approach. It is important that states and districts provide viable options for measuring the progress of these groups of students and the productivity of their teachers, both of which contribute to school performance. (p. 1)

Statewide standardized testing is typically conducted for reading/language arts and mathematics in Grades 4–8 as required by the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act. Likewise, some states, albeit a smaller number, conduct such testing in certain grades for other subjects such as science

* See http://www.tqsource.org/webcasts/201012Workshop/Teacher_Effectiveness_Workshop_Glossary.pdf for a glossary of commonly used terms in current teacher evaluation reform efforts.

and social studies. Nontested subjects and grades in which standardized tests are not administered include the following:

- Subjects with standards that cannot be adequately or completely measured with a paper-and-pencil test (e.g., art, music, industrial arts, drama, dance)
- Subjects in lower elementary grades for which students cannot be reliably tested with paper-and-pencil or computerized tests (e.g., Grades K–2)
- Subjects/grades for which states have chosen not to test because of cost and priority relative to “core” academic subjects

In addition to nontested subjects and grades, there are certain student populations and/or situations for which standardized test scores are not available or utilized (e.g., students with cognitive disabilities). The Individuals with Disabilities Education Act of 2004 allows for the use of alternative assessments for students for whom the standardized assessment is inappropriate, even with reasonable accommodations. Moreover, smaller teacher caseloads for some student groups, such as students with disabilities and English learners, produce results that are statistically less reliable, often resulting in such groups being excluded in value-added or other growth models (Amrein-Beardsley, 2008; Feng & Sass, 2009).

Inclusion of teachers in nontested subjects and grades in an evaluation system that is based in part on teachers’ contributions to student learning growth requires the identification or development of appropriate measures and methods to accurately determine students’ growth toward grade-level and subject standards. Clearly, this task requires standards for every subject and/or grade level. If standards are nonexistent or poorly specified, it will be difficult to accurately determine teachers’ contributions toward growth in those subjects and grades, so ensuring that academic standards exist for every subject and grade should be a priority.

MEASURING GROWTH

Why Measure Growth?

Teachers are the most influential school-based factor on student achievement (Rivkin, Hanushek, & Kain, 2005; Sanders & Horn, 1998; Sanders & Rivers, 1996). Although studies have shown that some teachers are more effective than others at helping their students achieve at high levels, most indicators of teacher quality (e.g., credentials, characteristics, and observable practices) are generally poor predictors of student learning growth (Goe, 2007; Rice, 2003; Wayne & Youngs, 2003). Teachers’ scores on observation instruments have not been highly correlated with student learning growth (Weisberg, Sexton, Mulhern, & Keeling, 2009). However, it is not surprising that correlations are weak when the factors to be measured with observations are not well specified or when raters are poorly trained or inadequately monitored for scoring consistency after training.

Most of the indicators used in the past to determine teacher quality have been found to be inadequate, particularly when used in isolation, in differentiating between teachers whose students perform well and those whose students are not making adequate progress. Recent federal funding opportunities have emphasized teacher effectiveness and teacher evaluation based on teachers’ contributions to student achievement. This focus on evaluating teachers by measuring *student growth* rather than attainment is fairer to teachers whose students enter classrooms well below grade level. Teachers should not be penalized for choosing to teach in schools in which students are considerably behind their peers in proficiency. This is not to say that students’ mastery of appropriate grade-level standards is unimportant, but moving students as close as possible to proficiency, even if all students are not able to reach it, should be the focus of teachers’ efforts. Teachers should be given

credit when these efforts succeed, and using multiple measures of student learning growth is essential to ensure that teachers in all subjects and grades are fairly credited.

How Is Growth Measured?

Since the initial passage of ESEA, standardized assessments have been used to determine student progress toward academic standards. Value-added models and other growth models have generated considerable interest for showing growth over time for students, and lately, for the teachers of those students. Recent efforts to create statewide longitudinal data systems that link teachers with their students' achievement have set the stage for states and districts to use student learning growth on standardized tests as part of determining teacher effectiveness. However, in most states, only reading/language arts and mathematics in Grades 4–8 are actually tested with state standardized assessments, meaning that teachers in most subjects and grades do not have state standardized test results that can be used as components of teacher evaluation.

How results from standardized tests are actually used as part of teacher evaluation remains an open question because states and districts are just beginning to use linked student–teacher data and growth models, (e.g., value-added models). Tennessee is at the forefront of these efforts because it has been using the Tennessee Value-Added Assessment System (TVAAS) for more than a decade to provide individual teachers and their principals with the teachers' district rank based on value-added measures. Many more states are developing systems that will allow them to use growth models such as EVAAS (the version of TVAAS that is not state-specific) as well as the Colorado Growth Model, which focuses on students' growth toward proficiency (See “Different Approaches to Measuring Students' Growth”; Betebenner, 2008).



DIFFERENT APPROACHES TO MEASURING STUDENTS' GROWTH

Although most teachers currently cannot be evaluated with growth models based on standardized tests, it may be helpful to understand how growth models might fit within an evaluation system. A number of states are planning to implement (or already have implemented) value-added or other types of growth models. In its simplest form, the value-added measure as it is used for evaluating teachers is calculated as follows: Students' previous test scores are used to create predicted test scores for a given year. The difference between the predicted and actual test scores are growth scores. Teachers' contributions to student learning are determined by calculating the average of all of their students' growth scores. The teachers are then ranked with other teachers within a district (or other unit of interest) according to how much they contributed to student growth, and this ranking is their value-added “score.”

In some value-added models, only students' prior achievement scores are used in the calculation; other models include students' gender, race, and socioeconomic background; still others include information about teachers' experience. With a value-added measure, teachers whose students performed as well as predicted are considered “average” teachers; those whose students performed better than predicted are considered “above average” or “highly effective”; and those whose students performed worse than expected are considered “below average.”

The Colorado Growth Model focuses instead on student growth percentiles. Students are compared with their academic peers (i.e., students at the same starting point in achievement) to determine normative growth. The goal is to determine students' standing relative to their academic peers. Thus, if students' scores are better than those of their academic peers, they are performing well. All of a teacher's students can be scored in this way, resulting in an average growth for the class or the teacher's roster, which can then be attributed to the teacher's efforts in much the same way value-added scores are.

Whenever such models—whether value-added models, the Colorado Growth Model, or other models—are used, results should never be considered in isolation as the sole measure of a teacher's performance but rather included in a system of multiple measures that produces a comprehensive picture of a teacher's performance.

However, results obtained through such growth models have rarely—until now—been used as part of teacher evaluation. Even in those states that have the capacity to collect such information, questions remain about the accuracy of the information, given evidence of year-to-year fluctuation in teachers' scores (Braun, Chudowsky, & Koenig, 2010; Koedel & Betts, 2009; McCaffrey, Sass, Lockwood, & Mihaly, 2009; Schochet & Chiang, 2010).

For teachers in nontested subjects and grades, there are few state models that demonstrate how contributions to student learning growth can be systematically measured and analyzed in ways that allow for differentiation among teachers. Some experiments are currently under way in collecting evidence of student learning growth for these teachers, but research has not yet been conducted on how such evidence is being used within evaluation systems.

Federal and State Priorities

To position themselves for a successful Race to the Top bid, many states passed new legislation mandating that student achievement growth be included as part of teacher evaluation. Federal priorities (Secretary's Priorities for Discretionary Grant Programs, 2010) specify that acceptable measures for determining teachers' contributions to student learning must meet the following requirements:

- Rigorous
- Between two points in time
- Comparable across classrooms

These terms are not explicitly defined in Race to the Top guidance. In fact, the federal government has declined to offer definitions for these terms, preferring instead to encourage states to define them locally. For federal purposes, Race to the Top winners must follow

through with what they promised in their plans, which may include defining terms. The following considerations may provide some assistance in the development of state definitions:

- **Rigorous** measures may exhibit high expectations for student progress toward college- and career-readiness. In other words, an assessment that measures student progress in social studies would be designed to measure students' mastery of grade-level standards for that subject. Thus, a student who does well on such an assessment should be on track to successful, on-time promotion to the next grade and ultimately to graduation.
- **Between two points in time** may mean assessments that occur as close as possible to the beginning and end of a course so that the maximum growth toward subject/grade standards can be shown.
 - *Example:* An Advanced Placement (AP) test may serve as an end point, but another assessment (aligned with the state standards and focused on the specific knowledge and skills measured by the AP tests) will likely need to be administered at the beginning of the year to establish students' level of mastery of the standards when they begin the course to determine teachers' contributions to student growth. The process of collecting evidence of students' initial skills and knowledge should not be undertaken lightly. Ideally, an assessment that has been designed and created by experts specifically to serve as a pretest should be used.
 - *Example:* Student portfolios representing mastery of standards could be collected at the end of the year. However, at the beginning of the year, teachers would need to collect and score evidence (i.e., activities or assessments aligned with the state standards and focused on

the specific knowledge and skills needed for creating a successful portfolio) that would allow them to formulate an initial score point for each student. Through this process, increased knowledge and skills could be documented for individual students.

- **Comparable across classrooms** has two possible interpretations, both of which are useful to consider:
 - The measures used to show students' growth for a particular subject are the same or very similar across classrooms within a district or state.
 - The measures used in *nontested* subjects and grades are as rigorous as those in tested subjects and grades. In other words, measures used to document student learning growth in art, music, and social studies must be as rigorous as those for student learning growth in reading/language arts and mathematics.

Expectations for Teachers

Race to the Top defined an *effective teacher* as one whose students achieved at least one grade level of academic growth during the course of the year and a *highly effective teacher* as a teacher whose students achieved at least one and a half grade levels of academic growth during that time frame. Although not federally mandated, teachers are generally required to ensure that their students are on track to meet grade-level expectations. In addition, they are expected to regularly evaluate student progress and issue grades that reflect students' efforts and achievement in mastering the content. With new federal and state mandates calling for the inclusion of teachers' contributions to student learning in the evaluation process, growth must be documented in some way, which means that teachers in nontested subjects and grades need to focus on

new approaches to measuring their students' progress—approaches that are rigorous, that provide data on growth between two points in time, and that are comparable across classrooms.

Attribution and Student–Teacher Links

Determining teacher attribution for particular students is challenging. What if a student receives services in a general education classroom in which coteaching occurs? Should both teachers be held accountable for student growth? How will paraprofessionals' contributions to student learning growth be sorted out from those of the content area or special education teachers?

In a recent TQ Center inquiry, 85 percent of the local and state special education administrators polled were of the opinion that both the general and special education teachers should be held accountable for all students in the class (Holdheide, Goe, Croft, & Reschly, 2010). However, there may not be widespread agreement for that approach. Linking student growth (or a portion thereof) to the appropriate teachers presents challenges.

One approach developed by the Ohio-based Battelle for Kids is the use of new linkage software that has the capacity to account for student mobility and shared instruction/coteaching in subject areas for which value-added data are available (See “Student–Teacher Linkage for Attribution”). This approach also may be viable using other types of student growth measures, as it facilitates a deeper and often necessary discussion regarding teacher roles and responsibilities. At this time, however, a research-based methodology for this type of teacher-led determination has yet to be established. In addition, its application in a non-value-added growth measure needs to be explored.

Teacher apprehension toward accountability systems including student growth measures can be minimized if teachers perceive the system to be fair and accurate. For example, failure to directly address which teachers are accountable for which students will likely result in pushback from teachers. In addition, teachers need to have an opportunity to verify their rosters of students and the length of time that students were on their rolls. This verification process is particularly important in schools with high rates of absenteeism or student mobility. Teacher involvement and support in this process is essential. Teachers must be involved in the processes of problem-solving, collecting data during implementation, and obtaining feedback on effectiveness. Teachers know their classrooms, their students, and the way in which they collaborate with other teachers.



STUDENT-TEACHER LINKAGE FOR ATTRIBUTION

Olentangy Local School District in Ohio and other districts across the country are taking value-added analysis to the classroom level with Battelle for Kids' innovative, Web-based BFK·Link™ solution to accurately “link” teachers to students. During the linkage process, teachers review and correct data used for teacher-level measures of effectiveness, including value-added analysis, by ensuring that all students taught are “claimed” by teachers for all subjects, accounting for student mobility and shared instruction/coteaching.

The BFK·Link process attempts to maximize correct matching of teacher effort to student outcomes through a transparent process. For example, for teachers working in a true coteaching situation, both teachers may each “claim” 50 percent of each student. Or, if students receive some support services in a resource room, the general educator may claim 70 percent while the special education teacher claims 30 percent. Student standardized test scores are then linked with teachers for the percentages specified.

In typical classrooms, teachers claim 100 percent of most of their students, with reduced percentages for students with special needs who receive services from other teachers. The system verifies accuracy by marking cases in which a student has more or less than 100 percent for inspection (i.e., more than one teacher is contributing to that student's scores, but the teachers' combined percentages do not add up to 100), and the teachers are asked to reevaluate. When percentages add up to 100 percent, the BFK·Link solution calculates scores proportionally.

The use of value-added analysis to inform instruction and high-stakes decisions requires accurate linkage of teachers to students. For more information, see *The Importance of Accurately Linking Instruction to Students to Determine Teacher Effectiveness* (Battelle for Kids, 2009), a white paper commissioned by the Bill & Melinda Gates Foundation.

FACTORS FOR CONSIDERATION

States and districts attempting to incorporate student growth into their teacher evaluation systems are faced with the challenge of identifying other valid and reliable measures for teachers of nontested subjects and grades. Though the research base is still developing, the following questions may be useful to consider during the problem-solving process:

- Is there a consensus on the competencies students should achieve in this content area?
- What assessments/measurements can be used to reliably measure these competencies with validity?
- Should the use of schoolwide value-added models be considered as a means to measure student progress in nontested subjects and grades?
- How will growth in performance subjects (e.g., music, art, physical education) be determined?
- How will related personnel (“caseload” educators) be factored into the system?
- Do these measurements meet all of the federal requirements (i.e., rigorous, between two points in time, and comparable across classrooms)? Are measurements aligned with federal priorities?
- Can these measurements be applied to all grades and student populations?

Student Competencies in Specific Content Areas and Grade Levels

In most states, content standards are designed by a group of experts and practitioners to encourage proficiency for every student by defining the knowledge, concepts, and skills students should acquire for each subject. Each standard typically has clearly defined

statements and examples of what all students should know and be able to do at the end of a particular grade. These standards often drive changes in certification, assessment, curriculum, instructional strategies, and teacher professional development. Therefore, a transparent alignment to these content standards offers guidance when identifying and/or designing assessments to measure student progress, which could be used to determine teachers’ contributions for evaluation purposes. In states in which subject content standards exist, these standards provide a basis for the identification and development of assessments.

Identification of Reliable and Valid Assessments

States are struggling most with determining appropriate measures for evaluating teachers’ contributions to student learning growth in the nontested subjects and grades. The challenge facing many states, including the Race to the Top award recipients, is to identify valid, reliable processes, tools, assessments, and measures that allow them to collect data to measure every teacher on his or her contributions to student learning growth. Many current approaches to measuring teachers’ contributions to student learning in the nontested subjects and grades do not meet all of the federal criteria of rigor, comparability, and growth measured across two points in time.

Local and state education systems have taken various approaches, each of which has its own strengths and limitations as indicated in Table 1. None of these options is “perfect,” and concerns about validity, reliability, and costs are associated with nearly all of them. The trade-offs involved with using these measures should be considered by stakeholder groups as well as state and district evaluation and assessment personnel.

Table 1. Options for Measuring Student Growth to Inform Teacher Evaluation in Nontested Subjects and Grades

Option for Measuring Student Growth for Teacher Evaluation	Strengths of This Measure	Limitations of This Measure
Use existing tests designed for other purposes, such as end-of-course tests that may be included with some curriculum packages.	<p>Tests developed by the creators of the curriculum are likely to be aligned well with the content of the course.</p> <p>It may be possible for the creators of the curriculum to develop appropriate pretests if they are not included in the package.</p>	<p>Validity is a concern whenever a measure is used in a way that was not intended by the maker of the assessment (e.g., turning end-of-course assessments into pretests). Discussions with the test maker about using tests for other purposes may provide insight into how validity may be affected.</p>
Create new tests for areas in which few assessments exist.	<p>Tests can be developed in alignment with specific grade/subject standards.</p>	<p>This option is a costly undertaking, given how much effort goes into developing valid and reliable tests that can accurately measure students' knowledge and skills based on a set of subject/grade standards.</p> <p>Paper-and-pencil tests may not be appropriate as the sole measure of student growth, particularly in subjects requiring students to demonstrate knowledge and skills (e.g., art, music).</p>
Use the four Ps—portfolios, products, performances, or projects—to measure student growth over time for subjects in which standards require students' to demonstrate mastery.	<p>Evidence about student growth in particular knowledge and skills can be documented over time using performance rubrics.</p> <p>Portfolios and projects reflect skills and knowledge that are not readily measured by paper-and-pencil tests.</p>	<p>Training would be required for everyone involved in using rubrics to ensure reliability (i.e., all raters agree on how the evidence reflects different levels of achievement).</p> <p>Performance ratings are best conducted by groups of raters rather than individual teachers; bringing raters together to examine student work may be a logistical challenge.</p>
Give teachers in nontested subjects and grades a "prorated" score for collaboration with a teacher in a tested subject (i.e., an art teacher collaborating with a mathematics teacher).	<p>No additional resources are required. This option is similar to the Teacher Advancement Program (TAP) model.</p>	<p>Determining prorated scores would be problematic, threatening the validity of the information.</p> <p>Differences among methods of determining contributions of these collaborating teachers may make it difficult to ensure comparability.</p>
Use other measures (e.g., classroom observations) for these teachers.	<p>No additional resources are required.</p>	<p>No information about student achievement is obtained, meaning that this option will not meet federal priorities and many state requirements.</p> <p>Observations and other measures focused on teacher practice offer little information about students' actual achievement in a teacher's classroom.</p>
Use student learning objectives (i.e., the teacher selects objectives and determines how to assess student growth toward meeting objectives).	<p>Teachers benefit from being directly involved in assessing students' knowledge and skills.</p> <p>Teachers can set learning objectives based on students' special needs (e.g., students with disabilities or English learners).</p> <p>This option is applicable to all teachers and subjects.</p>	<p>Comparability across classrooms will be problematic because of teachers' selection of assessments and objectives.</p> <p>This option is very resource-intensive for principals or district personnel who approve objectives, provide teachers with guidance, verify outcomes, and so on.</p>

Schoolwide Value-Added Models for Teachers of Nontested Subjects and Grades

The use of schoolwide value-added scores has been suggested as a way to evaluate teachers in nontested subjects and grades to remedy the lack of available measures. Similar to the Teacher Advancement Program (TAP) model, it is perhaps the least expensive method of including these teachers in a test-based evaluation system because new measures and teacher training are not required. In this scenario, teachers of nontested subjects would be given the schoolwide value-added average in place of individual growth results.

This approach presents some additional challenges for a number of reasons, including questions about rigor and comparability when judgments are made about individual teacher performance based on students they never taught. Furthermore, it is much more difficult to learn about teachers' contributions to student achievement if they are assigned scores based on other teachers' efforts. Mathematics and reading/language arts value-added information will not be useful to teachers in improving their performance in subjects such as art, social studies, and science. In addition, failing to measure progress in these subjects and for certain students devalues the contributions those teachers make to student learning and provides no information about their effectiveness in teaching their subject matter.

Using Existing Assessments

In the search for measures to determine teachers' contributions to student learning growth, it is likely that an iterative process will be needed. After a potential instrument is identified, it is necessary to demonstrate that the measure is valid for the intended purpose (i.e., that the measure does, in fact, differentiate among teachers whose students have high levels of learning growth and teachers whose students' learning did not increase

at acceptable levels). Because the measures that might be used for teacher evaluation have not been validated for this purpose, it is important to analyze data collected by using these measures and determine whether the data show differences among teachers and whether results from using these measures correlate with other measures in the evaluation system.

The validation process generally starts with determining the factors that need to be measured and for what purpose. As part of this process, it is important to consider the evidence needed to measure teachers' contributions to student learning growth. Evidence will have been gathered to build a case for using a particular measure as part of the evaluation system (Herman, Heritage, & Goldschmidt, in press). After the types of necessary evidence are determined, measures and instruments that can be used to collect such evidence must be identified. Then, results from using measures must be analyzed to determine how the measures performed in practice.

For example, if the district wanted all Grade 8 reading/language arts teachers to administer an essay to students at the beginning and end of the year to establish student growth, the district would need to score (or preferably have teachers score together) the essays and determine whether they show student learning growth. A distribution of scores would need to be made and cross-referenced with teachers to determine whether more or less growth occurred in particular teachers' classrooms or the pattern of growth is random. A random pattern would suggest that the growth students made was not necessarily attributable to a particular teacher's efforts, whereas a pattern of higher or lower growth associated with a particular teacher may be an indicator of his or her efforts. Comparing these results with results from additional measures (e.g., other assessments, projects, portfolios) should then be helpful in validating the usefulness of the essays in showing teachers' contributions to student growth.

In addition, validity is a matter of degree—it is seldom perfect, but a high degree of validity must be achieved when results will be used for high-stakes purposes such as teacher tenure, performance pay, and dismissal. Clearly, the higher the stakes, the greater validity is needed in terms of the evidence. In addition, validity can be improved over time by identifying which measures are and are not working to provide evidence to make decisions about teacher performance.

For most states and districts, waiting until the measures are perfected may be impractical, given the timelines to implement new teacher evaluation systems. So even though the measures may have weak evidence of validity in the first attempts at implementation, states and districts will benefit from creating a process to continually evaluate and strengthen the measures or eliminate those that continue to show weak evidence of validity. Over time, a collection of measures with strong evidence of validity will be created. Obviously, this process is neither quick nor easy, and it requires some expertise. Districts and states with limited capacity may consider joining forces with others in the region to share resources rather than “reinventing the wheel” in each district or state.

Utilizing existing assessments and avoiding the development of new assessments certainly holds appeal for implementation ease. Interim or benchmark assessments are already widely used in schools as a means to provide assessment of student progress toward content standards. In fact, schools that implement response to intervention (RTI) have likely identified measures for the progress monitoring component of implementation. These assessments are often embedded into the instructional cycle and are used to make the necessary instructional adjustments to facilitate student mastery. Working collaboratively

with state and district RTI initiatives to identify potential sources of evidence for evaluation purposes may facilitate a combined effort to address the persistent achievement gaps in schools (See “National Center on Response to Intervention Progress Monitoring Tools Chart”).



NATIONAL CENTER ON RESPONSE TO INTERVENTION PROGRESS MONITORING TOOLS CHART

The National Center on Response to Intervention annually publishes a progress monitoring tools chart to assist educators in identifying tools that best meet their needs. The Center’s Technical Review Committee (TRC) independently established a set of criteria for evaluating the scientific rigor of progress monitoring tools.

Included in this chart are ratings for instrument reliability of the performance-level score, reliability of the slope, validity of the performance-level score, predictive validity of the slope of improvement, and disaggregated reliability and validity data. In addition, the charts include the standards by which the TRC reviewed each tool (e.g., whether the tool is available in alternative forms, its sensitivity to student improvement, and its ability to measure end-of-year benchmarks).

This chart can be accessed at http://www.rti4success.org/tools_charts/progress.php.

Although these existing assessments were not designed specifically to inform teacher evaluation, they may have merit for that purpose. However, it is not as simple as adopting existing assessments. A thorough review of each assessment should be conducted, including its validity in measuring progress on the specific content standards and its measurement reliability across students and teachers. Moreover, assurance that these assessments measure what is valued is essential if evaluation results will be used to make personnel and compensation decisions.

Examples of Approaches to Assessment

Hillsborough County, Florida. Hillsborough County, Florida, a recent Race to the Top award recipient, has taken the approach of developing new assessments specifically designed to assess content mastery and plans to use data to inform teacher evaluation. Each nontested subject will have a pretest and posttest in which student scores are averaged over a three-year period to determine teacher effectiveness. As indicated in Table 1, this approach is fairly time and cost intensive; however, newly developed end-of-the-course assessments are more likely to be readily aligned with the content standards and have the potential to meet two of the federal requirements: *comparability* and *across two points in time*. Compliance with rigor would be dependent on how the data are used to determine acceptable student growth, and therefore, teacher proficiency.

Delaware. The state of Delaware uses a combination of approaches in which existing and new measurements are identified, assessed, and determined to be acceptable by experts at the state level. With the assistance of trained facilitators, Delaware assembled a group of local practitioners, arranged by content area expertise, to conduct a thorough review of existing measurements. After consensus was reached, the group submitted to the state a listing of recommended assessments and/or methods to assess student growth toward the content standards. This listing is updated and shared regularly (after approval from an independent panel of experts).

Austin, Texas. States also may identify specific criteria required for assessments to be considered valid measures of student growth. In Austin, Texas, teachers participating in a pay-for-performance pilot are involved in determining student achievement growth through the development of student learning objectives (SLOs). SLOs are classroom, grouping, or skill-based objectives, and teachers' ability to meet the SLOs determines their level of effectiveness. The quality of SLOs in measuring student growth is established by a rubric that determines whether the objectives and associated assessments are rigorous, measureable, reliable, and valid and whether the projected growth trajectory is considered rigorous. Although this approach facilitates teacher investment in the process, which is a definite strength, maintaining rigor is dependent on the rubric's implementation fidelity among administrators and teachers. In addition, SLO results may not be comparable across classrooms because various assessments are used to establish student growth. Moreover, if the evaluation system includes observations conducted by administrators, the burden on the administrators may be substantial.

For more information about these assessment approaches, see "Practical Examples of State Evaluation Systems."

PRACTICAL EXAMPLES OF STATE EVALUATION SYSTEMS

Hillsborough County Public Schools, Florida

Hillsborough County is the recipient of a seven-year, \$100 million Bill & Melinda Gates Foundation grant and has recently been awarded Race to the Top dollars to continue its efforts to improve results through the Empower Effective Teachers (EET) program.

The goals of EET are to:

- Develop a quality induction program for new teachers.
- Improve the teacher and principal evaluation system.
- Enhance the system of professional development.
- Provide effective incentives for teachers and improve the compensation plan.

Hillsborough County uses multiple measures to determine teacher effectiveness including peer and principal ratings using a modified version of Charlotte Danielson's *Framework for Teaching*. Those ratings make up 60 percent of teacher evaluations, with student performance on the Florida Comprehensive Assessment Test or end-of-course examinations making up the remainder.

Hillsborough County's stated commitment is to evaluate every teacher's effectiveness with student achievement growth, even teachers in nontested subjects and grades. To do so, Hillsborough County is in the process of creating pretests and posttests for all subjects and grades, expanding state standardized tests, and using value-added measures to evaluate more teachers.

In the 2010–11 school year, the statewide assessment program began transitioning to assessing student understanding of the Next Generation Sunshine State Standards through the implementation of the Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) and Florida End-of-Course Assessments.

Information on Hillsborough County's EET program can be accessed at <http://communication.sdhc.k12.fl.us/empoweringteachers/?p=611>.

Delaware

Delaware already had an excellent statewide evaluation system, which required classroom observations and encouraged teachers to focus on school, district, and state goals as well as their own professional growth. Delaware conducted a yearly external evaluation of the system, soliciting feedback from teachers and administrators through surveys, interviews, and focus groups. Revisions were made to the system yearly based on these results. The state also collaborated with the teachers union to ensure that evaluations were fair and responsive to the needs of the teachers and administrators. However, Delaware's system was lacking a mechanism to evaluate teacher contributions to student learning growth.

One reason that the state was awarded Race to the Top funds was the collaborative nature of the proposal, bringing stakeholders to the table at every step. As state staff focused on implementation, they continued to involve stakeholders in each step of the discussions. They valued teacher and administrator input, which was reflected in the steps they took to identify appropriate measures for the nontested subjects and grades as well as additional measures for teachers whose students took the state standardized test. A team of trained facilitators led groups of teachers as they met to discuss measures they currently used to evaluate their students' growth toward grade/subject standards. After discussing the merits of the measures and how they could be used, teachers made recommendations to the state about which measures to include.

The TQ Center and the Mid-Atlantic Comprehensive Center have been partners with Delaware during the implementation of its Race to the Top plans. In addition, Delaware has sought assistance from the Assessment and Accountability Comprehensive Center in convening a panel of experts to evaluate the potential measures for statewide use to show teachers' contributions to student growth in various grades and subjects. This process is ongoing.

Austin Independent School District Reach Compensation and Retention System, Texas

The Austin Independent School District Reach Compensation and Retention System is a four-year pilot incentive pay program for teachers and principals initiated in 2007–08. The program goals are to:

- Ensure quality teachers in every classroom.
- Provide professional growth opportunities.
- Increase retention.

The program focuses on student growth, professional growth, and schools with the highest need. Student growth is measured by student learning objectives (SLOs). Each teacher develops two SLOs—one that targets classroom performance and the other focused on a particular skill or subgroup of students (e.g., students with special needs). Each SLO must be a measureable objective that is approved by the principal. Teachers and principals undergo a series of trainings on how to establish and measure learning objectives.* The SLO's appropriateness, rigor, and acceptability are determined through the use of a rubric that considers the following questions:

- What are the needs?
- What and who is targeted?
- What will students' learn?
- How will you know whether they learned it?
- What is your goal for student achievement?
- How rigorous is your SLO?

Information regarding this system and the rubric can be accessed at <http://www.austin.isd.tenet.edu/inside/initiatives/compensation/releases.phtml>.

*SLOs are used to determine incentives and are not an integral part of the evaluation of teachers at this time.

Measuring Student Learning Growth for Teachers in the Arts and Other Nontested Subjects

Not all standards can be adequately assessed with a multiple-choice test. Many subjects require students to perform or create a product to demonstrate mastery of the standards. For these subjects, one or several of the four Ps (i.e., portfolios, performances, products, and projects) will likely be required to assess music students' ability to play scales on their chosen instruments; art students' ability to create works of art in various mediums; foreign language students' ability to speak the language they are studying; and family and consumer science students' ability to budget, plan, and prepare a wholesome family meal.

For these subjects, the focus is on designing appropriate tasks (e.g., performance, activities) that demonstrate students' mastery of standards and then developing appropriate pretests that allow districts/schools to determine students' knowledge and skills at the *beginning* of the course. In some cases, students can perform the *same* task: music students' can play the same piece of music at different points in time to show progress; art students can draw a still life; drama students can perform a monologue; and so on. In other cases, it may not be feasible for students to perform the same task. In these instances, it may be useful to identify the specific knowledge and skills that students need to know to successfully demonstrate mastery of a particular standard and then identify or develop tasks to serve as pretests from which progress on those standards can be determined.

Measuring Student Outcomes for “Caseload” Educators

Not every educator has a classroom. And some educators are responsible for services delivered to the entire school, not just a class. These related personnel (e.g., counselors, school psychologists, librarians, school

nurses, and speech therapists) may work with individuals but also with small or large groups of students. Although many states do not require the evaluation of such personnel in parallel with teachers, these “caseload” educators are included in the educator evaluation system in a number of states and districts. To measure their contributions to student learning growth, it may be helpful to think of them as having “caseloads.” For example, a school counselor may have a caseload that includes:

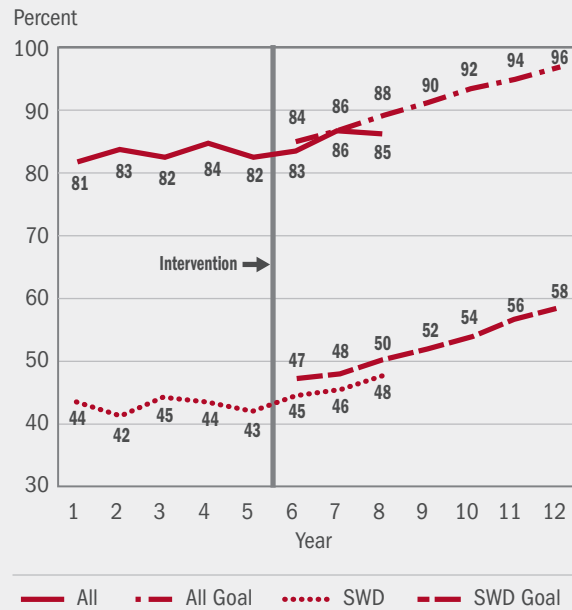
- All the students in the school (i.e., providing services such as career counseling at the high school level).
- Students experiencing emotional or behavioral problems.
- Students in crisis because of family events or relationship issues.
- Students with frequent unexcused absences.
- Teachers (e.g., providing professional development on recognizing the signs of physical or sexual abuse and what the law requires them to do).

Caseload educators may not be directly involved with academic content, making determining their contribution to academic achievement more difficult. These personnel may want to document their contributions to growth in terms of both educational successes and other types of outcomes. For example, a high school guidance counselor may want to track the proportion of students enrolling in AP classes, the proportion of students engaging in extracurricular activities, or the proportion of students for whom attendance rates have increased.

Caseload educators, and their associated goals, will likely vary according to the discipline and needs at the school, building, classroom, group, or individual student level. For example, a school with attendance issues may concentrate on attendance, whereas others may turn their attention toward AP course enrollment, reduction in incidences of bullying, or increased interactions between educators and parents.

Documented progress toward goals can be charted and monitored on an Excel spreadsheet, as illustrated in Figure 1. Likewise, intervention implementation can be tracked and monitored to determine effectiveness.

Figure 1. Sample of Documented Progress for Student Attendance



Source: Reschly and Holdheide (2010)

Alignment With Federal Priorities

Some measures are more likely than others to comply with federal priorities and state legislative mandates; however, these various approaches generally lack supporting research, leaving states and districts to their own devices to determine which options are most feasible. State and district priorities, financial resources, human capacity strengths and limitations, professional development needs, and system capacity issues should be contemplated prior to making decisions. General guidelines for selecting measures include the following:

- Avoid “reinventing the wheel.” If tests already exist that can be used for measuring teachers’ contributions to student learning, consider them first and determine whether they are useful in differentiating among levels of teacher effectiveness.

- Evaluate the available evidence for using the assessment as a measure of student growth for teacher evaluation.
 - Continue to evaluate the evidence by collecting and analyzing data resulting from the use of particular measures, including correlating measures with each other.
- Focus on measures that meet federal and state requirements and priorities by putting them to the following test:
 - Measures *must* show students' growth "between two or more points in time."
 - Measures *must* be "comparable across classrooms."
 - ◆ Consistency of measures across all teachers in a grade/subject ensures comparability of results.
 - ◆ For the four Ps—portfolios, products, performance, and projects—common rubrics should be used and agreement should be established as to how they will be used and who will score them.
 - Measures *must* be "rigorous."
 - ◆ Measures must be based on appropriate grade-level and subject standards.
 - ◆ Measures must demonstrate high expectations for student learning (i.e., on track to produce college- and career-ready graduates).
- Involve teachers and administrators in decision-making processes. They will benefit from their involvement, and their participation in considering appropriate measures will ensure greater "buy-in" for the results of the process.
- Choose measures that have the potential to help teachers improve their performance by:
 - Motivating teachers to examine their own practice against specific standards.
 - Allowing teachers to participate in or co-construct the evaluation (e.g., "evidence binders").

- Giving teachers opportunities to discuss the results with evaluators, administrators, colleagues, teacher learning communities, mentors, and coaches.
- Choose measures that are directly and explicitly aligned with:
 - Teaching standards.
 - Professional development offerings.
- Include protocols and processes that teachers can examine and comprehend.

Application to All Grades and Student Populations

Assessing the effectiveness of teachers of students with disabilities and English learners presents challenges to determining teacher effectiveness due to the unique and varied roles these teachers assume (Holdheide et al., 2010). Likewise, measuring growth using standard measures for students with disabilities can be problematic, as standards-based models to determine growth are not based on individualized student goals.

The general tendency is to identify a different system or set of measures for special education teachers or English language specialists. Students with special needs and English learners have varying levels of ability and are taught in many different settings (e.g., general education classroom, resource room, separate classroom). Therefore, the types of assessment used to determine student growth may vary depending on the curriculum taught in the specified setting. Many students with special needs receive services in the general education classroom in which the assessments for determining student growth could (or should) be the same (possibly with accommodations) as that of students without disabilities, especially if these measures are vertically equated. For example, states may use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment (Good & Kaminski, 2002, 2011) to determine student progress in reading

and the effectiveness of teachers in teaching reading, particularly if the state does not have a standardized measure of reading in early grades. The DIBELS assessment would be appropriate for general education students, including students with disabilities who are participating in the general education curriculum.

The appropriateness of each content-specific or grade-specific assessment should be considered, and appropriate accommodations should be provided as needed. Similarly, some students with disabilities are working toward alternative standards, such as a life skills curriculum, which is not reflected in the standardized tests. In this scenario, different assessments need to be identified in order to measure student growth toward those alternative standards. Therefore, participation by teachers of students with disabilities is essential as states assemble teams to design and develop appropriate measures in all achievement areas included in the standard curriculum. Special education teachers who serve in inclusion models and engage in coteaching are able to bring a perspective to this work that addresses the needs of general and special education students, thereby contributing to the design of appropriate assessments in the areas not currently tested with standardized measures. Separate teams of special educators who instruct toward alternative standards also may be developed, as their measures would vary considerably due to content and ability level.

Student progress on the individualized education program (IEP) has emerged as a potential source for measuring teacher effectiveness for students with disabilities. In one sense, it is not surprising because most IEPs contain individualized goals that are aligned with state standards, including measureable objectives that are monitored regularly for student progress. However, IEPs were never intended to be used as a tool to measure teacher effectiveness, and using them this way likely will raise legal and other potentially contentious issues. Though the

individualized nature of the IEP and the detailed description of present levels and objectives for growth are positive features, standardized measures based on the general curriculum are still needed to assess teacher effectiveness.

STANDARDIZED EVIDENCE COLLECTION

Many states and districts are attempting to build comprehensive teacher evaluation systems that are responsive to federal priorities but are finding that there is little research to support the use of particular systems, weights, or measures. Because few states and districts currently have evaluation systems that incorporate multiple measures, there has been little opportunity to conduct research on how these measures perform. The question remains: Do the various measures in some weighted combination accurately identify teachers at different levels of effectiveness? Until systems with multiple measures and various weighting schemes are employed over time and evaluated by researchers, states and districts must be guided by general knowledge about how to use measures in a way that yields results that are rigorous and comparable.

One general method to ensure greater rigor in how multiple measures of all types are used is to implement *standardized* evidence collection. Everyone is familiar with the term *standardized test*. A standardized test is a test that is given according to specific rules that ensure that the test results will be comparable across students, schools, and districts. Specific rules also can be created and followed for all types of measures. By standardizing evidence collection, greater comparability across teachers is possible. Table 2 offers some suggestions for standardizing evidence collection for different types of measures of student learning growth.

Table 2. Standardizing Evidence Collection for Different Types of Measures

Type of Measure	How to Standardize Evidence Collection	Challenges
Curriculum-based pretests and posttests	Ensure that all teachers give the tests on the same day at the same time and allow students the same amount of time for completion. Teachers should agree to limitations on test preparation for posttests.	Accurately determining growth may be difficult in schools where students are particularly advanced versus schools where students begin the year below grade level. Adjustments may need to be made to account for these differences. Some students may do very well on the initial pretest, making it impossible to show growth. Providing those students with additional challenging curriculum and enrichment activities may allow them to show growth.
Student portfolios	Engage all teachers who plan to use student portfolios in the process of determining what constitutes acceptable evidence for various levels of performance (i.e., characteristics of a “beginning” versus “advanced” still life drawing). Develop or adopt appropriate rubrics and forms for teachers to use in establishing students’ beginning performance levels on the knowledge and skills needed to meet the grade/content standards reflected in the portfolio. The same rubrics and forms can be used to evaluate the portfolio at the end of the course.	Portfolios should include not only the students’ work but also the teachers’ scoring rubric and comments and the students’ reflections (i.e., how the student plans to improve upon the work). They should not be a catch-all for multiple iterations of an essay or other unrelated work. Teachers need to work together to create or adopt a rubric and scoring approach to ensure that they all agree on the characteristics of a “beginning” versus “advanced” effort. Schools/districts need to provide time to allow teachers to meet repeatedly during the year.
Classroom-based tests (e.g., DIBELS and the Diagnostic Reading Assessment)	Provide training for elementary teachers in the appropriate use of these instruments, how often they should be used, and how to record results so that student growth across time points can be determined.	Classroom-based tests were designed primarily to help teachers track progress and adjust instruction accordingly. Because students differ in reading ability in early elementary grades and have a range of growth trajectories, it will be challenging to compare relative teachers’ contributions.
Student performance	Provide all art teachers in the district with the opportunity to meet and agree upon levels of performance (i.e., characteristics of a “beginning” performance and an “advanced” performance and how to document the performances to serve as evidence). The same applies to other classes for which a product or performance is the basis for the grade (e.g., music, drama, industrial arts classes).	If teachers do not have standards and a curriculum for the grade/subject, then they must first agree on what students should know and be able to do in a particular grade and subject before they can determine what different levels of performance should look like.
Other classroom-based evidence	Create opportunities for teachers in particular grades and subjects to meet together and agree upon ways to assess student learning. For example, timed multiplication drills might be used to document students’ growth in skills over time, but teachers must agree to a set of materials and a timeframe for conducting the drills.	Teacher-created assessments, worksheets, student journals, records of experiments, and other types of evidence can be excellent sources of documentation of student growth between two points in time, but there must be some consistency across classrooms and teachers to make such evidence comparable.

Whether utilizing existing measures, designing new ones, or using a combination of both, states and districts need to ensure that the measure or method utilized does not take time away from teaching. Instead, these assessments need to be an integral part of the teaching cycle that can quickly gauge student growth and inform teacher practice. Adding complicated, labor-intensive measures and processes will likely result in an upheaval from the education community and threaten the validity of the results.

Measures That May Improve Teacher Performance

All measures are not created equally in terms of how much they can inform a teacher about his or her practice and success in teaching specific content. Measures that are distant from the classroom, such as standardized tests administered once per year, are less likely to influence teaching practice and student learning in a timely manner, whereas measures that are aligned with an integral part of the curriculum and instructional sequence may provide useful information to the teacher about which skills and knowledge students have already mastered. This type of feedback, such as results from a pretest administered early in the year, can be used to guide instructional decisions.

In addition, ongoing assessments and examination of student work, especially in cooperation with colleagues, may not be included as part of teacher evaluation but may be useful for teachers in determining next steps for their students. When teachers know areas in which the students are experiencing difficulty, they can use that information to make the necessary instructional adjustments (e.g., reteaching), allowing extra opportunities for practice, instruction in small groups, peer tutoring, computer-assisted instruction, individual tutoring, or other changes in the method or type of instruction. In addition, teachers find value in working together to examine and score student work (e.g., essays, portfolios, or projects). Discussions with other

teachers about the differences between an outstanding piece of work and a good one can be valuable to teachers in thinking about how to target specific criteria in their own instruction.

Little attention has been paid to how the instruments and processes of teacher evaluation can inform professional growth opportunities. A feedback loop should be established that allows teachers and those who support them to identify areas of student weakness and strategize ways to improve instructional practices, resulting in improved student performance. Evaluation results should feed directly into that loop, providing specific, timely information in a format that is useful to teachers, administrators, and support personnel.

STATE GUIDANCE TO DISTRICTS

Districts will look to states for specific guidance about how to evaluate teachers' contributions to student learning growth, particularly in the nontested subjects and grades. There are several areas in which they need guidance.

Comparability: Across or Within Districts?

In order to better understand the differences among teacher effectiveness across schools and districts and identify teachers who are performing at high levels or those who are struggling, all teachers ideally would be evaluated in exactly the same way, using exactly the same measures. The state must first decide whether to insist on comparability *within* or *across* districts. A statewide system would be based on across-district comparability, whereas a district model would be based on within-district comparability. The following questions may be useful in making this decision:

- Is there a single set of subject-specific and grade-specific state standards for students that all districts use? If not, comparability across districts will be problematic.

- Do all districts throughout the state use the same curriculum and textbooks for all subjects? If not, it may be difficult to identify a common set of assessments that are appropriate for all districts.
- Do all districts have the same school calendar (e.g., start and end dates for the students, standardized testing dates, breaks, and holidays)? If not, it may be difficult to standardize the assessment process so that students are assessed at the same time across the state. The more standardized the assessment process is, the more comparable results will be.
- Do various types of educators in all districts across the state have the same job descriptions? The job description for some educators, particularly counselors, special educators, school nurses, librarians, and itinerant teachers, may vary widely from district to district.

If state staff answer “no” to any or all of these questions, they may want to consider comparability within rather than *across* districts. However, states could still provide guidelines to districts to ensure as much comparability as possible, given the district-to-district differences. For more information about appropriate guidance, see Goe, Holdheide, and Miller (in press).

Measures

States need to provide guidance to districts in selecting appropriate standards-based measures for documenting student growth. The following questions may help in determining the type of guidance to provide:

- Does the state want to approve all measures used by districts? If not, the state can provide the districts with guidelines and criteria for acceptable measures and leave approval of measures up to the districts.
- Does the state or district have a valid test that measures students’ progress toward mastery of grade-level and subject standards? If not, other measures will have to be identified, purchased, or created to provide valid indicators of student growth. Districts can pool resources to share the costs of assessments and measures as a more cost-effective approach than each district attempting to pay these costs individually.
- Do districts have the capacity to implement processes for assessing student growth? If not, districts may need to join with other districts in regional or other purposeful consortiums to take advantage of economies of scale. For example, a number of rural districts might share information and resources, whereas an urban district might join forces with other urban districts in the state to form a consortium to share resources.

Exceptions

After a state or district adopts specific measures and processes for determining student learning growth, decision makers need to consider how to manage “exceptions” to the established processes for using these measures. For example, should a teacher be held accountable if the student was only assigned to his or her class for a portion of the school year? Or what happens if the student rarely attends school? Should the same level of accountability or attribution be assigned? Should working conditions be considered as a factor in determining teachers’ contributions to student learning growth? States and districts, working closely with teachers, administrators, and stakeholder groups, need to determine which exceptions to include and how to include them in ways that will ensure fairness and comparability.

Approaches to handling these exceptions may be left up to districts, but states may provide guidance or limit options to ensure greater comparability across districts.

Table 3. Priorities, Challenges, and Potential Solutions

Priority	Challenges	Potential Solutions
Measuring student growth between “two points in time”	<p>Students complete only the pretest but not the posttest or vice versa.</p> <p>Students fail to turn in required work (e.g., a portfolio or project being used as the postmeasure).</p>	<p>With large numbers of students (e.g., at the secondary level), eliminate the student from the pool of students used to calculate the average student growth for the teacher.</p> <p>With smaller class sizes, it is important to include as many students as possible to reduce the margin of error. Allowing a review of other student work (homework or classwork), comparing current work or scores to those from previous years, or devising standards-based projects for students to complete are possible options, though imperfect at best.</p>
Ensuring “rigor” of assessments	<p>The measures used are complex, and it is difficult to determine rigor.</p> <p>There is little agreement about what rigor is and how it is reflected in the measures.</p>	<p>For a portfolio, project, or other multi-part measure, break down the components by the standard(s) being addressed. Will success on these components provide a clear indication of students’ mastery of standards-based knowledge or skills?</p> <p>Subject and grade-level standards should provide the focus for all measures. If the measure is not adequate to show progress toward mastery of standards-based skills and knowledge, it is not rigorous. In addition, demonstration of mastery of the knowledge and skills should be possible with the measure.</p>
Making certain that measurement is “comparable across classrooms”	Raters are not adequately trained in scoring students’ work for portfolios, projects, performances, and products (the four Ps) that are being used as measures of students’ growth.	Essays and the four Ps (i.e., portfolios, projects, performances, and products) all require training with scoring rubrics to ensure that all raters agree on what each level of the rubric looks like. Raters may be teachers, administrators, district personnel, or people hired specifically for scoring, but they must be trained to a high level of agreement. In addition, retraining and calibration should be conducted periodically to ensure that raters are still in agreement on interpreting the evidence. Training involves examining and discussing student work and rating it, then discussing rating decisions until agreement is reached.
	Teachers acting as raters do not have time in their schedules to work with “like” teachers on scoring writing samples, portfolios, projects, performances, products (the four Ps), and so on.	When teachers are trained as raters, it is important that they are given time to work together on scoring student work. Greater reliability and thus greater comparability will be achieved with multiple raters working together. Using some scheduled professional development time, grade-level or subject-level meeting time, or team time may be necessary.
	Pretests and posttests are not given in a standardized way.	Results will not be comparable across classrooms unless specific practices are followed in giving pretests and posttests. These practices require a commitment and coordination across schools within a district to (1) choose a date/time that all schools agree to for pretesting of a subject/grade; (2) ensure that teachers are properly instructed on how to prepare students for the pretests and posttests; (3) give the tests at the same time of day; and (4) give tests for a predetermined length of time.

Ongoing Research on Systems, Models, and Measures

Changes in teacher evaluation policies have occurred at a dizzying pace, outstripping researchers' ability to study the validity and fairness of the systems themselves and the individual components of the systems. Although research has been conducted on some of the measures, studies generally focus on low-stakes evaluation systems. (For a review of research on measures, see Goe, Bell, and Little, 2008.) There is little research on using student achievement growth as a measure of teacher effectiveness in a high-stakes system in which the results could mean commendation or probation, rewards or even dismissal. Planning for and consistently evaluating the relative quality of results from the use of various measures is important to increasing ability to accurately determine teacher effectiveness.

As states and districts implement evaluation systems that include multiple measures of student learning, it will be possible to evaluate the usefulness of various measures in differentiating among educators' levels of performance. This type of research should result in enhanced ability to conduct teacher evaluations that provide a nuanced, comprehensive, and accurate picture of teachers' contributions to student learning growth.

Considerations for States: Moving Forward

Without a research base to guide states' efforts, the TQ Center encourages caution and careful deliberation in designing and implementing high-stakes evaluation systems that measure teachers' contributions to

student learning growth. States may consider the following as they move forward:

- Partner with national and regional comprehensive centers in conducting needs assessments and outlining steps to take in determining appropriate measures and processes.
- Bring stakeholders (e.g., teachers, administrators, parents, school board members, union representatives, business leaders) to the table early in the discussions about measures and seek their help in communicating results.
- If the state does not currently have grade-level and subject standards for all courses, adopting such standards is important to ensure appropriate rigor in measuring student learning growth.
- The following steps can be used for selecting measures:
 - Categorize teachers by whether they are in tested or nontested subjects and grades.
 - Develop indicators within data systems to link teachers to appropriate student growth data.
 - Determine whether there are existing measures that might be useful in measuring student growth, and establish an approval process and/or listing of acceptable measures.
 - Secure content expertise to help evaluate coverage (i.e., whether measures exist to show learning growth for all teachers).
 - When gaps are found in existing measures, purchase or develop appropriate measures.
 - Consider alternative assessments as well as how measures need to be modified or differentiated through accommodations for students with special needs.

- Conserve resources by encouraging districts to join forces with other districts or regional groups to determine appropriate measures for nontested subjects and grades. This approach also contributes to greater comparability because teachers will be using the same measures across schools, districts, and regions.
- Consider whether human resources and capacity are sufficient to ensure fidelity of implementation.
- Develop a communication strategy to increase awareness and buy-in. Consider “frequently asked questions” pages on state and district websites and other means of sharing information about how and why measures were chosen and how they will be used.
- Establish a plan to evaluate measures to determine whether they can effectively differentiate among teacher performance.
- Evaluate processes and data each year and make needed adjustments.

CONCLUSION

There is little doubt that teacher evaluation has been permanently and irrevocably changed. No longer is a score on a principal’s observation checklist acceptable as evidence that a teacher is effective in the classroom. Linking teachers with student outcomes—including evidence of their growth in standards-based knowledge and skills—will become increasingly common. Moving forward in a responsible, deliberate, and cautious manner will ensure that the results are valid and defensible.

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ABOUT THE NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.



NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877.322.8700 | 202.223.6690

www.tqsource.org

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The National Comprehensive Center for Teacher Quality is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University.

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IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

NOTICE OF RULEMAKING - PROPOSED RULE

THE FOLLOWING IS THE PROPOSED TEXT FOR SBOE REVIEW
-SCHEDULED FOR APRIL 2012-**120. LOCAL DISTRICT EVALUATION POLICY – TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.**

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a. Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Goals Outcomes; (3-29-10)
 - Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Assessing Designing Student Learning Assessments. (~~3-29-10~~)()
- b. Domain 2 - Learning The Classroom Environment: (~~3-29-10~~)()
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c. Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating Clearly and Accurately with Students; (~~3-29-10~~)()
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Providing Feedback to Students Using Assessment in Instruction; and (~~3-29-10~~)()

- v. Demonstrating Flexibility and Responsiveness; ~~and.~~ (3-29-10)()
- ~~vi. Use Assessment to Inform Instruction and Improve Student Achievement.~~ (3-29-10)
- d. Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. ~~Contributing to the School and District~~ Participating in a Professional Community; (3-29-10)()
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first half of the evaluation that must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code). ()

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code). ()

024. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 136, and each school nurse and librarian (~~Section 33-515, Idaho Code~~). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)()

035. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

- a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)
- b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)
- c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation and after September 1, 2014, shall have proof of proficiency in evaluating teacher performance. (4-1-97)
- d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)
- e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)
- f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)
- g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be the basis for the district's Needs Assessment in determining district-wide professional development. Individual performance data shall be the foundation of individualized Professional Performance Plans for all teachers. Professional Performance Plans shall be used in annual evaluation as a means of measuring professional growth. District shall implement use of Professional Growth Plans no later than January 1, 2015.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. No later than March 01, 2014, districts shall have established an individualized teacher evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished. Districts shall ensure that an Individualized Professional Development plan is created for each teacher based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

046. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. ~~At a minimum, the policy must provide standards for evaluating the following personnel:~~ All contract personnel shall be evaluated at least once annually. (4-1-97)()

~~a. First, second, and third year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year.~~ (4-1-97)

~~b. All renewable contract personnel will be evaluated at least once annually.~~ (4-1-97)

057. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation of are research based. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.

121. LOCAL DISTRICT EVALUATION POLICY - ADMINISTRATIVE CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for administrator performance evaluation in which criteria and procedures for the evaluation of administratively certificated personnel are research based. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.

01. Standards. Each district evaluation model shall be aligned to state minimum standards, including proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching. Proof of proficiency in evaluating teacher performance shall be required of all administrators no later than September 1, 2014.

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any administratively certificated employees and must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code).

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all administratively certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code).

04. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which administratively certificated personnel will be evaluated.

c. Evaluator -- identification of the individuals responsible for appraising or evaluating administratively certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.

d. Sources of data -- description of the sources of data used in conducting administratively certificated personnel evaluations. Proficiency in conducting evaluations through classroom observation should be included as one (1) source of data.

e. Procedure -- description of the procedure used in the conduct of administratively certificated personnel evaluations.

f. Communication of results -- the method by which administratively certificated personnel are informed of the results of evaluation

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change.

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation.

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be the basis for the district's Needs Assessment in determining district-wide professional development for administrators. Individual performance data shall be the foundation of individualized Professional Performance Plans. Professional Performance Plans shall be used in annual evaluation as a means of measuring professional growth in instructional leadership. District shall implement use of Professional Growth Plans no later than January 1, 2015.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists administrative personnel in need of improvement. No later than March 01, 2014, districts shall have established an individualized evaluation rating system with a ranking of not proficient, basic, proficient, and distinguished. Districts shall ensure that an Individualized Professional Development plan is created for each administrative certificate holder based upon evaluation findings, and to be used in subsequent years as the baseline measurement for professional development and growth.

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan.

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. All contract personnel shall be evaluated at least once annually.

06. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation of are research based. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. . By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval.



School District:

Date:

TEACHER PERFORMANCE EVALUATION STATE STANDARDS AND REQUIREMENTS RUBRIC

The districts teacher evaluation model is based on or is aligned to the following minimum standards:	Met	Partially Met	Not Met	Comments:
Domain 1 – Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy				
Domain 1 – Planning and Preparation 1b: Demonstrating Knowledge of Students				
Domain 1 – Planning and Preparation 1c: Setting Instructional Goals				
Domain 1 – Planning and Preparation 1d: Demonstrating Knowledge of Resources				
Domain 1 – Planning and Preparation 1e: Designing Coherent Instruction				
Domain 1 – Planning and Preparation 1f: Assessing Student Learning				
Domain 2 – Learning Environment 2a: Creating an Environment of Respect and Rapport				
Domain 2 – Learning Environment 2b: Establishing a Culture for Learning				
Domain 2 – Learning Environment 2c: Managing Classroom Procedures				
Domain 2 – Learning Environment 2d. Managing Student Behavior				

Domain 2 – Learning Environment 2e: Organizing Physical Space				
Domain 3 – Instruction and Use of Assessment 3a: Communicating Clearly and Accurately				
Domain 3 – Instruction and Use of Assessment 3b: Using Questioning and Discussion Techniques				
Domain 3 – Instruction and Use of Assessment 3c: Engaging Students in Learning				
Domain 3 – Instruction and Use of Assessment 3d: Providing Feedback to Students				
Domain 3 – Instruction and Use of Assessment 3e: Demonstrating Flexibility and Responsiveness				
Domain 3 – Instruction and Use of Assessment 3f: Use assessment to inform instruction and improve student achievement				
Domain 4 – Professional Responsibilities 4a: Reflecting on Teaching				
Domain 4 – Professional Responsibilities 4b: Maintaining Accurate Records				
Domain 4 – Professional Responsibilities 4c: Communicating with Families				
Domain 4 – Professional Responsibilities 4d: Contributing to the School and District				
Domain 4 – Professional Responsibilities 4e: Growing and Developing Professionally				
Domain 4 – Professional Responsibilities 4f: Showing Professionalism				

The districts teacher evaluation policy includes the following provisions:	Met	Partially Met	Not Met	Comments:
District evaluation policy includes a provision for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel.				
District evaluation policy contains statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions.				
District evaluation policy contains statements of the general criteria upon which certificated personnel will be evaluated.				
District evaluation policy contains identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.				
District evaluation policy contains description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data.				
District evaluation policy contains description of the procedure used in the conduct of certificated personnel evaluations.				
District evaluation policy contains the method by which certificated personnel are informed of the results of evaluation.				
District evaluation policy contains the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.				
District evaluation policy contains the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.				
District evaluation policy contains the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.				
District evaluation policy contains a description of the method used to monitor and evaluate the district's personnel evaluation system.				

Districts evaluation policy includes a plan for including all stakeholders, including teachers, school board members and administrators, in the development and ongoing review of the teacher evaluation plan.				
District evaluation policy contains a plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement				
District evaluation policy contains a plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process.				
District evaluation policy contains a plan for funding ongoing training and professional development for administrators in evaluation				
District evaluation policy contains a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development				
District evaluation policy contains at a minimum, a provision for evaluating the following personnel: <ul style="list-style-type: none"> • First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. • All renewable contract personnel will be evaluated at least once annually. 				
Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy.				

State of Idaho Teacher Performance Evaluation Implementation Guidelines

Every Teacher Performance Evaluation Model Must Include the Following:

Performance Levels: Each district must identify descriptors of performance levels for each domain, which will, at a minimum, address proficient and unsatisfactory practice. Example of performance levels a district might identify include: unsatisfactory, basic, proficient, distinguished. In recognition of research into mastery, proficient performance in a domain is meeting 80% of the components.

Reliability and Validity: Part of the vision of the Teacher Performance Evaluation Task Force is for each district's evaluation tool and process to be valid and reliable and utilize data to support those qualifications. Districts will report content validity data within the first year - gather input from those being evaluated on the indicators within components and domains (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance.

Training and Professional Development: As part of each district's process and implementation of a teacher evaluation model, there must be a plan for ongoing training for evaluators/administrators as well as professional development for teachers on the district's evaluation tool and process. Districts must ensure that all administrators responsible for performing evaluations be trained in the district approved evaluation model.

Required Components of a District Teacher Evaluation Model:

- Districts must adopt or develop a teacher evaluation model that is aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching domains and components of instruction.
- Districts will develop or adopt their own instruments and procedures for evaluating teachers based on these standards.
- The evaluation process will be determined by the local district providing that it meets the minimum number of evaluations per year required in Idaho laws and rules.
- Each district's teacher evaluation model must include, at a minimum, the following information:

- **Purpose** -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions.
- **Evaluation criteria** -- statements of the general criteria upon which certificated personnel will be evaluated.
- **Evaluator** -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.
- **Sources of data** -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data.
- **Procedure** -- description of the procedure used in the conduct of certificated personnel evaluations.
- **Communication of results** -- the method by which certificated personnel are informed of the results of evaluation.
- **Personnel actions** -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.
- **Appeal** -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations.
- **Remediation** -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.
- **Monitoring and evaluation** -- A description of the method used to monitor and evaluate the district's personnel evaluation system.
- **Funding** -- a plan for funding ongoing training and professional development for administrators in evaluation.
- **Collecting and using data** -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.
- **Identify proficiency** -- A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.
- **Stakeholders** -- A plan for including all stakeholder including, but not limited to, teachers, board members and administrators in the development and ongoing review of their teacher evaluation plan.
- **Professional development and training** -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

- The task force believes that reliability is developed and demonstrated through ongoing training for evaluators.
- Districts must ensure that all administrators responsible for performing evaluations be trained in the district's state-approved evaluation model.
- Districts must identify what funds they are currently utilizing for administrator professional development in evaluation as well as funds they will utilize to support ongoing training and professional development.

State Approval:

Every school district and charter school must submit its evaluation model to the State Department of Education for approval by February 2010.

To be approved, the evaluation model must meet the minimum statewide standards for teacher evaluations and the minimum number of evaluations per year as required by Idaho laws and rules. Models must also address performance levels, reliability and validity, and ongoing training and professional development. A team of reviewers at the State Department of Education who are trained in the framework will approve the evaluation models.

Plans that are not approved will be returned to the districts highlighting recommendations for change.

The State Department of Education will establish a process of appeals for districts that wish to contest a plan that was not approved.

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-1106

NOTICE OF RULEMAKING - PROPOSED RULE

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1106

120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Goals Outcomes; ~~(3-29-10)~~()
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. ~~Assessing~~ Designing Student ~~Learning~~ Assessments. ~~(3-29-10)~~()
- b.** Domain 2 - ~~Learning~~ The Classroom Environment: ~~(3-29-10)~~()
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating ~~Clearly and Accurately~~ with Students; ~~(3-29-10)~~()
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. ~~Providing Feedback to Students~~ Using Assessment in Instruction; and ~~(3-29-10)~~()

- v. Demonstrating Flexibility and Responsiveness; ~~and.~~ (3-29-10)()
- ~~vi. Use Assessment to Inform Instruction and Improve Student Achievement.~~ (3-29-10)
- d. Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. ~~Contributing to the School and District~~ Participating in a Professional Community; (3-29-10)()
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first half of the evaluation that must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code). ()

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code). ()

024. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 136, and each school nurse and librarian (~~Section 33-515, Idaho Code~~). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)()

035. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

- a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)
- b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)
- c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)
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h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

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k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. (3-29-10)

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. (3-29-10)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

046. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. ~~At a minimum, the policy must provide standards for evaluating the following personnel:~~ All contract personnel shall be evaluated at least once annually. (4-1-97)()

~~a. First, second, and third year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year.~~ (4-1-97)

~~b. All renewable contract personnel will be evaluated at least once annually.~~ (4-1-97)

057. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

Teachscape
Framework for Teaching
Proficiency System



Framework for Teaching Proficiency System

Fair Teacher Evaluations Start with Well-Trained Observers

The need to institute training programs for observers has never been greater. As a result of state and federal policy initiatives and an increasing emphasis on performance-based teacher evaluation systems, there is an urgent need to train observers so that they can demonstrate the ability to accurately and reliably assess teaching practice — before conducting an observation.

Studies prove that a great teacher can impart a year and a half's worth of learning to a student in one year. Teachers can improve their effectiveness with focused feedback from individuals who are well trained in accurately applying an instructional framework to teaching practice.

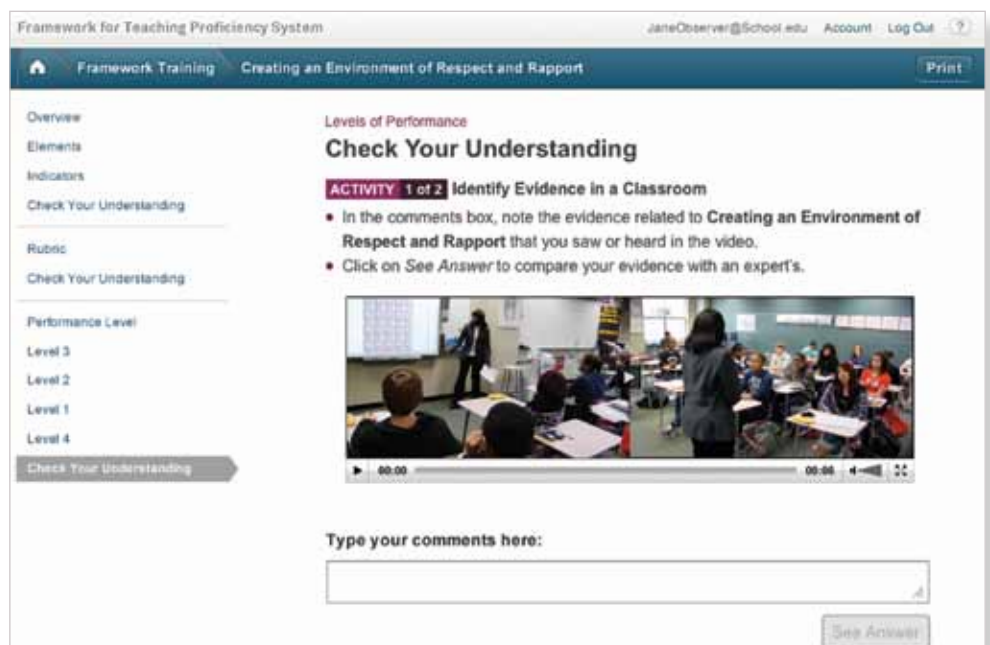
The Proficiency System provides districts with a complete online solution for training and testing the proficiency of observers in the Charlotte Danielson Framework for Teaching:

- Framework for Teaching—**Observer Training**
- Framework for Teaching—**Scoring Practice**
- Framework for Teaching—**Proficiency Test**

Observer Training: Raising the Bar on Observer Expertise

The self-paced online training was developed to increase the reliability and accuracy of observers by helping them to deeply understand and accurately differentiate the components of Domains 2 and 3 and each of the four proficiency levels of the Framework for Teaching.

- More than 15 hours of training and over 100 master-scored videos
- Master scored videos cover all proficiency ranges in grades K–12 and in multiple subject areas (English language arts, math, science, and social studies)
- Benchmark videos build common expectations around accurate examples of a given proficiency level
- Videos include scoring rationale to reinforce learning and comprehension
- Training includes interactive tools and application activities to reinforce strategies and concepts featured in the learning modules



Scoring Practice: Apply Skills with Classroom Videos

Scoring practice with master-scored videos helps prepare observers for real-world classroom observations. An observer can view videos of real classrooms and score the videos using rubrics. Then, the observer can compare his or her scores with the scores assigned by an expert and review the expert's rationale.

Practice videos of varying lengths cover English language arts, math, and social studies or science in grade bands K–5, 6–8, K–8, 9–12, and K–12.

The screenshot displays the 'Scale Feedback' window in the Teachscape interface. It shows three components of the Framework for Teaching with 'Your Score' and 'Actual Score' comparisons, along with feedback text.

Component	Your Score	Actual Score	Feedback
Managing Student Behavior	4	2	Your score is too high. Numerous students are inattentive and talking in a disruptive manner. The teacher is inconsistent in monitoring and implementing the standards of conduct (Teacher asks students to put phones away, but doesn't address off-topic conversation).
Engaging Students in Learning	3	3	Your score is correct. All students are cognitively engaged with the tasks and activities. The students are working independently with some teacher instruction and clarification, but all students are expected to solve and complete their own work. The content is challenging and developmentally appropriate to the students and allow students to develop and construct knowledge (after solving for area, students are required to compare measurement benchmarks to see which items best fits the solution). The pacing of the lesson seems appropriate for all students.
Using Assessment in Instruction	2	3	Your score is too low. The teacher does use assessment regularly during instruction. Teacher gives specific feedback that advances learning. (The teacher sees that students are struggling with one of the problems. Teacher says 'Area equals length times width. So, think about what 2 numbers would multiply by one another to equal that area, okay?').

- Identify and record instructional evidence
- Align teaching evidence to a specific component of the Framework for Teaching
- Evaluate evidence to render accurate observations about classroom practice in the various components of the Framework for Teaching
- Score classroom practice based on the evidence

Proficiency Test: Assess Observation Skills

Developed as a scientifically sound methodology for assessing observers, the proficiency test evaluates whether the observers understand and can apply the Framework for Teaching in an accurate and consistent manner.

The test is designed to challenge observers in demonstrating their observational skills and incorporates extensive use of master-scored videos to measure observers' depth and application of knowledge in rendering accurate judgments.



- Five test versions: elementary, middle school, high school, K–8, and K–12
- Includes English language arts, math, and science or social studies content areas
- Takes about 7.5 hours and contains two pass/not pass stages
- Includes test passage rate reports for observers and proficiency analysis reports for district administrators

Framework for Teaching Proficiency System

Partnerships



The Framework for Teaching Proficiency System was born out of the Bill & Melinda Gates Foundation Measures of Effective Teaching (MET) project. Through this project, Teachscape videotaped more than 3,000 classrooms and 20,000 lessons across grades 4–9 English language arts, grades 4–9 math, and grade 10 biology.

Implemented Successfully in the MET Project

After completing the video capture of thousands of lessons came the challenging task of scoring the classroom videos relative to an instructional framework. Teachscape partnered with Charlotte Danielson, an internationally recognized expert on teacher effectiveness and developer of the Framework for Teaching, and with Educational Testing Service (ETS) to develop the systems, tools, and methodology for scoring the classroom lessons.

Developed with Charlotte Danielson and ETS

Teachscape, Charlotte Danielson, and ETS have partnered to create a new online training and testing system that is now available to help all districts improve the accuracy and integrity of the teacher observation process.

“The Framework for Teaching Proficiency System is a vital element of any fair and equitable approach to teacher observation and evaluation. It provides assurance that when the Framework for Teaching is used for evaluation, it’s done with integrity and fidelity.”

—Charlotte Danielson

Christina P. Linder

From: Christina P. Linder
Sent: Wednesday, December 28, 2011 12:33 PM
To: 'adunn@sugarsalem.com'; 'coburnr@d93.k12.id.us'; 'rcampbell@sd60.k12.id.us'; 'bjolley@sd60.k12.id.us'; 'gmlowe@wendellschools.org'; 'jshawver@kimberly.edu'; 'wward@nsd131.org'; 'jrapp@lewistonschools.net'; 'CoburnR@d93.k12.id.us'; 'mgreen@falsonridgecharter.org'
Cc: Teresa Burgess; Becky Martin
Subject: Proficiency for Evaluators Using the Danielson Framework - Regional Face to Face Danielson Training for Administrators and Teacher Leaders
Attachments: Framework for Teaching Proficiency System.pdf

Dear District Administrators,

I am writing to let you know that we've been able to confirm dates for our regional face to face trainings. Our goal is to provide you with the opportunity to participate in trainings that will lead to inter-rater reliability as you strive to effectively implement the Danielson Framework within your district.

You will not only have the opportunity to send up to 20 administrators and teacher leaders to be trained, but each will be able to become officially certified as an evaluator. The brochure that explains this process is attached above. Through a combination of face-to-face trainings and the availability of video training and practice tests, your evaluators will be able to prove that they have achieved proficiency in evaluating teachers for both formative and summative purposes.

The state will provide training, materials, meals, and reimbursement for up to five substitute teachers to facilitate participation of teacher leaders. We would ask that you consider using Title IIA funds to pay for travel expenses and perhaps provide a stipend for participants. Completion of this "train-the-trainer" training will result in an opportunity for you to build capacity within your own districts, and provide ongoing support for administrators and teachers. The dates are outlined in the table below.

Next week you will receive a second email with a link to register for the trainings. Please forward the email with the embedded link to all administrators and teachers leaders who will be participating. This link will not only have a brief survey to give our trainers and idea of the level of expertise among participants, but will also be used as the official vehicle for confirming registration of participants.

Proficiency for Evaluators Using the Danielson Framework - Training Schedule 2011-2012

Participants: Principals, Evaluators and Teacher Leaders

Region 1 and 2 CdA or Post Falls Facility to be arranged Time: 8:30am-3:30pm	Region 3 Boise or Meridian Time: 8:30am-3:30pm	Region 4 ,5 and 6 Idaho Falls Facility to be arranged Time: 8:30am-3:30pm
Day 1- October 19,2011	Day 1-January 18, 2012	Day 1- January 20,2012
Day 2 -February 28, 2012	Day 2- March 8, 2012	Day2-March 6, 2012
Day 3-April 17,2012	Day 3-April 19, 2012	Day 3-April 24, 2012
Day 4 – TBA : Next Steps	Day 4- June 14, 2012	Day 4- June 7, 2012

Certification: Certified Evaluator	Certification: Certified Evaluator	Certification: Certified Evaluator
------------------------------------	------------------------------------	------------------------------------

Please don't hesitate to call or email any of us listed above if you have questions. I hope you were able to get some rest and peace over the long break, and have come back feeling refreshed. Our team so looks forward to working with you.

Warm regards,
c

Christina Linder

Director
Certification and Professional Standards
Idaho State Department of Education
(208) 332-6886

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012**

SUBJECT

Weiser School District No. 431 Tuition Waiver

REFERENCE

- | | |
|-------------------|--|
| February 27, 2008 | M/S (Hall/Westerberg): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School form Annex School District in Oregon for the following years: 2007-2008, 2008-2009, 2009-2010, and 2010-2011, subject to annual review by the Weiser School District Board of Trustees. Motion carried 5-0 (Luna absent). |
| February 25, 2009 | M/S (Luna/Agidius): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2008-09, 2009-10, 2010-11, and 2011- 12 school years; subject to annual review by the Weiser School District Board of Trustees. Motion carried unanimously. |
| February 17, 2010 | M/S (Luna/Terrell): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2009-10, 2010-11, 2011-12, and 2012-13 school years, subject to annual review by the Weiser School District Board of Trustees. Motion carried unanimously. |
| February 16, 2011 | M/S (Luna/Terrell): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2010-2011, 2011-2012, 2012-2013, and 2013-2014 school years, subject to annual review by the Weiser School District Board of Trustees. Motion carried unanimously |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1405, Idaho Code

BACKGROUND/DISCUSSION

Several students residing in the small Annex School District in Malheur County, Oregon, across the Snake River from Weiser, Idaho, have been attending school

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012**

in Weiser School District No. 431. The tuition charged by the Weiser School District for each of the students from Oregon is set by Section 33-1405, Idaho Code. The tuition charged is more than the per pupil amount the Oregon state funding formula allocates to the Annex School District and continues to create a hardship to the Annex School District.

The request for approval is coming before the State Board of Education again this year, because waiver request must be made annually for each new student. Weiser School District has 20 new students this year which require approval.

IMPACT

The Weiser School District is requesting the State Board of Education waive a portion (\$42.18 per month per student) of the tuition rate charge for each individual student attending Weiser High School from the Annex School District in Oregon for the: 2012-13, 2013-14; 2014-15, and 2015-16 school years, subject to annual review by the Weiser School District Board of Trustees.

The addition of 20 students from the Annex, Oregon area (representing about 4% of the Weiser High School student body) increases the costs of supplies, texts, and limited equipment (labs), but has little effect on the other budget lines and expenditures. The Annex District provides the bus transportation to Weiser High School.

ATTACHMENTS

Attachment 1 – Letter from Weiser School District Superintendent	Page 3
Attachment 2 – Letter from Weiser School District Board of Trustees	Page 5

BOARD ACTION

A motion to approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2011-12, 2012-13, and 2013-14, 2014-15 school years, subject to annual review by the Weiser School District Board of Trustees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 * FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

KYLA DICKERSON
District Clerk

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

CHRISTY STENDER
Deputy Clerk


January 12, 2012

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Re: Annex School District Tuition Waiver Request

The Weiser School District #431 Board of Trustees at a regularly scheduled meeting of the school board on Monday, January, 9, 2012 approved the tuition waiver request from the Annex Oregon School District for the Oregon High School students attending Weiser High School.

Sincerely,


KYLA DICKERSON
Clerk of the Board
Weiser School District #431
Board of Trustees

HIGH ACHIEVEMENT

WEISER SCHOOLS

www.weiserschools.org

RESPONSIBLE CITIZENSHIP

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STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012

WEISER SCHOOL DISTRICT NO. 431

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WEISER, IDAHO 83672
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JAMES A. REED
Superintendent of Schools

KYLA DICKERSON
District Clerk

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

CHRISTY STENDER
Deputy Clerk

January 12, 2011

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

RE: OUT OF STATE TUITION WAIVER (I.C. #33-1405)
Annex, Oregon students attending Weiser High School

The Weiser School District Board of Trustees requests the State Board of Education waive a portion of the tuition rate charged for each individual student attending Weiser High School from Annex School District in Oregon for the 2011-12 school year.

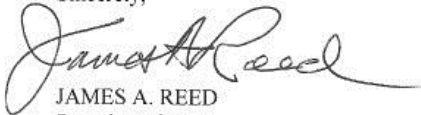
The Weiser School District is requesting the waiver for four years: 2011-12; 2012-13; 2013-14 and 2014-15 subject to annual review by the Weiser School District Board of Trustees.

The waiver will reduce the amount received by the Weiser school District by an amount equal to the State Department of Education approved tuition rate minus the amount Annex School District receives for secondary students multiplied by the AMA of Annex students attending Weiser High School.

The addition of approximately twenty (20) students from the Annex, Oregon area (representing about 4% of the Weiser High School student body) increases the costs of supplies, texts, and limited equipment (labs) but has little effect on other budget lines and expenditures. The Annex District provides the bus transportation to Weiser High School.

Attached, please find a letter of support for the waiver by the Weiser School Board of Trustees.

Sincerely,



JAMES A. REED
Superintendent

Encl.

HIGH ACHIEVEMENT

WEISER SCHOOLS

www.weiserschools.org

RESPONSIBLE CITIZENSHIP

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012**

SUBJECT

Brigham Young University - Idaho Full Program Review Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 Section 100- Official Vehicle for the
Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Brigham Young University-Idaho (BYU-I) meet state standards for beginning teachers. The review was conducted by an eleven-member state program approval team accompanied by two state observers/reviewers.

The standards used to validate the Institutional Report were the State Board of Education approved Idaho Standards for the Initial Certification of Professional School Personnel. Board approved rubrics were used to assist team members in determining how well standards are being met.

Core standards, foundational standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members used a minimum of three sources of evidence to validate each standard, including but not limited to: course syllabi, intern student handbooks, course evaluations both formal and informal, course assignments, Praxis II , Praxis PLT, and Idaho Literacy Assessment test results, portfolios, work samples, letters of support, transcript analysis, surveys and access to BYU-I's accreditation site at www.box.net. In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, full-time and adjunct university faculty, clinical supervisors, Pre K-12 principals and cooperating teachers.

A written state team report was submitted to the unit, which had the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. No rejoinder was submitted. The Professional Standards Commission (PSC) voted to unanimously approve the state team report and recommend to the State Board approval of the following programs: Early Childhood Education/Early Childhood Special Education (ECE/ECSE) Blended, Elementary Education, English Language Arts, Foreign Language, Health, Mathematics, Physical Education, Professional Technical Education(Foundation Standards), Agriculture Education, Family and Consumer Science, Science (Foundation Standards), Biology, Earth and Space Science, Physics, Social Studies (Foundation Standards), Economics, Geography,

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012**

Government/Civics, History, Visual/Performing Arts (Foundation Standards), Drama, Music National Association of Schools of Music (NASM) Accredited, and Visual Arts. One program, Chemistry, is recommended for conditional approval due to low program enrollment providing for minimal evidence. The conditionally approved Chemistry program will undergo a focused visit in two years to determine if the conditions have been met and if the program is eligible for approval.

IMPACT

In order to maintain their state approved status, and produce graduates eligible for Idaho teacher certification, BYU-Idaho must offer a teacher preparation program adequately aligned to both National Council for Accreditation of Teacher Education (NCATE) and State Standards.

ATTACHMENTS

Attachment 1 – State Review Team Report

Page 3

BOARD ACTION

A motion to accept the State Team Report, thereby granting program approval of ECE/ECSC Blended, Elementary Education, English Language Arts, Foreign Language, Health, Mathematics, Physical Education, Professional Technical Education(Foundation Standards), Agriculture Education, Family and Consumer Science, Science (Foundation Standards), Biology, Earth and Space Science, Physics, Social Studies (Foundation Standards), Economics, Geography, Government/Civics, History, Visual/Performing Arts (Foundation Standards), Drama, Music-NASM Accredited, and Visual Arts at Brigham Young University - Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to accept the State Team Report, thereby granting conditional approval of the Chemistry program at Brigham Young University - Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE TEAM REPORT
Brigham Young University-Idaho
October 10-14, 2011

ON-SITE STATE TEAM:
Dr. Julie Newsom State NCATE Team Co-Chair
Stacey Jensen, State Team Co-Chair

Dr. Keith Allred
Dr. Rick Fletcher
Dr. Jann Hill
Janel Johnson
Dr. Gary Larsen
Tama Meyer
Dr. Dan Peterson
Karen Pyron
Jayne Heath-Wilmarth

Professional Standards Commission
Idaho State Board of Education

**STATE
OBSERVERS/REVIEWERS**

Christina Linder
Katie Rhodenbaugh

Introduction

Brigham Young University - Idaho (BYU-Idaho) is a private four-year university owned and operated by The Church of Jesus Christ of Latter-day Saints. Established in 1888, the institution's 255-acre campus is located in Rexburg, Idaho, an agricultural community in the heart of the Upper Snake River Valley.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Brigham Young University-Idaho (BYU-I) meet state standards for beginning teachers. The review was conducted by an eleven-member state program approval team accompanied by two state observers/reviewers.

The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved rubrics were used to assist team members in determining how well standards are being met.

Core standards, foundational standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members used a minimum of three sources of evidence to validate each standard, including but not limited to: course syllabi, intern student handbooks, course evaluations both formal and informal, course assignments, Praxis II , Praxis PLT, and Idaho Literacy Assessment test results, portfolios, work samples, letters of support, transcript analysis, surveys and access to BYU-I's accreditation site at www.box.net. In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, full-time and adjunct university faculty, clinical supervisors, PreK-12 principals and cooperating teachers.

A written state team report will be submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report and the rejoinder will be submitted to the Professional Standards Commission (PSC) for review and approval. Upon approval by the PSC, the report will be submitted to the State Board of Education for final approval. Final approval by the State Board will entitle the unit dean, or designee, to submit an institutional recommendation to the State Department of Education/Certification and Professional Standards noting that the candidate graduating from the approved program is eligible to receive pertinent state certification.

STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012

PROGRAM RECOMMENDATIONS

Brigham Young University-Idaho
October 10-14, 2011

PROGRAMS	RECOMMENDATIONS	PAGE
Core Teacher Standards	Met	3
ECE/ECSC Blended	Approved	11
Elementary Education	Approved	18
English Language Arts	Approved	21
Foreign Language	Approved	26
Health	Approved	31
Mathematics	Approved	36
Physical Education	Approved	39
Professional Technical Education (Foundation Standards)	Approved	44
Agriculture Education	Approved (2010)	N/A
Family and Consumer Science	Approved	50
Science (Foundation Standards)	Approved	52
Biology	Approved	58
Chemistry	Conditionally Approved	59
Earth and Space Science	Approved	61
Physics	Approved	62
Social Studies (Foundation Standards)	Approved	63
Economics	Approved	65
Geography	Approved	66
Government/Civics	Approved	67
History	Approved	68
Visual/Performing Arts (Foundation Standards)	Approved	69
Drama	Approved	75
Music	NASM Accredited	N/A
Visual Arts	Approved	78

STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012

College/University: BYU Idaho Review Dates: October 10-14, 2011

CORE

RUBRICS – Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 BYU-I teacher education required coursework, required course syllabi, faculty interviews, Praxis II scores, clinical supervisor, cooperating teacher, and candidate survey results and observation evaluation sheets provide evidence that candidates demonstrate adequate knowledge of the content that they plan to teach. Required course reading assignments and faculty interviews indicate that candidates understand the ways new knowledge in the content area is discovered. Praxis II results as well as PLT Praxis reported results indicate that over eighty percent of the candidates meet or exceed the qualifying scores on Idaho State Board-required academic examination(s). According to interviews and clinical practice checklists, candidates are required to pass their Praxis II exams prior to their clinical internship.

1.2 Observations of candidates and student teachers, evaluation sheets, work samples, portfolios, and interviews with faculty, candidates, supervisors, administrators, and cooperating teachers indicate that candidates create learning experiences that make the content taught meaningful to students. One candidate was observed teaching an explicit vocabulary lesson and she specifically in a short 15 minute observation found a way to make all the given vocabulary words from a 5th grade reading story meaningful to her students in multiple ways. It was obvious in that short amount of time that she knew her audience and their backgrounds well enough to create these connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

2.1 Perusal of required course syllabi, required course readings, reflections regarding the assignments, and interviews of candidates and cooperating teachers indicates that candidates demonstrate an adequate understanding of how students learn and develop.

2.2 Interviews with candidates, cooperating teachers, faculty, and clinical supervisors, and administrators as well as work samples, observations, and required course assignments indicate that candidates provide opportunities to support students' developmental stages and growth.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Modifying Instruction for Individual Learning Needs		X	

3.1 Required course syllabi, interviews with faculty regarding cohort meeting topics, required readings from coursework and interviews with faculty indicate that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. The required courses SPED 310 for elementary education and ECE/ECSE majors and SPED 360 for

secondary education students provides a broad overview of a variety of individual learning needs on both the high and low end of the learning continuum. Candidates are introduced to a variety of needs and perspectives throughout the course, required course readings and required coursework. Additional required coursework topics found in literacy and other content area syllabi provide the opportunity for more specific learning challenges in the various content areas.

3.2 Interviews with candidates, cooperating teachers, and faculty, as well as observations, lesson plans from required coursework and work samples reflect evidence that candidates modify instructional opportunities to support students with diverse needs. However, perusal of required course work including lesson plans from various courses, and assessment rubrics indicate that there are varied expectations throughout the program for making modification for individual learning needs. Some courses seemed to require extensive modification and lesson plans found were able to show this evidence, however other courses did not seem to have that as a part of the requirement as lesson plans from those courses did not have any place for modifications in the plan. Modifications found seemed to rely heavily on making modification for struggling and striving readers. No lesson plans were found indicating modification being made for student on the gifted and talented end of the learning spectrum. Interviews with cooperating teachers and candidates themselves suggested that candidates are weak in their knowledge of how to adapt and modify instruction for ELL students.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies			X

4.1 Required course syllabi, faculty interviews, course assignments, and observation forms, and survey results indicate that candidates demonstrate an adequate understanding of instructional strategies. Multiple interviews indicated that candidates felt that faculty did a great job of modeling multiple instructional strategies in their delivery of content to the candidates in class.

4.2 Observations of student teachers, interviews with candidates, cooperating teachers, and formal evaluation forms as well as work samples and portfolios provide evidence that consistently and effectively use a variety of appropriate instructional strategies. In just one observation of a candidate, it was noted that the candidate utilized whole group direct instruction, kinesthetic learning, individual work, and cooperative learning groups to help reach her objective. Many interviews indicated that candidates were able to consistently use varied instructional strategies in order to help their students reach the learning goals.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	X		
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	X		

5.1 Required course syllabi, interviews with faculty, candidates, and cooperating teachers, as well as survey results, provide little or no evidence that all teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. Multiple times, ED 242- Motivation and Management was brought up as an excellent course that provided multiple opportunities to learn about motivation and management strategies in the classroom. However this is only a required course for elementary education and ECE/ECSE majors. Also it should be noted that there is quite a distinct difference in the goals, objectives, and course assignments between the 2 syllabi provided by faculty teaching this course. This reflects that candidates are receiving quite different instruction even within the same course.

5.2 Interviews with cooperating teachers, candidates, clinical supervisors, and administrators as well as observations and survey comments indicate that there is little or no evidence that all teacher candidates are able to create, manage, or modify learning environments to ensure they are safe and productive. Some programs including PE, and Drama, provided wonderful examples of how motivation and management techniques were utilized to promote positive and safe learning environments. However, data within other programs was more inconsistent as to how these techniques were included within the required curriculum.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Communication Skills		X	

6.1 Syllabi, required course assignment instructions, rubrics, and work sample guidelines all indicate that candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. All perused syllabi noted that standard English and grammar was a requirement for coursework turned in. Syllabi established a high expectation for quality work.

6.2 Observations of student teachers, interviews with cooperating teachers, work samples, portfolios, and other required course assignments indicated that candidates create learning experiences that promote student learning and communication skills. Several observations included instances where the candidate was requiring communication skills from her students and multiple times it was noted that best handwriting be utilized, correct punctuation was required, and/or a proper presentation voice be used.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills		X	
7.2 Instructional Planning		X	

7.1 Perused syllabi, required course work including lesson plans, cooperating teacher surveys and evaluations, and field experience requirements provide evidence that candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

7.2 Work samples, portfolios, observed lesson plans, interviews, and student teacher evaluations indicate that candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. However, it should be noted that candidates in secondary education who take ED 361 for their content methods are allowed to choose between creating a work sample or creating a course calendar and therefore may not have many opportunities to create lesson plans based on knowledge of subject matter, students, the community and curriculum goals prior to student teaching. Interviews indicated that some secondary candidates felt the need for more practice with instructional planning prior to student teaching.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

8.1 Required course syllabi, required course assignments, and interviews with faculty and candidates indicate that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. However, it should be noted that there was little evidence from syllabi and course requirements that all candidates receive instruction on how to utilize assessment strategies in order to determine teaching effectiveness.

8.2 Perused work samples and portfolios, interviews with cooperating teachers and candidates, lesson plans provided for required course work, and student teaching evaluation forms indicate that candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance. Interviews with cooperating teachers as well and observations found an abundance of both formal and informal assessment strategies being utilized by candidates. However, there was not much evidence provided in observations, interviews and data that indicated that candidates were utilizing this assessment data to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and science of Teaching		X	

9.1 Perusal of required course syllabi, course assignments, lesson plan templates, and scoring rubrics as well as interviews with university faculty and students indicates that candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession. Candidates are required in several courses to reflect upon their lessons as well as observations, course readings, and in other course assignments.

9.2 Work samples, observed lesson plans, portfolios and interviews with candidates, cooperating teachers, and principals indicate that candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Candidate interviews and work samples provided multiple evidences of reflection upon various teaching situations.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
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10.1 Course assignments, stated expectations from syllabi, as well as interviews with candidates and university faculty indicate that candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being. Several course assignments require candidates to collaborate with each other and the community in order to complete the assignment successfully. Candidates are evaluated on their ability to work with each other.

10.2 Interviews with candidates, cooperating teachers, principals, and clinical supervisors as well as portfolios and work samples reflect that candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Multiple interviews commended the BYU-I candidates in their abilities to take the initiative and in their professionalism.

College/University: BYU Idaho Review Dates: October 10-14, 2011

ECE/ECSE BLENDED

RUBRICS – Blended Early Childhood Education/ Early Childhood Special Education

**Standards-Based State Program Approval
Rubric for Teacher Preparation Programs**

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Early Childhood Blended Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

1.1 Interviews with ECSE teacher candidates, Praxis II scores, and student work samples demonstrate that ECSE candidates have an in-depth understanding of the traditional content areas and children's growth and development, theories and models of early childhood education as well as the comprehensive nature of what constitutes young children's well-being.

1.2 Observing ECSE teacher candidates, analyzing lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to create a balance of developmentally appropriate curriculum activities that helps young students (e.g., typically and atypically developing) successfully apply their skills to different situations and materials.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	

2.1 Interviews with practicum candidates, pre-service candidates, cooperating teachers, in conjunction with examining Praxis II scores, and perusing student work samples, provide evidence that teacher candidates demonstrate an adequate understanding of typical and atypical development of young children and the impact of family systems on child development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

3.1 Examining ECSE student work samples, observing practicum and student teaching candidates, besides interviewing cooperating teachers provides evidence that candidates have an adequate understanding of the aspects of medical care for premature development, low birth weight, and other conditions of medically fragile babies, in addition to the concerns and priorities associated with these medical conditions, as well as their implications on child development and family resources.

3.2 Interviewing ECSE student teaching candidates and their cooperating teachers, and checking candidate work samples provide evidence that the candidates demonstrate an adequate ability to locate, access, use, and effectively share information about methods of care for young, medically fragile children who are in need of assistive technology. Some pre-service candidates reported that there was relatively little access to Assistive Technology devices & resources for young children with diverse special needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, interviewing ECSE candidates, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (i.e., schedule, routines, and transitions).

4.2 Observing ECSE practicum and student teaching candidates, analyzing lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate repertoire of developmentally appropriate instructional strategies (i.e., child initiated, teacher directed, and play-based activities) in the learning environment.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Examining ECSE candidate work samples, observing candidates student teaching, and interviews with cooperating teachers provide evidence that ECSE candidates demonstrate an adequate understanding of factors that promote physically and psychologically safe and healthy environments for young children, including the applicable laws, regulations, and procedural safeguards regarding behavior management planning and plan implementation for young children with disabilities.

5.2 Interviewing university supervisors, analyzing ECSE candidate lesson plans and observing ECSE candidates demonstrate that candidates have adequate ability to create an accessible learning environment that promotes opportunities for young children in natural and inclusive settings as well as the ability to embed learning objectives within everyday routines and activities.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.2 Application of Thinking and Communication Skills		X	

6.2 Analyzing candidate lesson plans, and interviewing university supervisors along with ECSE student teacher candidates provide evidence that ECSE candidates demonstrate an appropriate ability to adjust language and communication strategies for the developmental age and stage of the child.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with cooperating teachers and ECSE candidates, along with checking candidate work samples provide evidence that ECSE teacher candidates demonstrate a sufficient understanding of recommended professional practice for working with families and children (birth- age 2, ages 3-5, and grades K-3).

7.2 Observing ECSE teacher candidates, examining lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate the necessary ability to provide information about family-oriented services based on the Individualized Family Service Plan (IFSP) and to support transitions across programs for young children and their families.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning			X
8.2 Using and interpreting program and student assessment strategies		X	

8.1 Interviews with ECSE cooperating teachers as well as ECSE candidates completing student teaching, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of the characteristics of young children that affect testing situations and interpretations of results.

8.2 Observing ECSE teacher candidates, examining candidate work samples, and interviewing ECSE cooperating teachers provide evidence that teacher candidates demonstrate an appropriate ability to screen major developmental domains (e.g., social-emotional, cognition) and involve families in relevant ways.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and science of Teaching			X

9.1 Examining Praxis II scores, interviews with ECSE cooperating teachers, and interviewing ECSE candidates provide evidence that teacher candidates demonstrate an adequate understanding of NAEYC Licensure and DEC Personnel Standards.

9.2 Observing ECSE teacher candidates, interviewing Principals and ECDSE cooperating teachers, and interviewing university supervisors provide evidence that teacher candidates demonstrate an in-depth ability to practice behavior congruent with NAEYC Licensure and DEC Personnel Standards.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships			X
10.2 Supporting Students Learning and well-being			X

10.1 Interviews with ECSE cooperating teachers, interviews with Principals, and observing ECSE student teacher candidates provide evidence that teacher candidates demonstrate an in-depth understanding of how to explain and practice behavior congruent with the NAEYC and DEC Code of Ethics and to advocate for resources for young children and their families.

10.2 Observing ECSE teacher candidates, interviewing Principals, as well as interviewing ECSE cooperating teachers provide evidence that teacher candidates demonstrate an in-depth ability to practice behavior congruent with the NAEYC and DEC Code of Ethics.

Recommended Action on ECE/ECSE Blended

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

ELEMENTARY EDUCATION

RUBRICS – Idaho Elementary Education Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge: Understanding Subject Matter and structure of the discipline		X	
1.2 Performance: Making Subject Matter Meaningful		X	

1.1 A review of required coursework from the university catalog, required course syllabi, candidate, cooperating teacher, and clinical supervisor surveys, indicate that candidates have adequate knowledge of elementary subject content, and understand the importance of integrated curriculum. In addition, the evidence indicates that candidates understand the relationship

between inquiry and the development of thinking and reasoning. Methods' syllabi, as well as interviews with faculty indicate that candidates are provided with multiple examples of ways to integrate content curriculums within each other. In addition, lesson plans provide examples of candidates utilizing their students' prior knowledge and knowledge from other content areas to further explain current concepts.

1.2 Candidate work samples, mock lesson plans, interviews with cooperating teachers and candidates, as well as survey results indicate that candidates are able to demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application making learning experiences and subject matter meaningful to most students. Interviews as well as observations of candidates provide evidence candidates are able to teach using inquiry and exploration.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge: Understanding Human Development and Learning		X	
2.2 Performance: Provide Opportunities for Development		X	

2.1 Required course syllabi, cohort seminar topics, Praxis II scores and required course assignments indicate that candidates understand how young children and early adolescents learn. Evidence also indicates that candidates understand how literacy and language development influence learning and instructional decisions. Candidates are required to take multiple literacy courses which work together to build upon the knowledge and skill candidates receive in class. In addition, candidate field experiences are integrated within the coursework to allow them to observe, analyze and discuss the development of young children's learning and literacy development. Syllabi goals and objectives and faculty interviews indicate that candidates understand the role of cognition, inquiry and exploration in learning.

2.2 Candidate work samples, portfolios, course assignments, and interviews, as well as observations, surveys, and student teaching evaluations indicate that candidates demonstrate adequate knowledge of how young children and early adolescents learn. Work samples, lesson plans, and observations of student teachers all indicated appropriate content and instructional strategies being used at various times and with various ages of students. Evidence also indicates

that candidates are able to design instruction and provide opportunities for students to learn through inquiry and exploration. Lesson plans were found to indicate opportunities for inquiry and exploration; however no actual observations were made of candidates teaching utilizing these methods.

Recommended Action on Elementary Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

ENGLISH LANGUAGE ARTS

RUBRICS – Idaho English Language Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for English Language Arts Teachers.

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, and perusing course syllabi provide evidence that teacher candidates demonstrate adequate knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

1.2 Interviews with and observing teacher candidates, interviews with supervising teachers and university supervisors, and perusing surveys of candidates completing student teaching provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	
2.2 Performance-Provide Opportunities for Development		X	

2.1 Perusing course catalog (English and core), interviews with content instructors, reviewing Praxis II scores, and reviewing course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.

2.2 Interviewing teacher candidates, perusing course syllabi (English and core), and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	
4.2 Performance-Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, Praxis II scores, and perusing course offerings and program requirements (English and core) provides evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.

4.2 Interviewing university supervisors and instructors, interviewing teacher candidates, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects).

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning		X	

8.2 Performance- Using and interpreting program and student assessment strategies		X	
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8.1 Interviews with cooperating teachers, interviews with teacher candidates, reviewing Praxis II scores, and perusing course catalog course offerings and program requirements (core and English), provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

8.2 Observing student teacher candidates, perusing the Formative Observation of Student Teaching, and interviewing cooperating teachers, provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations). It should be noted that a preponderance of evidence suggests that multiple standards are addressed in primarily one course, English 430.

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge- Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Performance- Developing in the Art and science of Teaching	X		

9.1 Interviews with cooperating teachers, teacher candidates, and course syllabi, and reviewing Praxis II scores, provide evidence that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession. .

9.2 Interviews with teacher candidates and university clinical supervisors provide little or no evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Areas for Improvement:

1. Teacher candidates will benefit from and become more adequately prepared if they recognize the need for and more intentionally participate in professional resources, conferences, and experiences. A rich exposure in journals (as opposed to “articles”), current best practices, joining appropriate state organizations, attending teacher in-services or seminars, etc. These and other “networking” affords critical conversation and collaborations with those in the field. Although BYU-I is not a “research” university, research and its application is an important component in the profession.

Recommended Action on English Language Arts

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

FOREIGN LANGUAGE

RUBRICS – Idaho Foreign Language Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Foreign Language Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an

adequate understanding of state and national foreign language standards, advanced language skills, and target cultures.

1.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	
2.2 Performance-Provide Opportunities for Development		X	

2.1 Interviews with content instructors, reviewing course syllabi and perusing course catalog (Foreign Language) provide evidence that teacher candidates demonstrate an adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.

2.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge-Understanding of Individual Learning Needs		X	
3.2 Performance-Accommodating Individual Learning Needs		X	

3.1 Interviews with content teachers, reviewing student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.

3.2 Interviewing teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that enable students to grasp the significance of cultural differences and similarities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	
4.2 Performance-Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, perusing course offerings and program requirements and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction.

4.2 Interviewing university supervisors and instructors, interviewing and observing teacher candidates and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills			X
7.2 Instructional Planning			X

7.1 Interviews with professors, cooperating teachers, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and perusing candidate's work samples provide evidence that teacher candidates plan and prepare instruction based upon the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning		X	
8.2 Performance-Using and interpreting program and student assessment strategies		X	

8.1 Interviews with cooperating teachers, interviews with teacher candidates and perusing course catalog offerings and program requirements provide evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

8.2 Observing and interviewing clinical candidates, perusing the Formative Observation of Student Teaching and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge-Interacting with Colleagues, Parents, and Community in Partnerships			X
10.2 Performance-Utilization of community resources.			X

10.1 Interviews with professors, interviewing candidates, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.

10.2 Interviewing clinical partners, candidates, and university supervisors provide evidence that teacher candidates demonstrate an in-depth ability to provide a variety of learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Recommended Action on Foreign Language

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

Health

RUBRICS – Idaho Standards for Health Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, student candidate, and university faculty, Praxis scores, and analyzing student work samples, lesson plans, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging

students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

1.2 Observing health teacher candidates, analyzing teacher lesson plans, student work, and Praxis scores provide evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Interviews with cooperating teachers, student candidates, and university faculty, reviewing the course catalog, course syllabi, and lesson plans provide evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

5.2 Observing health teacher candidates, analyzing teacher lesson plans, teacher evaluations, and student work provides adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

6.1 Observing health student candidates, interviews with cooperating teachers, university faculty, and student candidates, and analyzing the course catalog and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors.

6.2 Observing health teacher candidates, analyzing student work samples, and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with cooperating teachers, university faculty, and student candidates, analyzing lesson plans and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

7.2 Observing health teacher candidates, analyzing teacher lesson plans, and student work provide evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

9.1 Interviews with cooperating teachers, university faculty, student candidates, and student alumni, reviewing course catalog and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

9.2 Observing health teacher candidates, teacher evaluations, and interviewing teacher candidates and alumni provide evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Interviews with cooperating teachers, university faculty, and student health candidates, and course catalog and syllabi provide evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

10.2 Observing health teacher candidates, analyzing lesson plans, teacher evaluations and interviewing alumni provide evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health.

Recommended Action on Health Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

MATH

RUBRICS – Idaho Math Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge: Subject Matter and Structure of Mathematics			X
1.2 Performance: Making Mathematics Meaningful		X	

1.1 Interviews with cooperating teachers, student candidates, and university faculty, Praxis scores, course catalogs, syllabi and lesson plans provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of mathematics, by meeting all of the Knowledge indicators as delineated in the Idaho Standards for Mathematics Teachers.

1.2 Observations of mathematics teacher candidates, analyzing teacher lesson plans, assessments and evaluations provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge: Understanding of Multiple Mathematical Learning Strategies		X	
4.2 Performance: Application of Multiple Learning Strategies		X	

4.1 Cooperating teachers, university faculty and candidate interviews, analyzing lesson plans and syllabus, analyzing student work samples provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards of Mathematics Teachers.

4.2 Observing mathematics teacher candidates, analyzing teacher lesson plans, work samples, and evaluations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.2 Performance: Assessing Students' Mathematical Reasoning.		X	

8.2 Observing mathematics teacher candidates, analyzing teacher lesson plans, student work samples and rubrics provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge: Significant Mathematical Connections		X	
11.2 Performance: Application of Mathematical Connections		X	

11.1 Interviews with cooperating teachers, observation of student candidate, analyzing student work samples, lesson plans, and syllabi provide evidence that teacher candidates demonstrates adequate understanding of mathematical connections as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

11.2 Observation of mathematics teacher candidates, analyzing teacher lesson plans and evaluation forms provide evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Recommended Action on Math Education Program

☒ **X** Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

PHYSICAL EDUCATION

RUBRICS – Idaho Standards for Physical Education Teachers

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Interviews with university faculty and student candidates, analyzing course catalog and syllabi, and Praxis scores provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

1.2 Analyzing teacher lesson plans and student work samples, and Praxis scores provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.2 Provide Opportunities for Development		X	

2.2 Analyzing teacher lesson plans, syllabi and course catalog, and interviewing university supervisors and student candidates provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

Standard 3: Modifying instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse

Element	Unacceptable	Acceptable	Target
3.2 Accommodating Individual Learning Needs		X	

3.2 Analyzing teacher lesson plans, intervention plans, syllabi, and course catalog provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Interviews with cooperating teachers and student candidates, analyzing course syllabi, course catalog, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

5.2 Analyzing teacher lesson plans, peer and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with university faculty and teacher candidates, analyzing course catalog and syllabi, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

7.2 Analyzing student work samples, test scores, and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

8.1 Interviews with university supervisors and teacher candidates, analyzing course syllabi, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

8.2 Analyzing lesson plans, teacher evaluations, test scores, and student work provide evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

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Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Interviews with cooperating teachers, university supervisors, and student candidates, peer and teacher evaluations, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding that their personal physical fitness and activity levels may impact teaching and student motivation.

Standard 11: Safety – The teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety		X	
11.2 Creating a Safe Learning Environment		X	

11.1 Interviews with cooperating teachers, university faculty, and student candidates, course catalog and syllabi, peer and teacher evaluations provide evidence that teacher candidates demonstrate an adequate understanding of CPR, First aid, and factors that influence safety in physical education activity settings and supervision and response required.

11.2 Analyzing teacher lesson plans, peer and teacher evaluations, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action on Physical Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

PTE FOUNDATION STANDARDS

RUBRICS – Idaho Professional-Technical Education Teacher Standards

**Standards-Based State Program Approval
Rubric for Teacher Preparation Programs**

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Professional-Technical Teachers.

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Review of FACS programs of study, artifacts, student samples, interviews with cooperating teachers and Praxis II scores provide evidence that teacher candidates demonstrate an adequate

understanding of the importance of engaging students in content development; and the role the work-community and families play in shaping the professional-technical discipline.

1.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to use materials and resources to contextualize instruction and curriculum to support instructional goals; use learning activities that are consistent with curriculum goals and reflect principles of effective instruction; integrate student organization leadership development concepts into the curriculum; and provide students with exposure to the work community through work-place experiences.

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

4.1 Interviews with FACS cooperating teachers, student samples, review of artifacts, evidence of use of software and technology such as “My Plate”, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of how to integrate general and professional-technical content.

4.2 Interviewing FACS teacher candidates, interviewing university supervisors, and analyzing course syllabi provide evidence that teacher candidates demonstrate an adequate ability to integrate general and professional-technical content.

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with FACS cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place.

7.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction based upon consideration of students' needs, work place needs, and community contexts.

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment strategies		X	

8.1 Interviews with FACS cooperating teachers, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate an understanding of how to use formal and informal assessment strategies about student progress to evaluate work-readiness.

8.2 Interviewing FACS teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates use and interpret formal and informal assessment data from recent graduates and employers to modify curriculum, instruction, and the program.

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.2 Developing in the Art and Science of Teaching		X	

9.2 Interviewing FACS teacher candidates, interviewing university faculty, reviewing sample long-range plans provide evidence that teacher candidates demonstrate an adequate ability to develop a professional development plan and evaluate educational and occupational professionalism.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships		X	

10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
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10.1 Review of FACS faculty professional development plans, student service activities, and involvement in the FCS Society (soon to be AAFCS) provide evidence that teacher candidates understand of how to utilize the employment community to validate occupational skills and interact effectively with colleagues and other stakeholders.

10.2 Interviewing FACS teacher candidates, interviewing faculty, discussing the activities of FCS provide evidence that teacher candidates utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders.

Principle 11: Learning Environment – The teacher creates and manages a safe and productive learning environment.

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
11.1 Knowledge-Create and Manage a Safe and Productive Learning Environment.		X	
11.2 Performance-Create and Manage a Safe and Productive Learning Environment.			X

11.1 Review of the FACS syllabi, interviews with candidates, faculty, and work samples provide evidence that teacher candidates have an adequate ability to create and manage a safe and productive learning environment.

11.2 Observing FACS teacher candidates, interviewing teacher candidates and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an in-depth ability to provide safety and productivity that are integrated into every strand of instruction.

Principle 12: Workplace Preparation—The teacher prepares students to meet the competing demands and responsibilities of the workplace.

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
12.1 Competing Demands and Responsibilities of the Workplace.		X	
12.2 Competing Demands of Balancing Work and Personal Life.		X	

12.1 Review of FACS artifacts, student samples, interviews with candidates and faculty provide evidence that teacher candidates have an adequate knowledge of how to prepare students to meet the competing demands and responsibilities of the workplace.

12.2 Observing FACS teacher candidates, interviewing cooperating teachers, and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to teach about how to manage the competing demands of balancing work and personal life.

Recommended Action on Professional Technical Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

FAMILY AND CONSUMER SCIENCES

RUBRICS – Idaho Standards for Family and Consumer Sciences Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Review of course requirements, interviews with cooperating teachers, and Praxis II scores provide evidence that teacher candidates have adequate knowledge of the significance of family and its impact on the well-being of individuals and society, and the resources associated with proper housing, nutrition, clothing and wellness.

1.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing coordinating teachers and analyzing candidate lesson plans provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students; and, evidence that teacher candidates demonstrate adequate knowledge of the significance of family and its impact on the well-being of individuals and society, and the resources associated with proper housing, nutrition, clothing and wellness.

Recommended Action on Family Consumer Sciences

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

SCIENCES

RUBRICS – Idaho Foundation Standards for Science Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Science		X	
1.2 Performance-Making Science Meaningful		X	

1.1 Evaluation of the required courses, examination of representative candidate and student teacher transcripts, review of the syllabi, performance on Praxis II exams and interviews with faculty and candidates provide evidence that teacher candidates demonstrate an adequate understanding of their science content and how to articulate the importance of engaging in the process of science.

1.2 Observation of Student Teachers, review of teaching observation reports and interviews with candidates, student teachers and alumni of the program provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Evidence was marginal in the case of physics and even weaker in chemistry. There was only one student teacher to observe in physics and she was working in a middle school teaching physical science. There were no student teachers or alumni to observe or interview in chemistry. The institution can improve their case by presenting student work in the form of lesson plans and teaching portfolios.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	

2.2 Performance- Provide Opportunities for Development	X		
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2.1 Review of the syllabi, interviews with faculty and candidates and review of student transcripts provide evidence that basic understanding of human development and learning comes from the core education courses, particularly Ed 304 and 361. Specific understanding of the conceptions students are likely to bring to class that can interfere with learning the science comes from science inquiry and methods courses, in particular Phys 311 and 411 and the methods courses taught in each content department.

2.2 Observation of a few Student Teachers and interviews with their Cooperating Teachers, and student reflections provided by biology suggest that teacher candidates probably demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science. In general, however, the lack of work evidence specific to science candidates in the core Education courses or in content courses like inquiry or methods provide little or no evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge- Understanding Multiple Learning Strategies		X	
4.2 Performance- Application of Multiple Learning Strategies		X	

4.1 Interviews with candidates, alumni, perusing course syllabi and interviews with faculty and department chairs provides evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

4.2 Observation and interviews with student teachers, interviews with cooperating teachers and perusing student teaching evaluations provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking,

problem solving and performance skills. This assessment is somewhat speculative. It required too much dependence on anecdotal support. Increased documentation from chemistry and physics on candidates in the science education majors is necessary for a more confident assessment

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge-Communication Skills			X
6.2 Application of Thinking and Communication Skills	X		

6.1 Review of the curriculum, student work and presentations, evaluation of course syllabi and interviews with faculty and candidates provide evidence that teacher candidates demonstrate an in-depth knowledge of how to create and make appropriate use of forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific diagrams, scientific posters, and multimedia presentations).

6.2 Outside of biology, there was little or no evidence presented that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). There was one interview with a physics alum that indicated use of new media in science classrooms but one piece of evidence is anecdotal.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.2 Developing in the Art and Science of Teaching		X	
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9.1 Review of the syllabi of inquiry and methods courses, interviews with faculty, candidates and alumni, and research activity into educational research program provide evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

9.2 Student teacher observation, interviews with cooperating teachers and candidate work product provide evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge-Creating a Safe Learning Environment		X	

11.1 Student teacher observation, cooperating teacher interviews and alumni interviews and the required curriculum provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge-Understanding of Laboratory and Field Experiences		X	
12.1 Performance-Effective Use of Laboratory and Field Experiences		X	

12.1 Content Area (Geology 405, Biology 403, Physics 311 & 411) Teaching Methods course syllabi, course schedules, candidate and faculty interviews indicate a heavy emphasis on laboratory and field activities demonstrating an adequate ability to explain the importance of laboratory and field activities in the learning of science.

12.2 Candidate produced lab demonstrations, candidate, completer and cooperating teacher interviews, as well as candidate observations provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Area for Improvement:

Documentation of activities and work product from the education and content courses can effectively supplement the sparse number of observations that are possible with current number of student teachers and alumni.

The curriculum is clearly rich in teaching candidates to communicate effectively as scientists but there needs to be evidence that it is practiced in ways that teach others. Evidence in the form of lesson plans, activity plans, practice lessons, modeling labs or the development of educational media would be welcomed.

Recommended Action on Science Foundation

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge- Subject Matter and Structure of Biology		X	
1.2 Performance- Making Biology Meaningful		X	

1.1 Review of Praxis reports indicate that BYUUI Biology candidate's average scores are slightly above state and national averages. Interviews with faculty, cooperating teachers and alumni confirm that candidates are adequately prepared to teach in their content area. It is unclear if candidates earning minors in Biology are equally prepared, as no disaggregated data was available for analysis. Review of syllabi and materials used to advise candidates of required courses are in aligned to state content standards, and provided further evidence that teacher candidates demonstrate adequate understanding of biology content and the nature of biological knowledge.

1.2 Rich evidence of meeting the performance standards were found in BIO 405. Lesson planning for labs and teaching units combined with feedback from peers, faculty and candidate self-reflection indicate that teacher candidates demonstrate an ability to create learning experiences that make the concepts of biology meaningful to students. Use of learning activities, including laboratory and field activities, are consistent with curriculum goals and reflect principles of effective instruction. This area is close to target based upon review of documentation from BIO 405 and interview with the faculty member responsible for that course. Other evidence of adequate candidate performance was found through interviews with cooperating teachers, building administrators and university supervisors. Student teaching evaluation reports provided little detailed evidence, but appear to support candidate's having adequate levels of performance.

Recommended Action on Biology Teacher Program

☒ Approved
☐ Approved Conditionally
☐ Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		X	
1.2 Performance- Making Chemistry Meaningful	X		

1.1 Scores of standardized ACS exams, Praxis II scores, the curriculum of required courses and associated grade achievement and student transcripts provide evidence that teacher candidates demonstrate adequate knowledge and understanding of high school level chemistry, up to and including general chemistry, quantitative analysis, introductory organic chemistry, quantum chemistry and physical spectroscopy.

1.2 Overall, there is little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals. There was little evidence that teacher candidates use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. There were no student teachers to observe and only two candidates in chemistry who were interviewed. They both were at a very early stage of education, with only one year of chemistry and one introductory level education course. There were no lesson plans found and no alumni that could be reached for interview. The Methods course in Chemistry is offered only as needed, which is infrequently. Faculty indicated the number reported in the program (14 majors) is greatly inflated and review of transcripts supports the claim. Content faculty claimed there are closer to 5 majors who have taken a year of chemistry and the others have not yet started content coursework. Chemistry faculty claim there is no mechanism by which Chem Education Minors can be identified within that department so there is no tracking of progress or support of their success. There were no artifacts supplied by the institution that related to Chem Education Minors so it is difficult to assess the effectiveness of the minor in chemistry.

Areas for Improvement:

Areas for improvement are mainly in terms of documentation and support of teacher candidates with a major or minor in chemistry education. Details are indicated in the comments above. There is little doubt the few teacher candidates who move through the program receive the information and practice needed to succeed in chemistry education. The program is excellent.

Review of the program will be facilitated by more emphasis on documentation supporting teacher preparation and record-keeping. Comments from candidates indicate that more support for teacher preparation in the content department is also important for teacher candidate retention.

Recommended Action on Chemistry

☐ Approved
☒ Approved Conditionally
☐ Not Approved

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

Principle 1: Knowledge of Earth and Space Science - The teacher understands the central concepts, tools of inquiry, and structures of Earth and Space Science and creates learning experiences that make these aspects of earth and space science meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Earth and Space Science		X	
1.2 Making Earth and Space Science Meaningful		X	

1.1 Review of BYU Idaho 2010-11 catalog course descriptions, syllabi, class schedules, lab activities, and interviews with candidates and completers show a clear correlation to the Earth and Space Science Teacher standards. Interviews with Geology faculty confirm that state standards are forefront in course planning and delivery. Higher than average Praxis II exam scores indicate that candidates have attained the appropriate knowledge outlined in state standards. However, it is unclear if candidates earning minors in Earth Science education are equally prepared, as no disaggregated data was available for analysis.

1.2 Observation of candidate student teaching, cooperating teacher interviews, and lesson plan and lab activity review provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structures of earth and space science knowledge, and the processes of earth and space science meaningful to students. Candidate interviews further indicate their appropriate use of materials and resources to support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. A greater emphasis on the collection and documentation of candidate work samples, candidate lesson planning, student teaching evaluation, and self-reflections would greatly enhance the evidence of what candidates know and are able to do.

Recommended Action on Earth and Space Science Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

Principle 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Physics		X	
1.2 Performance-Making Physics Meaningful		X	

1.1 Evidence is presented in the required major and minor curricula, course syllabi, student work and exams, Praxis scores and checking student transcripts that teacher candidates demonstrate an adequate understanding of physics content. It is unclear that physics minors perform at similar levels due to a lack of data on that subpopulation.

1.2 Interviewing teacher candidates and observing a student teacher, interviewing faculty and alumni provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations , that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Physics Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

SOCIAL STUDIES

RUBRICS – Idaho Standards for Social Studies

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge- Understanding Subject Matter		X	
1.2 Performance- Making Subject Matter Meaningful		X	

1.1 Praxis II scores, interviews with university faculty, analysis of course content, interviews with cooperating teachers, and interviews with candidates provide evidence that teacher candidates demonstrate adequate knowledge and understanding of their disciplines and the ways new knowledge in social studies is discovered; the ways governments and societies have changed over time; and the impact that certain factors have on historical processes.

1.2 Observing social studies teacher candidates, role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States, work samples of teacher candidates, and interviews with university faculty and cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to create focused learning opportunities, encourage and guide investigation of governments and cultures.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	
2.2 Performance-Provide Opportunities for Development		X	

2.1 Interviews with cooperating teachers, Praxis II scores, student work samples, and interviews with faculty provide evidence that teacher candidates demonstrate adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

2.2 Observing teacher candidates, teacher lesson plans, and interviews with cooperating teachers provide evidence that teacher candidates provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Recommended Action on Social Studies Foundational Standards

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Economics Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Interviews with cooperating teachers, Praxis II scores, interviews with university faculty, interviews with candidate teachers, and interviews with alumni, provide evidence that teacher candidates demonstrate an adequate understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance.

1.2 Interviews with university faculty, interviews with cooperating teachers, interviews with teacher candidates, and interviews with alumni provide evidence that teacher candidates demonstrate an adequate ability to engage students in the application of economic concepts.

Recommended Action on Economics Teachers

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Geography Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, student work samples, and interviews with teacher candidates provide evidence that teacher candidates demonstrate an adequate understanding of the spatial organization of peoples, places, and environments; human and physical characteristics of places and regions; the physical processes that shape and change the patterns of earth's surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect humans; and the characteristics and functions of maps, globes, photographs, satellite images, and models.

1.2 Interviews with teacher candidates, teacher lesson plans, interviews with university faculty, interviews with clinical supervisors, and interviews with alumni provide evidence that teacher candidates demonstrate an adequate ability to use present and past events to interpret political, physical, and cultural patterns; instruct students in the earth's dynamic physical systems and their impact on humans; relate population dynamics and distribution to physical, cultural, historical, economic, and political circumstances; and relate the earth's physical systems and varied patterns of human activity to world environmental issues.

Recommended Action on Geography Teachers

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Government and Civics Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, interviews with university faculty and student work samples provide evidence that teacher candidates demonstrate an adequate understanding the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States' .role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

1.2 Observing teacher candidates, teacher lesson plans, interviews with university faculty, and interviews with clinical supervisors provide evidence that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Recommended Action on Government and Civics Teachers

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for History Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, interviews with candidate teachers, Praxis II scores, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

1.2 Observing teacher candidates, teacher lesson plans, and interviews clinical supervisors, and interviews with university faculty provide evidence that teacher candidates provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the multiple social issues into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to demonstrate an adequate ability to continuity and change across time.

Recommended Action on History Teachers

☒ Approved
☐ Approved Conditionally
☐ Not Approved

STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012

College/University: BYU Idaho Review Dates: October 10-14, 2011

VISUAL & PERFORMING ARTS

RUBRICS – Idaho Visual/Performing Arts Teacher Foundation Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/Standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Visual/Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Examining teacher candidate portfolios and art work samples, Praxis II scores and interviews with university faculty, provide evidence that the teacher candidates demonstrate an adequate understanding of the formal, expressive and aesthetic qualities of the visual arts; a variety of media styles and techniques in multiple art forms; and the historical and contemporary meanings of visual culture.

1.2 Observing teacher candidates in the process of creating, viewing teacher candidate project displays, and examining teacher candidate portfolio samples shows evidence that the teacher candidates demonstrate an adequate ability to help students create, understand, and participate in

the traditional popular, folk and contemporary arts that are relevant to the students interests and experiences. Viewing video samples of university faculty-to-teacher candidates and teacher candidate self-critiques; and observing teacher candidate-led visiting-student art gallery critique session demonstrates teacher candidates ability to instruct students in interpreting and judging their own artwork, as well as the work of others.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Classroom Motivation and Management Skills		X	
4.2 Application of multiple instructional strategies		X	

4.1 Observing a faculty-led kinesthetic drama experience, observing a faculty sculpture demonstration and reading through catalog course descriptions and course syllabi provides evidence that teacher candidates gain adequate knowledge of how to integrate kinesthetic learning into arts instructions.

4.2 Observing visual art and drama teacher candidates in the process of creating, and examining teacher candidate lesson plans and portfolios provides evidence that teacher candidates demonstrate an ability to use variety of instructional strategies that integrate kinesthetic learning into arts instruction.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

6.1 Reading teacher candidate portfolios, interviewing visual arts faculty and observing faculty classes that are in sync with the visual arts mission and guiding principles statements provides evidence that teacher candidates gain adequate knowledge of multiple communication techniques.

6.2 Viewing teacher candidates video samples, observing teacher candidates physically creating works of art using various media and observing teacher candidates verbally communicating in classes about what and how while they are creating their art provides evidence that teacher candidates demonstrate an adequate ability to use multiple communication techniques simultaneously in the arts classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills		X	
7.2 Instructional Planning Skills		X	

7.1 Viewing teacher candidate portfolios, interviews with faculty, and analyzing course sequence and course syllabi demonstrates adequate knowledge that the processes and tools necessary for the communication of ideas in the arts are sequential, holistic and cumulative.

7.2 Analyzing teacher candidate portfolios, reading teacher candidates lesson plans and portfolios, interviewing teacher candidates and practicing students teachers provides evidence that teacher candidates plan, prepare and deliver instructional activities that are sequential, holistic and cumulative and facilitate students' ability to communicate through the visual arts.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	

8.2 Using and interpreting program and student assessment strategies		X	
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8.1 Interviews with faculty, observing faculty-student candidate interactions, viewing video samples of teacher-to-student critiques and reading samples of teacher candidate critiques of their own work provides evidence that teacher candidates demonstrate adequate knowledge of how to assess students' learning and creative processes as well as finished products.

8.2 Viewing video samples of teacher candidates in the process of critiquing others' work, reading samples of teacher candidates reflections on their own work, interviewing teacher candidates preparing for a theatrical performance, and viewing displays of student artworks provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to display their own art, perform in all aspects of a theatrical performance and assess and reflect on what they know and can do as artists.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.2 Developing in the Art and science of Teaching		X	

9.2 Interviewing teacher candidates, viewing student displays and observing students participating in the planning and creation of a theatrical performance provides evidence that teacher candidates demonstrate an ability to make personal contributions to the visual and performing arts. Teacher candidates are aware of the benefits as student-members of the national fine arts associations but have limited knowledge of the state resources available.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Interviews with practicing student teachers and teacher candidates, observing a teacher candidate-led gallery critique experience for students, and viewing teacher candidate generated posters and flyers for arts based events provides evidence that teacher candidates have an adequate knowledge of how to promote the arts for the enhancement of the school and the community.

10.2 Observing students participating in the planning and creation of a theatrical performance, viewing a teacher candidate visual arts display and interviews with faculty provides evidence that teacher candidates have adequate knowledge to promote the arts within their school and their community.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge-Safe learning environment		X	
11.2 Knowledge-Safe learning environment		X	

11.1 Interviews with faculty, observing classroom facilities and observing teacher candidates provides evidence that teacher candidates have the adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom and to operate/manage performance and/or exhibit technologies safely.

11.2 Observing teacher candidates create and perform tasks within their classroom environments, reading teacher candidate portfolio and lesson plans, and interviewing teacher candidates within their creative environments provides evidence that teacher candidates demonstrate an adequate ability to manage the simultaneous daily activities associated with arts-based activities, to instruct students of safety procedures when using art various media, to organize a safe classroom and to show diligence when interacting in an arts environment.

Recommended Action on Visual and Performing Arts

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

DRAMA

RUBRICS – Idaho Standards for Drama Teacher

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	
1.2 Performance Making Subject Matter Meaningful		X	

1.1 Interviews with teacher candidates, examining faculty syllabi, analyzing the Theatre and Speech degree requirements, viewing teacher candidate work samples, and viewing examples of teacher candidate theatrical set designs provides evidence that teacher candidates adequately understand the history of theatre as a form of entertainment and as a societal influence; the basic

theories and process of play writing and production, the history of and process of acting; and the elements and purpose of design.

1.2 Observing teacher candidates participating in the planning and creation of a theatrical performance, observing teacher candidates participating in class activities, viewing poster examples of past, current and future planned productions, and viewing a sample of teacher candidates performances provides evidence that teacher candidates have adequate ability to incorporate various styles of acting and production techniques to communicate the ideas of actors, playwrights and directors. Evidence also showed that teacher candidates demonstrated the ability to model and teach the values and ethical principles associated with the performing arts and showed their ability to perform individual interpretation of character, design, and other elements inherent to theater.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge- Safe learning environment		X	
11.2 Performance- Safe learning environment		X	

11.1 Interviews with faculty, observing teacher candidates participating in the planning and creation of a theatrical performance, observing the stage, back stage and set design facilities and reviewing teacher candidate work samples provide evidence that teacher candidates have adequate knowledge to operate and maintain the theatre facility and equipment and to operate/manage a performance and/or to exhibit technologies safely, however there was no evidence that state and OSHA standards were introduced to teacher candidates or posted in work areas.

11.2 Observing teacher candidates build a theatrical set, operate and work on crosswalks to set the lighting for a performance and listening to teacher candidate interactions with faculty provide evidence that teacher candidates have adequate ability to operate and maintain the theatre facility and equipment and operate equipment for and manage all aspects of a performance. However there was no evidence that teacher candidates adhered to state and OSHA standards.

Recommended Action on Drama

STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

VISUAL ARTS

RUBRICS – Idaho Visual Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for student.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Examining teacher candidate portfolios and art work samples, Praxis II scores, and interviews with university faculty, provide evidence that the teacher candidates demonstrate an adequate understanding of the formal, expressive and aesthetic qualities of the visual arts; a variety of media styles and techniques in multiple art forms; and the historical and contemporary meanings of visual culture.

1.2 Observing teacher candidates in the process of creating, viewing teacher candidate project displays, viewing video samples of university faculty-to-teacher candidate critiques and teacher candidate-self critiques; and examining teacher candidate portfolio samples shows evidence that the teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instruct students in the historical and contemporary meanings of visual culture.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Classroom Motivation and Management Skills		X	

4.1 Interviews with faculty, interviews with practicing student teachers, and observing teacher candidates interacting with faculty and peers within a classroom environment and observing teacher candidates interacting with students provides evidence that the teacher candidates have an adequate knowledge of how to create an instructional environment that is physically, emotionally and intellectually safe however there is little evidence that teacher candidates adequately differentiate their lessons to meet the needs of diverse student populations.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners			X
9.2 Developing in the Art and Science of Teaching		X	

9.1 Interviewing faculty, interviewing teacher candidates and analyzing student work provides evidence that teacher candidates have in-depth knowledge of how to express his/her own feelings and values through the meaningful creating of his/her own artwork.

9.2 Observing teacher candidates in studio settings, viewing teacher candidate displays and viewing video samples of teacher candidate self-critiques provides evidence that teacher candidates demonstrate adequate studio skills and an adequate understanding of their own art making processes.

Recommended Action on Visual Arts

☒ Approved
☐ Approved Conditionally
☐ Not Approved

List of Interviews

Program Candidates	Program Completers/ Alumni	Faculty	Administration	Cooperating Teachers
Casey Golledge	Gregg Baczule	Sean Cannon		Travis Mitchell
Scott	Luke McCord	Gary Marshall	Brent Nelson	Ron Piper
Michael Steele	Adam Pinquel	Edwin A. Sexton	Bob Potter	Craig Sheehy
Andrew Hansen	Bill Storn	Rick Robbins	Doug McClaren	Janice Olsen
James Lauritsen		Marcia McManus	President Clark	Karly Bingham
Shane Keller		Dave Magleby	Larry Thurgood	Joann Clark
Devin Bickmore		Sandro Benitez	Ralph Kern	Wendy Meacham
Sandra Depew		Chris Wilson	Dean Cloward	Leeann Mitchell
Tennison Draney		Brian E. Felt	Kevin Stanger	Ryan Dunnells
Collette Maki		John J. Ivers	Fenton Broadhead	Paul McCarty
Spencer Wilcoxson		Jonathan Green		Julie Griggs
Matt Spencer		Scott Galer		Zairrick Wadsworth
James Schlegelmilch		Alan Taylor		Sharon Gustaveson
Brittney Welch		Lei Shen		Lori Baldwin
Johanna Hughes		Kirk Widdison		Mike Oliver
Kristina Arellano		James Lauritsen		Kim Bekkedahl
Todd Hale		Sheree Keller		Cory Woolstenhulme
Danielle Moore		Dean Cloward		
Erica Hunt		Joyce Anderson		
Talia Keller		Jillisa Cranmer		
Merinda Weston		Kevin Stanger		
Megan McLaughlin		Callie Thacker		
Karen Trevino		Suzette Gee		
Erin Densley		Kendell Grant		
Jenna Harding		Richard J. Clifford		
Chynna Hansen		Roger Merrill		
Cami Smith		Deanna Hovey		
Janelle Flake		JoAnn Kay		
Bryce Andrews		Jillisa Cranmer		
Valerie Jones		David Allen		
Samuel Head		VJ Lammons		
Katie Ludlow		Steve Dennis		
Rachel Johnson		Lary Duque		
Matt Allen		Bryan Pyper		

STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012**

SUBJECT

Northwest Nazarene University Superintendents Certification Program Focused Review Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 Section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

In the spring of 2009, the Educational Specialist (Ed.S.) Programs at Northwest Nazarene University (NNU) received program approval through the Northwest Commission on Colleges and Universities. The State of Idaho conditionally approved the program since there were not yet any graduates of the program. The purpose of this focused visit was to formally review the Educational Specialist Superintendent program at Northwest Nazarene University now that individuals have completed the program. Team members representing the Idaho State Department of Education met for a focus visit on November 2, 2011, to conduct the review of the Northwest Nazarene University Superintendents certification program.

A three member State Evaluation Team, consisting of a practicing superintendent, the Idaho State Department of Education/Professional Standards Coordinator, and the Idaho State Department of Education Director of Certification/Professional Standards visited the Northwest Nazarene University campus located in Nampa, Idaho. The team's goal was to determine if there was sufficient evidence indicating that the NNU candidates met the Idaho Standards for Initial Certification.

The standards used to validate the institutional report are the Idaho Standards for Initial Certification of Professional School Personnel for School Superintendents. Although not required to do so, we briefly conducted a courtesy informal review of their documents related to School Administrator Standards since they address all of the Foundation (School Administrator) and Enhancement (School Superintendents) Standards. However, the School Administrator Standards will not be evaluated nor addressed in this report.

Rubrics, specific to school superintendents, which define the approval criteria, were followed for the review and assessment process. Team members determined if there were sufficient data from at least three sources of evidence to triangulate, as well as validate that each area of the standards were being met. Examples of the sources of evidence reviewed include, but are not limited to: course syllabi linking content to Idaho Standards, internship handbook, interviews, discussion boards, application assignments, candidate internship logs, NNU catalog, instructor feedback on assignments, case studies, and comprehensive assessments.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012**

In addition to the review of documents, team members conducted interviews with university faculty and administrators, current candidates and completers, as well as cooperating supervisors. It is worth noting that the program's candidates and completers in the field expressed significant satisfaction with the program as they felt they had developed the knowledge, skills, and dispositions necessary to meet the high expectations of their jobs. Current superintendents and district leaders providing supervision during the internship period unanimously agreed that candidates were more knowledgeable and more committed than those from other programs. Each was also convinced that, while NNU clearly attracts highly qualified candidates from the outset, the program consistently encourages candidates to excellence.

Based on the evidence, The Professional Standards Commission (PSC) voted to unanimously approve the state team report thereby recommending to the State Board approval at the Target level.

IMPACT

In order to maintain their status as an Idaho approved program and produce graduates eligible for Idaho pupil personnel services certification, Northwest Nazarene University must offer preparation programs adequately aligned to State Standards.

ATTACHMENTS

Attachment 1 – State Review Team Report

Page 3

BOARD ACTION

A motion to accept the State Review Team Report, thereby granting program approval at the Target level for the Superintendents Certification Program at Northwest Nazarene University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

TEAM FOCUSED VISIT REPORT

**Northwest Nazarene
University
November 2, 2011**

Reviewers: Becky Ford, Post Falls School District, team chair; Christina Linder, State Director of Certification/Professional Standards; Katie Rhodenbaugh, Idaho State Department of Education/Professional Standards Coordinator

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 - **Educational Specialist School Superintendent Program**
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- IV. Interviews and Participants**

STATE DEPARTMENT OF EDUCATION

FEBRUARY 16, 2012

I. INTRODUCTION

In the spring of 2009, the EdS Programs at Northwest Nazarene University received approval through the Northwest Commission on Colleges and Universities. The State of Idaho conditionally approved the program since there were not yet any graduates of the program. The purpose of this focused visit was to formally review the Educational Specialist Superintendent program at Northwest Nazarene University now that individuals have completed the program. Team members representing the Idaho State Department of Education met for a focus visit on November 2, 2011, to conduct the review of the Northwest Nazarene University Superintendents certification program.

A three member State Evaluation Team, consisting of a practicing superintendent, the Idaho State Department of Education/Professional Standards Coordinator, and the Idaho State Department of Education Director of Certification/Professional Standards visited the Northwest Nazarene University (NNU) campus located in Nampa, Idaho. The team's goal was to determine if there was sufficient evidence indicating that the NNU candidates met the Idaho Standards for Initial Certification.

The standards used to validate the institutional report are the Idaho Standards for Initial Certification of Professional School Personnel for School Superintendents. Although not required to do so, we briefly conducted a courtesy informal review of their documents related to School Administrator Standards since they address all of the Foundation (School Administrator) and Enhancement (School Superintendents) Standards. However, the School Administrator Standards will not be evaluated nor addressed in this report.

Rubrics, specific to school superintendents, which define the approval criteria, were followed for the review and assessment process. Team members determined if there were sufficient data from at least three sources of evidence to triangulate and as well as validate that each area of the standards were being met. Examples of the sources of evidence reviewed include, but are not limited to: course syllabi linking content to Idaho Standards, internship handbook, interviews, discussion boards, application assignments, candidate internship logs, NNU catalog, instructor feedback on assignments, case studies, and comprehensive assessments.

In addition to the review of documents, team members conducted interviews with university faculty and administrators, current candidates and completers, as well as cooperating supervisors. It is worth noting that the program's candidates and completers in the field expressed significant satisfaction with the program as they felt they had developed the knowledge, skills, and dispositions necessary to meet the high expectations of their jobs. Current superintendents and district leaders providing supervision during the internship period unanimously agreed that candidates were more knowledgeable and more committed than those from other programs. Each was also convinced that, while NNU clearly attracts highly qualified candidates from the outset, the program consistently encourages candidates to excellence.

Based on the evidence, we found that NNU adequately met and surpassed the criteria for approval of the one standard we addressed: Standard 1- Superintendent Leadership.

II. RESULTS OF PROGRAM REVIEW FOR SCHOOL SUPERINTENDENTS**Based On the Idaho Standards for Initial Certification of Professional School Personnel
for School Superintendents**

PROGRAM: SCHOOL SUPERINTENDENT	
IDAHO STANDARD	RECOMMENDATION
Standard 1: Superintendent Leadership—The superintendent is the catalyst and the advocate for an effective school community, who demonstrates an enhanced knowledge, through understanding and performance of the Idaho Foundation Standards for School Administrators is prepared to lead a school system with increasing organizational complexity.	APPROVED AT TARGET

STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012
**III. STANDARDS AND RELATED RUBRICS
FOR**

NNU SCHOOL SUPERINTENDENTS PROGRAM

Standard 1: Superintendent Leadership— The superintendent is the catalyst and the advocate for an effective school community, who demonstrates an enhanced knowledge, through understanding and performance of the Idaho Foundation Standards for School Administrators is prepared to lead a school system with increasing organizational complexity.

Element	Unacceptable	Acceptable	Target
1.1 Understanding of the Role of Superintendent Leadership			X
1.2 Application of the Role of Superintendent Leadership			X

1.1 Knowledge: Interviews with candidates, completers, and supervisors indicate high rigor, relevance and applicability throughout the program. Course syllabi, case study assignments, internship handbook requirements and checklists provide ample evidence that the program is not only meeting, but exceeding, state standards. Superintendent candidates have an in-depth understanding of the role of the superintendent as a catalyst for positive change, and advocate for an effective school community.

1.2 Performance: Analyzing cohort discussion boards, candidate essays, comprehensive exams, candidate assignment samples, case studies, internship logs and internship research projects provide rich evidence that superintendent candidates demonstrate an in-depth preparedness to lead school communities. Additionally, interviews with candidates, completers and supervisors provided overwhelming evidence that the program is producing a quality of candidate that is “a few cuts above” other programs.

Areas for Improvement: None

Recommended Action on Standard 1:

 X Approved
 Approved Conditionally
 Not Approved

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IV. INTERVIEWS AND PARTICIPANTS

Interviewee	Team Interviewers	Location	Candidate	Completer	Faculty	Cooperating Superintendent
Wendy French	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)	X			
Robin Gilbert	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)	X			
Kelsey LeDuc-Williams	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU		X		
Danielle McCarthy	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)		X		
Dr. Becky Meyer	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)		X		
Ryan Wilhite	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)	X			
Taylor Raney	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU	X			
Greg Wiles	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU		X		
Dr. Linda Clark	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)				X
Marjean McConnell	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)				X
Dr. Ron Tolman	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)				X
Janine Weeks	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)				X
Shalene French	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU (phone)		X		
Harmon Hurren	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU				X
Wendy Fitch	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU			X	
Dr. Paula Kellerer	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU			X	
Andree Scown	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU			X	
Dr. Mike Poe	Becky Ford, Christina Linder, Katie Rhodenbaugh	NNU			X	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 16 , 2012**

SUBJECT

Idaho Professional Standards Commission 2010-2011 Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Title 33 Chapter 12, 33-1252 through 33-1258

BACKGROUND/DISCUSSION

The Professional Standards Commission was created in 1972. The intent was to provide oversight of the ongoing development and improvement of Idaho teacher standards, conduct, and professionalism.

The commission was created in the Idaho State Department of Education, consisting of eighteen (18) members, and has authority to adopt recognized professional codes and standards of ethics, conduct and professional practices applicable to teachers in Idaho public schools. Professional codes and standards are submitted to the state board of education for its consideration and approval.

Upon state board of education approval, the professional codes and standards are published by the Board. The Commission may make recommendations to the Idaho State Board of Education in such areas as teacher education, teacher certification and teaching standards to promote improvement of professional practices and competence of the teaching profession and impact the quality of education in the public schools of this state.

This report is an annual review of all the work achieved through the Commission during the 2010-2011 academic year.

IMPACT

All funding for the Professional Standards Commission is through a dedicated fund comprised of 66 percent (66%) of all teacher certification fees.

ATTACHMENTS

Professional Standards Commission 2010-2011 Annual Report

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BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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ANNUAL REPORT

PROFESSIONAL STANDARDS COMMISSION

2010-2011

TOM LUNA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRISTINA LINDER

PROFESSIONAL STANDARDS COMMISSION ADMINISTRATOR



IDAHO STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2010-2011

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ANNUAL REPORT

July 1, 2010 – June 30, 2011

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2010-2011 school year, the following persons served as members of the Professional Standards Commission:

- | | | |
|-----|-------------------------|---------------------------------------|
| 1. | Dr. Kathy Aiken | University of Idaho |
| 2. | Cathy Bierne | Coeur d'Alene SD #271 |
| 3. | Beth Davis | Post Falls SD #273 |
| 4. | Becky Ford | Post Falls SD #273 |
| 5. | Dr. Deb Hedeon | Idaho State University |
| 6. | Esther Henry | Jefferson County Joint SD #251 |
| 7. | Kelly Leighton | Coeur d'Alene SD #271 |
| 8. | Dr. Cori Mantle-Bromley | University of Idaho |
| 9. | Dr. Becky Meyer | Lake Pend Oreille SD #84 |
| 10. | Mikki Nuckols | Bonneville Joint SD #93 |
| 11. | Glenn Orthel | Division of Professional-Technical Ed |
| 12. | Daylene Petersen | Nampa SD #131 |
| 13. | Karen Pyron | Butte County Joint SD #111 |
| 14. | Anne Ritter | Meridian Joint SD #2 |
| 15. | Christi Rood | University of Phoenix – Idaho Campus |
| 16. | Shelly Rose, Vice Chair | Mountain Home SD #193 |
| 17. | Dan Sakota, Chair | Madison SD #321 |
| 18. | Nick Smith | State Department of Education |

Christina Linder served as Administrator for the Commission from July 1, 2010, to June 30, 2011.

1. INTERNAL OPERATION OF THE COMMISSION

The Professional Standards Commission met six times during the 2010-2011 school year in August, September, December, February, April and June. Five standing committees and one subcommittee functioned throughout the year.

<u>STANDING COMMITTEES</u>	<u>FUNCTION</u>
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees/subcommittees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Makes recommendations to the Commission regarding disciplinary actions and policy revision.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

<u>SUBCOMMITTEE</u>	<u>FUNCTION</u>
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

2. PROFESSIONAL PRACTICES ACTIVITIES

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

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Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

<u>CASE</u>	<u>CAUSE</u>	<u>DISPOSITION</u>
20727	Violation of Code	Issue a Certificate
20919	Violation of Code	Letter of Reprimand
20920	Violation of Code	Suspension with Stipulations
20925	Violation of Code	Revocation
21003	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21005	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21006	Violation of Code	Second Referral to PSC; Handle at Local Level; Send Letter Emphasizing Professionalism
21007	Violation of Code	Letter of Reprimand with Conditions
21010	Violation of Code	Suspension with Stipulation
21011	Violation of Code	No Sufficient Grounds
21013	Violation of Code	Letter of Redirection
21014	Violation of Code	Revocation
21015	Violation of Code	Letter of Reprimand with Conditions
21017	Violation of Code	Revocation
21018	Violation of Code	Revocation
21019 and 21020	Violation of Code	Letter of Reprimand
21022	Violation of Code Violation of State Law; Conviction	Revocation
21023	Violation of Code	Letter of Reprimand
21024	Violation of Code	Case Closed; School District Personnel Matter

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21025	Violation of Code Violation of State Law; Conviction	Revocation
21026	Violation of Code Violation of State Law; Conviction	Revocation
21027	Violation of Code	Suspend with Stipulations; Five-Year Probation
Teacher C	Violation of Code	No Sufficient Grounds
21029	Violation of Code	Suspend with Stipulations; Recertify After One Year
21030	Violation of Code	Revocation
21031	Violation of Code	Letter of Reprimand
21101	Violation of Code	Letter of Conditions
21103	Violation of Code	Revocation
21104	Violation of Code	Suspend with Conditions
21105	Violation of Code	Suspend with Conditions
Teacher A	Violation of Code	Reinstatement of One-Year Certificate with Conditions; Letter of Concern with Conditions
Teacher B	Violation of Code	Letter from PSC Administrator and Deputy Attorney General
21108	Violation of Code	Indefinite Suspension
21111	Violation of Code	Revoke Administrator Certificate

3. REQUESTS FOR PROVISIONAL AUTHORIZATIONS

There were 66 Provisional Authorizations with 73 total endorsements/assignments issued during the 2010-2011 school year. Those Provisional Authorizations by subject area during that same time period are as follows:

Agricultural Science & Technology – 2
American Government/Political Science, Economics - 1
Art – 2
Business Technology Education – 2
Drama – 1
EC/ECSE-Blended (Birth – Grade 3) – 2

Economics – 2
English – 2
English as a New Language (ENL K/12) – 3
Family Consumer Science – 1
Health – 1
History - 1
Library Media Specialist – 1
Mathematics – 5
Music – 1
Natural Science – 4
Orientation Health Occupations - 1
Physical Education – 4
Physical Science – 2
Principal - 2
School Counselor – 6
School Psychologist – 4
Speech Language Pathologist - 1
Standard Elementary (All Subjects K/8) – 5
Standard Exceptional Child (Generalist) – 15
Superintendent – 1
Technology Education –1

4. TEACHER TO NEW CERTIFICATION APPROVALS

There were 211 requests with 216 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2010-2011 school year. Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

Art – 2
Basic Mathematics - 6
Biological Science – 1
Business Technology Education – 8
Chinese - 2
Communication – 6
Communication/Drama – 1
Consulting Teacher – 2
Counselor - 4
Director of Special Education – 2
Drama – 6
Earth Science – 2
EC/ECSE-Blended (Birth-Grade 3) – 11
Economics – 3
English 6-12 – 8

English 6-9 - 1
English as a New Language (ENL K/12) – 5
Family and Consumer Science – 4
French – 2
German – 1
Gifted/Talented – 11
Health – 7
History – 1
Latin – 1
Library Media Specialist – 5
Literacy – 1
Mathematics – 4
Music – 2
Natural Science – 9
Physical Education 6-12 – 5
Physical Education K-12 - 5
School Principal – 6
School Psychologist – 1
Social Studies – 2
Sociology - 1
Spanish 6-12 – 1
Spanish K-12 - 2
Standard Elementary – All Subjects K/8 – 6
Standard Exceptional Child (Generalist) – 62
Superintendent – 7
Technology Education – 1

5. REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

There were 19 Content Specialist alternative authorizations with 23 total endorsements/assignments issued during the 2010-2011 school year. The Content Specialist alternative authorizations by subject area during that same time period are listed below.

Art – 2
Biological Science – 1
Chinese – 1
Communication/Drama – 1
Drama – 1
English – 3
English as a New Language K/12 – 1
History – 2
German – 1
Mathematics – 2
Natural Science – 1

Principal – 1
Social Studies – 1
Spanish – 1
Standard Exceptional Child (Generalist) – 4

6. REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION

There were 119 interim certificates with 167 total endorsements/assignments issued through the ABCTE process during the 2010-2011 school year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

Biology – 9
Chemistry – 7
English – 15
History – 5
Literacy - 1
Mathematics – 16
Natural Science – 13
Physics – 3
Standard Elementary – All Subjects K/8 – 67
Standard Exceptional Child (Generalist) – 31

7. STATE/NATIONAL APPROVAL OF TEACHER PREPARATION PROGRAMS

The State Board of Education requires all teacher preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by an NCATE (National Council for the Accreditation of Teacher Education) team and a state team. The NCATE team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team, utilizing the NCATE/Idaho protocol, conducts teacher preparation program evaluations. While all teacher preparation programs are subject to a state evaluation, NCATE evaluations are optional. All Idaho teacher preparation institutions, except The College of Idaho, BYU-Idaho, and the University of Phoenix – Idaho Campus, choose to undergo an NCATE program evaluation. All Idaho teacher preparation programs, however, must address both state and NCATE standards when preparing for on-site teacher preparation program reviews.

The official vehicle for the approval of existing teacher preparation programs in Idaho is the NCATE /Idaho partnership agreement. State standards for

evaluating teacher preparation programs are those approved by the State Board of Education effective July 1, 2001, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

BYU - Idaho

Following a focus visit on October 26-27, 2010, the Commission, at its December 2-3, 2010, meeting, considered the state team report and made the following recommendations regarding the BYU – Idaho teacher education program:

- Approval without conditions for the Agriculture Education program.

The State Board of Education, at its February 16-17, 2011, meeting, approved the BYU – Idaho state team report resulting from the focus visit.

The College of Idaho

Following a state/NCATE on-site visit on May 8-11, 2011, the Commission, at its June 23-24, 2011, meeting, considered the state team report and made the following recommendations regarding The College of Idaho teacher education program:

- Approval without conditions for the Elementary Education program;
- Approval without conditions for the Secondary Education program;
- Approval without conditions for the English Language Arts program;
- Approval without conditions for the Mathematics program;
- Approval without conditions for the Social Studies (Foundation Standards) program;
- Approval without conditions for the Government/Civics program;
- Approval without conditions for the History program;
- Approval without conditions for the Science (Foundation Standards) program;
- Approval without conditions for the Biology program;
- Approval without conditions for the Chemistry program;
- Conditional approval for the Physics program;
- Approval without conditions for the Foreign Language program;
- Approval without conditions for the Visual/Performing Arts (Foundation Standards) program;
- Approval without conditions for the Drama program;
- Approval without conditions for the Visual Arts program;
- Approval without conditions for the Music program;
- Approval without conditions for the Physical Education program.

(The State Board of Education, at its August 10-11, 2011, meeting, subsequently approved The College of Idaho state team report resulting from the on-site visit.)

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Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

8. The grant process for the Commission professional development grants was updated and posted on the Department of Education website. Requirements that grant applicants must meet include providing a) notice of grant acceptance; b) a summary/report to the committee within 60 days of project completion; and c) information relating to how the applicant learned of the grant opportunity. The grant application deadlines are November 15 and April 1 of each year.
9. The standard language to be used in ethics case stipulations and orders was reviewed by the Executive Committee.
10. The Commission, after thorough discussion, passed the Standards Committee's recommendation that the on-line teacher standards approved by the legislature in 2010; the on-line teacher endorsement approved by the State Board in 2010; and the legislatively-approved alternate routes are sufficient to ensure the quality of on-line course delivery.
11. The Commission approved changing the current Commission Procedures Manual to reflect current practice with regard to membership of the Budget Subcommittee, thereby creating a standing committee.
12. The full-size Commission ethics poster emphasizing boundaries in relation to technology was reduced to an 8 ½" x 11" size, printed for distribution at the 2011 Idaho State Prevention Conference, and also included in every teaching certificate that was mailed.
13. The Commission, through its Professional Development Committee, provided \$25,000 to the 2011 Summer Institute of Best Practices.
14. The Commission approved the Standards Committee's recommendation to provide up to \$14,000 to support the research of the administrator training pilot that may lead to administrator preparation program changes.
15. The Commission passed a motion to support up to \$10,000 reimbursed for actual costs for the University of Idaho and Lewis-Clark State College to pilot the pre-service test being developed by the Teacher Performance Assessment Consortium (TPAC).
16. The Commission Professional Development Committee awarded 52 grants for a total of \$23,652 to fund professional development opportunities for educators in the State of Idaho.
17. The Commission Executive Committee, in ethics cases where it was required that a respondent seek a counselor or a peer assistance program, specified that

the counselor be a “court-approved, Health and Welfare counselor or peer assistance program.”

18. The Commission Standards Committee continued revision work on the Manual of Instructions for State Approval of Idaho School Personnel Preparation Programs. During the year the document was evaluated by an outside review team made up of members from constituencies represented on the Commission. The manual now includes a new Framework for Teaching Guide and form for standardizing and simplifying standards alignment, demonstrating equivalent credit, new program desk reviews, and evaluating state-specific requirements. State-specific requirements to be evaluated by 2014-2015 shall include the integration of educational technology and Idaho higher education program changes related to content expertise in the common core subjects.
19. The Commission Executive Committee set the precedent of certificate suspension with stipulations as the consequential discipline for a certification applicant’s falsification of the six professional development credits (determined by random audit) required for renewal of an Idaho teaching certificate.
20. The Commission paid the expenses (registration, mileage, lodging, and meals) for a representative from the Internet Crimes Against Children Task Force (ICAC) in the attorney general’s office to present on behalf of the Commission at the Idaho State Prevention Conference.
21. Following the evaluation of the new program by the Standards Committee through the desk review process, the Commission passed the Standards Committee’s recommendation to conditionally approve the George Fox University online teaching endorsement program.
22. The Commission passed the Standards Committee’s recommendation to accept National Certification for School Psychology as an avenue to meet Idaho certification requirements for school psychologists.
23. Following the evaluation of the program through the desk review process, the Commission Standards Committee conditionally approved the Boise State University TATERS pilot program granting the consulting teacher endorsement.
24. Commission committees provided year-end summaries of their activities during the year. The summaries will eventually be compiled in a for-information-only report for the State Board of Education.
25. The Commission provided its own representation at the State Board of Education meetings during the 2010-2011 school year.

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26. The Commission Professional Development Committee developed a CEU Course Credit Application (for Non-Transcripted Classes) Form to be completed by institutions/agencies for continuing education unit courses.
27. The Commission passed the Standards Committee's recommendation to conditionally approve the George Fox University (Boise Center) Elementary Education Degree completion program.
28. The Commission passed the Executive Committee's recommendation to approve a letter that may be used by school districts, thus allowing them to inquire about the professional conduct and/or teaching histories of applicants for substitute teaching positions. The letter is intended as a resource, and the use of it by school districts as an approach for their substitute teacher applications, is optional.
29. The Commission passed the Standards Committee's recommendation to conditionally approve the Boise State University EDTECH Online Teacher Endorsement program.
30. The Commission developed a communication action plan to follow to ensure a) the timely distribution of information about the Commission and its work to constituencies represented on the Commission and b) the collection of constituency information and feedback when necessary.
31. The Commission Executive Committee formed a subcommittee to review (with the assistance of the deputy attorney general) statutes, rules, and the code of ethics for potential revision, including bringing everything into alignment with the Administrative Procedures Act; the subcommittee's work has been put on hold until 2012.
32. The Commission selected an NCATE consultant to develop NCATE unit/program review protocols and assist with the non-NCATE institution review process.
33. The Commission funded the participation of Commission members and staff alike in various Commission-related meetings and conferences during the course of the 2010-2011 school year.
34. The Commission passed the Nomination Subcommittee's recommendation to appoint Dan Sakota as chair and Shelly Rose as vice-chair of the Professional Standards Commission for the 2011-2012 school year.

Appendix A: 2010-11 PSC Procedures Manual

PROCEDURES MANUAL

PROFESSIONAL STANDARDS COMMISSION

REVISED SEPTEMBER 2010

TOM LUNA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRISTINA LINDER

PROFESSIONAL STANDARDS COMMISSION ADMINISTRATOR



IDAHO STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

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FOREWORD

The 1972 State legislature established the Professional Standards Commission. This legislative action combined the Professional Practices Commission, established by the State Legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education.

The Professional Standards Commission was thereby created in the Department of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years. For further detail regarding the establishment and membership of the Professional Standards Commission, see **Idaho Code §33-1252**.

As outlined in this document, the Commission's adopted procedures are designed for use by the Commission to provide direction to make recommendations to the State Board of Education in such areas as teacher education, teacher certification and teaching standards.

For further detail regarding the duties and responsibilities of the Professional Standards Commission, see **Idaho Code §33-1254** and **Idaho Code §33-1258**.

For current activities, reports and recommendations of the Professional Standards Commission, visit the website at:

<http://www.sde.idaho.gov/site/psc/index.htm>

**STATUTORY RESPONSIBILITIES
OF THE
PROFESSIONAL STANDARDS COMMISSION**

- A.** “The Commission shall have the authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to certificated educators of the state of Idaho, and submit the same to the State Board for its consideration and approval.”

Idaho Code §33-1254

- B.** “The professional standards commission may conduct investigations on any signed allegation of unethical practice of any teacher brought by:
- (a) An individual with a substantial interest in the matter, except a student in an Idaho public school; or
 - (b) A local board of trustees.

The allegation shall state the specific ground or grounds for revocation, suspension or issuance of a letter of reprimand. The Executive Committee of the Professional Standards Commission shall review the circumstances of the case and determine whether probable cause exists to warrant the filing of a complaint and the requesting of a hearing. . . .”

Idaho Code §33-1209

- C.** “The Commission may make recommendations to the State Board of Education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the State Board of Education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.”

Idaho Code §33-1258

THE PROFESSIONAL STANDARDS COMMISSION

- A. Name:** Idaho Professional Standards Commission
- B. Membership:** According to Idaho Code §33-1252, The Professional Standards Commission is hereby created in the Department of Education, consisting of 18 members with representation as follows:
- 1 - member of the staff of the Idaho State Department of Education
 - 1 - member of the staff of the Idaho Division of Professional-Technical Education
 - 7 - certificated classroom teachers in the public school systems of the State of Idaho to include:
 - 1 - teacher of exceptional children
 - 1 - teacher in pupil personnel services
 - 5 - at-large classroom teaching positions
 - 1 - representative of the Idaho School Superintendents Association
 - 1 - representative of the Idaho Association of Secondary School Principals
 - 1 - representative of the Idaho Association of Elementary School Principals
 - 1 - representative of the Idaho School Boards Association
 - 1 - representative of the Idaho Association of Special Education Administrators
 - 1 - representative of the education department of an Idaho private college/university of higher education
 - 2 - representatives of the community colleges and the education departments of the public institutions of higher education
 - 1 - representative of the letters and sciences department of an Idaho state institution of higher education.
- C. Commission Appointments:** The State Board of Education appoints members of the Professional Standards Commission. The Commission generally meets six times annually. Other meetings may be called at the discretion of the chair or by the written request of five or more members.
- D. Officers:** There will be a chair and vice-chair elected by the Commission. The Commission chair may appoint a parliamentarian.
- E. Elected Officers:** A Nominations Committee consisting of the outgoing members of the Commission will present a slate of officers to the Commission. The Nominations Committee may also make recommendations to the Commission chair for the chairs of other committees. Nominations may also be made from the floor for Commission members. The Commission, at its final spring meeting, will elect new officers for the following year.
- Generally, at the first meeting of the new academic year, an orientation for new members will be conducted, and a parliamentarian may be appointed. At this meeting, the Commission also will review the current working plan and define objectives for the year's activities. The Leadership Team will oversee implementation and systematic revision of the working plan. Any revisions to the working plan or development of future working plans will be recommended by the Leadership Team and will require a two-thirds vote by Commission members present.
- F. Standing Committees:** The Commission will establish standing committees other than the

Leadership Team. The chair of the Commission, working with the Commission administrator, will appoint members and chairs of these standing committees. The standing committees of the Commission include:

1. Executive Committee
2. Budget Committee
3. Standards Committee
4. Authorizations Committee
5. Professional Development Committee

Refer to **Appendix A: Committee Organizational Chart**

The Commission chair may also establish ad-hoc committees to address short-term needs or special projects.

- G. Attendance:** By agreeing to serve on the Professional Standards Commission, it is expected that a member will attend both days of all meetings. If a Commission member cannot attend a committee, Commission and/or a scheduled conference call meeting, he/she will need to inform the committee chair, the Commission administrator and/or Commission chair, and his/her constituency group leader.
- H. Quorum:** A majority of the Commission members will constitute a quorum. If a Commission member is absent from a meeting, a substitute cannot act as a replacement for the member. A representative of the appointee can attend the meeting to provide input but will not be a voting member of the Commission, nor will expenses be reimbursed.
- I. Travel Expenses:** Reasonable travel expenses related to participation of Commission members at scheduled meetings will be reimbursed within State of Idaho guidelines. Refer to **Appendix B: Commission Member Reimbursement Guidelines**.

**RESPONSIBILITIES OF THE OFFICERS AND COMMITTEES
OF THE PROFESSIONAL STANDARDS COMMISSION**

A. Duties of the Officers

1. Chair

- a. Presides over all Commission meetings.
- b. Works with the Professional Standards Commission administrator in development of agenda.
- c. Consults with the administrator for appointments of committee chairs/members of committees established by the Commission and monitors progress of committees.
- d. Calls regular and special meetings of Commission.
- e. Presides at meetings of the Leadership Team.
- f. Appoints a chair and members to hearing panels.
- g. Represents the Commission, or designates a representative to represent the Commission, at State Board of Education meetings.
- h. Helps develop a process to report Commission recommendations and decisions to the executive director and/or chief academic officer of the State Board of Education.
- i. Appoints a parliamentarian.
- j. Oversees the training of hearing panel chairs.

2. Vice-Chair

- a. Assumes all duties of the chair in absence of chair.
- b. Serves as a member of the Leadership Team.

3. Parliamentarian

- a. Becomes familiar with Robert's Rules of Order.
- b. Provides advice and renders opinions as needed to the presiding officer at Commission meetings regarding parliamentary procedure.
- c. Reviews drafted motions as needed to provide advice regarding proper format and procedure.
- d. Assures that the business of the Commission is conducted in accordance with Robert's Rules of Order.

B. Duties of the Committee Chairs

- 1. Works with staff to develop assigned committee work agenda.
- 2. Works with staff to identify and prioritize assigned committee work.
- 3. Monitors and maintains assigned committee work plan.
- 4. Monitors assigned committee budget line item(s) and provides a written budget report as part of the committee report for each PSC meeting.
- 5. Provides recommendations for yearly budget line item(s), for the fiscal year for which the State Department of Education is budgeting, to the Leadership Team and Budget Committee chair before May of the new fiscal year.
- 6. Serves as members of the Leadership Team.
- 7. Provides new members with an orientation of committee operations before the first regularly scheduled committee meeting of each fiscal year.

C. Duties of the Committees

1. Leadership Team

- a. Meets as called by the chair of the Commission.
 - i. Chaired by the chair of the Commission or the vice-chair of the Commission.
- b. Membership includes the Commission chair, vice-chair and committee chairs.
- c. Serves as the operations committee for the Commission with responsibilities including:
 - i. Monitoring Commission budgets and finances;
 - ii. Developing, maintaining and monitoring the Commission's Working Plan;
 - iii. Developing, maintaining and monitoring the Commission's communication plan;
 - iv. Assigning Commission work/tasks to committees as appropriate;
 - v. Addressing special projects as needed.

2. Budget Committee

- a. Meets as called by the Commission chair.
- b. Committee chair appointed by the Commission chair.
- c. Monitors and makes recommended revisions to the annual budget at each Commission meeting.
- d. Develops a yearly budget following the same fiscal year cycle of the Department of Education for approval to the Commission before the last regularly scheduled Commission meeting of each fiscal year.

3. Authorizations Committee

- a. Meets as called by the chair of Commission.
 - i. Committee chair appointed by the Commission chair.
- b. Serves as the committee to review and make recommendations to the full Commission regarding:
 - i. Approval of alternate authorizations to teach, administrate or provide pupil personnel services;
 - ii. Policies and procedures for alternative authorizations.
- c. Oversees the development and publishing of certification reports as needed.
- d. Develops an annual budget recommendation for approval by the Commission before May of each fiscal year.

4. Executive Committee

- a. Meets as called by the chair of Commission.
 - i. Committee chair is either the chair or vice-chair of the Commission.
- b. Serves as the committee for the Commission to determine if there are sufficient grounds for an action against a certificated educator regarding alleged unethical practices.
- c. Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed.
- d. Develops an annual budget recommendation for approval by the Commission before May of each fiscal year.

5. Standards Committee

- a. Meets as called by the chair of Commission.
 - i. Committee chair appointed by the Commission chair.
- b. Develops recommendations for preservice and inservice educator standards for consideration by the State Board of Education.
- c. Develops and/or maintains standards and review processes for teacher preparation programs including:
 - i. Annual review of approximately 20 percent of state teacher preparation program approval standards and rubrics;
 - ii. Team training and on-site review; and,
 - iii. Coordination of national recognition and national program accreditation (NCATE).
- d. Develops and gives recommendations to the Commission for educator assessment(s) and qualifying scores for consideration by the State Board of Education.
- e. Develops and gives recommendations to the Commission for educator certification and endorsement requirements for consideration by the State Board of Education.
- f. Develops an annual budget recommendation for approval by the Commission before May of each fiscal year.

5. Professional Development Committee

- a. Meets as called by the chair of Commission.
 - i. Committee chair appointed by the Commission chair.
- b. Develops recommendations for the professional development of certificated educators of the State of Idaho.
- c. Develops an annual budget recommendation for approval by the Commission before May of each fiscal year.

D. Duties of Commission Administrator or Designee

- 1. Oversees the preparation and distribution of the agenda and other supporting materials to members of the Commission prior to each meeting.
- 2. Oversees arrangements needed for all Professional Standards Commission meetings and committee meetings.
- 3. Prepares information requested by the Professional Standards Commission.
- 4. Confers with the State Superintendent of Public Instruction on actions taken or pending regarding the Professional Standards Commission.
- 5. Oversees arrangement with State Superintendent of Public Instruction for placement of Commission business on the State Board of Education agenda.
- 6. Assigns and supervises staff of the Commission to facilitate and support Commission committee work and operations.
- 7. Oversees development and proposal of a budget to the Leadership Team and Commission for approval.
- 8. Oversees administration of the Commission budget.
- 9. Approves Commission expenditures for processing.
- 10. Oversees the scheduling and coordination of program approval on-site visits to Idaho institutions of higher education.
- 11. Works with the chair of the Commission to assign committee chairs/members to committees.

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12. Oversees the hearing process, including the appointment and training of hearing panel members.
13. Works with the chair of the Commission and staff to appoint team members for Idaho teacher preparation program on-site visits.
14. Informs the Commission regarding matters dealing with the:
 - a. National Council for the Accreditation of Teacher Education (NCATE) and the partnership agreement with Idaho;
 - b. National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract (NIC);
 - c. Educational Testing Service regarding Praxis II assessments.
15. Informs Commission about relevant developments in the State Department of Education, the legislature, and the State Board of Education.
16. Oversees the training of hearing panel chairs.
17. Oversees the training of the cadre of potential state team members for on-site teacher preparation program reviews.
18. Oversees the implementation of public input hearings.
19. Oversees the development and management of the working plan.

AGENDA FOR PROFESSIONAL STANDARDS COMMISSION MEETINGS

DAY ONE

- A. The first day of a Commission meeting is generally scheduled for committee and subcommittee/ad-hoc committee work, as needed.
- B. Procedures and schedule for the committee workday of the Commission meeting may change to accommodate the workflow of the Commission. Committee workday sessions will be timed with an attempt to avoid scheduling conflicts for members assigned to multiple committees.
- C. Full Commission meets for brief period for introductions, announcements, and communications.
 - Determine if those in attendance (including Commission members) request the addition of business items that should be assigned to the current or subsequent agendas.
 - Determine if anyone in attendance wishes to speak concerning any agenda item.
 - Review, revise, and approve agenda.

DAY TWO

- A. Order of Business
 1. Call to order.
 2. Review of action items identified/tracked from preceding meeting.
 3. Introductions, announcements, and communications. Determine if those in attendance (including Commission members) request the addition of business items that should be assigned to the current or subsequent agendas. Also determine if anyone in attendance wishes to speak concerning any agenda item.

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4. Approval of minutes from preceding meeting.
 5. Administrator, committee reports and budget reports.
 6. Old business.
 7. New business.
 8. Adjournment.
- B.** The agenda, including committee and subcommittee/ad-hoc committee workday responsibilities, will be:
1. Posted at least five (5) calendar days prior to the meeting.
 2. Sent to the Commission members at least one week prior to the meeting. Individuals and/or organizations wishing to appear before the Commission will make arrangements with the Commission chair or the administrator prior to the mailing of the agenda.
- C.** The Commission administrator will send clarification of agenda items as deemed appropriate.

Refer to **Appendix C:** Parliamentary Procedure in Commission Meetings.

THE PROFESSIONAL STANDARDS COMMISSION BUDGET

- A.** Funding Sources: Certification fees support the Professional Standards Commission. Refer to **Appendix D:** Idaho Statute and State Board Rule
- B.** Fiscal Year: The State fiscal year is from July 1 - June 30.
Budget Development Year: The same fiscal year cycle as the Department of Education.
- C.** The Professional Standards Commission budget will be developed annually by the Budget Committee on the same fiscal year cycle as the State Department of Education. With input from each of the PSC committee chairs, the PSC chair and the PSC administrator, the Budget Committee will develop and submit the budget for approval to the Leadership Team before April of the current fiscal year. The Leadership Team will submit the budget to the full Commission for approval by the last regularly scheduled meeting of the current fiscal year.
- D.** The Professional Standards Commission administrator oversees the development and management of the budget.
- E.** The Professional Standards Commission recognizes the necessity to compensate State Department of Education staff for the Professional Standards Commission assigned work they are responsible for completing. The PSC Administrator will allocate the SDE PSC staff to carry out the working plan of the PSC. Annually, the Budget Committee will make recommendations to the full commission regarding the monies needed to compensate the State Department of Education staff identified to complete Professional Standards Commission work for the next fiscal year. Compensation used by SDE employees to conduct PSC work shall be subject to positive time recording, index codes and the state auditing procedures.

Should any additional monies be needed to complete Professional Standards Commission assigned work, funds shall be requested using the Request for Funds Form in **Appendix H** and submitted to the Budget Committee.

- F. Requests for single expenditures exceeding \$250 must be requested using the Request for Funds Form in Appendix H and submitted to the Budget Committee.
- G. Monthly budget reports will be provided by the PSC coordinator to the Professional Standards Commission Budget Committee chair, the Commission chair and the committee chairs.

THE PROFESSIONAL STANDARDS COMMISSION WORKING PLAN

- A. **Work Planning Period:** The Leadership Team will oversee the work planning process and recommend a plan for each five (5)-year cycle.
- B. **Work Plan Year:** The working plan year is from July 1 - June 30 of each year. Informed by committee work, the Leadership Team will review, revise, and recommend approval of the Commission's yearly strategic work plan to the full Commission at the beginning of the work plan year.
- C. Any revisions to the working plan or development of future working plans will be recommended by the Leadership Team and will require a two-thirds vote by Commission members present.
- D. The Professional Standards Commission administrator oversees the development and management of the working plan.

PROCEDURE FOR REVISING AND ADOPTING CERTIFICATION PROCEDURES AND STANDARDS

- A. All proposed changes in state certification standards and procedures will be submitted to the Standards Committee of the Professional Standards Commission. All proposed changes should be submitted to the Standards Committee by December 1 of each calendar year. Exceptions will be considered by the State Department of Education, Certification and Professional Standards.
- B. A task force of content specialists may be appointed to review and recommend changes to the educator certification standards and submit the proposed revisions to the Standards Committee of the Commission.
- C. The administrator of the Commission will oversee communication to inform constituent groups that a proposed change is under study and request written input. Persons requesting changes may be invited by the chair of the Standards Committee to present information to the committee.
- D. Preliminary recommendations for changes in standards are to be submitted to the Standards Committee for review. Upon approval by the committee, the

recommendation will be forwarded to the Commission for consideration.

E. The input hearing will:

1. Be conducted by the chair of the Professional Standards Commission or his/her designee and will be recorded. A member of the Commission or a designee will preside at each site. Written testimony will be accepted at the hearings or submitted to the administrator within one month following the hearing.
2. Provide an opportunity for public input.
3. Be conducted to allow input but not to encourage debate.
4. Not replace the opportunity for a formal public hearing as provided by the Administrative Procedures Act (APA) process.
5. Upon approval by the Commission of the proposed standards, the Commission will hold a public input hearing, electronically, at specific locations statewide.

F. The Standards Committee of the Commission will consider information received at the public input hearing and, if appropriate, revise the proposed standards. The Standards Committee will submit to the full Commission a final proposal for consideration.

G. In accordance with the Idaho Administrative Procedures Act, the proposed changes approved by the Commission will be forwarded to the State Board of Education for review. As appropriate, decisions made by the State Board will be reviewed for final action by the legislature.

Refer to **Appendix E: Procedure for Revising and Adopting Certification Procedures and Standards Flowchart**

**PROCEDURE FOR PROCESSING A WRITTEN COMPLAINT
REGARDING
THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS**

- A.** According to **Idaho Code §33-1209**, other than a student of an Idaho public school, an allegation of ethical misconduct may be initiated by an Idaho local board of trustees or by an individual who has a substantial interest in the matter.
- B.** The Commission chief certification officer/Commission administrator may also initiate an allegation if public records indicate a person holding an Idaho credential may have been involved in ethical misconduct.
- C.** Upon receipt of a written and signed allegation of ethical misconduct, the Commission administrator, in conjunction with the Deputy Attorney General (DAG) and PSC investigator, conducts a review of the allegation using established guidelines to determine the appropriate response:
 1. No investigation - Remand the issue to the school district to be resolved locally.

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2. Open an investigation - The complainant and respondent will be notified in writing and in a timely manner that an investigation will be conducted.
- D. The administrator of the Professional Standards Commission, in conjunction with the Deputy Attorney General may determine if a formal investigation is necessary based on an assessment of the following:
1. The allegation is against a certificated person and there is a signed written complaint;
 2. The complainant has exhausted all local district remedies, including appeal to the building principal, superintendent, and board of trustees;
 3. The district has reported the allegations according to the requirements of Idaho Code §33-1208A;
 4. The educator has been arrested (NOTE: An investigation may be opened, but not pursued, until such time as law enforcement/county prosecutor determines not to file formal charges or the courts make a final judgment or sentence.);
 5. The allegation is purported abuse of a student (i.e., physical, sexual, verbal, etc.);
 6. There is a contractual dispute arising from the non-acceptance of an educator's resignation;
 7. A fingerprint/background check reveals a felony arrest and/or numerous misdemeanor arrests and convictions; and/or
 8. The NASDTEC (National Association of State Directors of Teacher Education and Certification) Clearinghouse reports that an educator's credential has been revoked, suspended, or denied in another state.
- E. The administrator of the Professional Standards Commission, in conjunction with the Deputy Attorney General and the PSC investigator, may determine a formal investigation is unnecessary if:
1. District remedies, including provisions of a district grievance procedure, have not been exhausted;
 2. The complaint is a personnel matter, which should be handled by the local district, superintendent and board of trustees;
 3. The complaint involves management style rather than unethical conduct;
 4. The school district has responded appropriately to the complaint;
 5. There is no written allegation or the complainant wishes to remain anonymous; or,
 6. The allegation is against a non-certificated employee.
- F. The Deputy Attorney General (DAG) will oversee the investigation. Upon completion of the investigation, the DAG will submit the allegation, plus any additional necessary information, to the Executive Committee of the Commission. It is the responsibility of the Executive Committee to determine if sufficient grounds exist to warrant a written administrative complaint.
- G. The Executive Committee will consider the allegation(s) and all additional relevant information and determine a course of action in one of the following ways:
1. Defer action on a decision pending the receipt of additional information,

- including a response from the respondent to the allegation(s).
2. Determine that there are no sufficient grounds, in which case the DAG will advise in writing the complainant and respondent of such action.
 3. Determine that there are sufficient grounds to support the allegation(s), at which time the Commission will assume jurisdiction and the DAG will advise in writing the complainant and respondent of such action. A written administrative complaint detailing the charge(s) will be sent to the respondent by the DAG. The written complaint shall be sent by certified mail to the last known address of the respondent.
 4. The respondent has 21 days to respond to the charge(s) in writing and a total of 30 days to request a hearing. No response from the respondent in the time stipulated constitutes an automatic default to the charge(s) or to the request for a hearing. According to statute, any request for a hearing shall be submitted to the State Superintendent of Public Instruction, who forwards the request to the chief certification officer/Commission administrator for action. The complainant and respondent will be advised in writing regarding the request for hearing.
 5. No Commission member who participated in the determination of sufficient grounds in a given case will serve on the hearing panel.
 6. Every effort will be made to ensure due process.

H. Pursuant to Idaho **Code §33-1209**, a hearing will be conducted according to the following guidelines:

1. The chair of the Commission will appoint a panel consisting of a chair, who is a former member of the Commission and has been currently trained as a hearing panel chair, and two additional educators to hear the charges brought in the administrative complaint.
2. Members of the panel shall not be from the same school district as the respondent to the complaint.
3. A majority of the panel will hold a similar position of employment or certification as the respondent.
4. The hearing will be held within the school district in which the respondent resides or at such other place the Commission administrator deems most convenient for all parties.
5. All hearings shall be held to ascertain the truth.
6. The respondent may appear in person and may be represented by counsel and may procure, examine, and cross-examine witnesses. If he/she chooses to do so, the respondent may submit, for the consideration of the hearing panel, a statement in writing in lieu of oral testimony. Any such statement will be under oath, and the affiant will be subject to cross-examination.

I. Following consideration of the evidence and all testimony, the hearing panel will determine one of the following:

1. Insufficient grounds exist to establish a violation of the Code of Ethics for Idaho Professional Educators;
2. A Letter of Reprimand written by the Commission administrator will be placed in the respondent's file;
3. A respondent's credential will be suspended for a specified amount of time;

4. A respondent's credential will be revoked; or,
 5. The application for certification will be denied.
 6. Other than a revocation or denial, reasonable conditions may be placed upon the respondent's certificate pending completion of specific requirements.
- J. The secretary for the Commission administrator will notify the NASDTEC Clearinghouse in a timely manner that a credential has been suspended, revoked, or denied.
- K. If there is an appeal of the hearing panel's decision, the Professional Standards Commission (full commission) will act as an appellate body. Executive Committee members who reviewed the case will be excused from the discussion and deliberation of the Commission. Any further appeals may be referred to the district court.

Refer to **Appendix F**: Investigative Flowchart

APPROVAL PROCESS FOR ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, **may** request approval of an Alternative Authorization for an individual who does not presently hold an appropriate Idaho educator's certification/endorsement for a vacant position.

1. It is intended that the Alternative Authorization request be made only after a reasonable effort has been made by the district to find a competent, certificated individual to fill the position.
2. The Professional Standards Commission and the State Board of Education stress that the Alternative Authorization be considered as a means to alleviate an emergency situation **only** and not relied on as a standard hiring practice.
3. In order to apply for an Alternative Authorization, the district, including charter school or other educational agency, **must** declare that an emergency exists and file a district request for the Alternative Authorization by submitting a completed application packet.
4. Only the district, including charter school or other educational agency, to which the authorization was granted may use the authorization. It is not transferable and must be renewed annually.

PROCEDURAL STEPS FOR OBTAINING AN ALTERNATIVE AUTHORIZATION

1. The application process for receiving an Alternative Authorization is initiated when a completed application packet is submitted.
2. The individual for whom the application is being requested **must** have at least a bachelor's degree. He/she **must** have a plan to be enrolled in either individual courses required for the certificate/endorsement or a formal program that leads to certification in the assigned area.

3. An “emergency” must be declared by the local school board and such action included in the minutes of a regular meeting. A copy of the minutes must be included in the application packet or submitted immediately following the next school board meeting.
4. Information that must be included in the application packet includes (all forms listed below are included in the packet or on the website):
 - a. A **written request or district request form** for the Alternative Authorization must be included in the application packet. It must include the name and qualifications of the person who will be the designated supervisor/mentor/evaluator of the person for whom the request is being made. The written request **must** be signed by the superintendent and board chair.
 - b. The **Application for an Idaho Professional Education Credential** (form BI application form **must** be completed by the individual);
 - c. A check for the authorization fee;
 - d. The **College/University Plan** completed by the individual for whom the request is being made, must include verification of the applicant’s planned college/ university program leading to certification. The form must be signed by the appropriate college/university official or be accompanied by the State Department of Education evaluation;
 - i. The program must include such applicable items as passing appropriate Praxis II assessments, the Comprehensive Literacy course or assessment, if applicable;
 - e. **Official** college/university transcripts;
 - f. **Verification** of having completed an Idaho criminal history check, as required by Idaho State Department of Education Statute, Section 33-130. If this requirement has not been met at the time of application, a completed fingerprint card and a fee **must** be submitted, and the fingerprint check must be in process prior to the application being reviewed. **The application will receive final approval only after the background check has been successfully completed.**
 - g. The applicant’s resume, supporting information, letters of recommendation and/or any other information attesting to the applicant’s ability to serve in the position **may** be included.
5. The Authorizations Committee may reject incomplete packets or place conditional approval on such packets until all material is received.
6. A list of Alternative Authorization candidates and any appropriate information from the completed application packet will be mailed/e-mailed to the Authorizations Committee members for review prior to the next Professional Standards Commission meeting.
7. The Authorizations Committee will review the Alternative Authorization requests and make recommendations to the Commission. The full Commission will vote on the committee’s final recommendations, and those approved will be issued letters attesting to the Professional Standard Commission decision.
 - a. Superintendents requesting the authorization will be notified in writing of the Professional Standards Commission’s recommendations.

NOTE: No certificate is issued to the individual at this time. A certificate will be issued when all requirements for the certificate or endorsement have been met, and the necessary certification application has been filed.

PROCEDURAL STEPS FOR RENEWING AN ALTERNATIVE AUTHORIZATION

A request to renew an Alternative Authorization **must** include the following:

1. A completed application form;
2. A non-refundable check for the required fee amount made out to the State Department of Education;
3. Official college/university transcripts to verify that nine (9) semester credits of course work applying toward the desired certificate/endorsement have been successfully completed during the past year. If less than nine hours have been completed, the Authorizations Committee will consider the circumstances based on explanations from the candidate, the local education agency, and/or the college/university;
4. If the candidate is in the process of completing a formal degree/certification program (i.e., special education, school administration, school counselor, etc.), a letter from the college/university stating that satisfactory progress is being made toward program completion may be included.

If applicable, a criminal history check, including new fingerprints, shall be included in the application.

TEACHER PREPARATION PROGRAM APPROVAL

Each teacher preparation program in Idaho will undergo a state program approval process that is designed to assure that graduates of that program meet the Idaho standards for beginning teachers and other professional educators, the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity), and the National Council for the Accreditation of Teacher Education (NCATE) Standards. In most instances, the approval process will coincide with the NCATE process for institutions seeking national accreditation. The institution will be required to pay for all out-of-state expenses related to the program approval process.

A. Purpose of State Approval

Each institution of higher education that prepares teachers and other educators for certification in Idaho must be reviewed by the Professional Standards Commission. The Commission will make a recommendation concerning approval of programs to the State Board of Education for final approval.

B. State Approval Team

The chair of the Commission, in consultation with the Commission administrator, will appoint the chair of the state approval team. The chair of the state approval team, in consultation with the Commission administrator, will appoint members of the state approval team.

C. Team Training

The importance of the state approval process necessitates that all team members be trained to evaluate Idaho teacher preparation programs. The Commission Standards Committee, or designee, in consultation with the Commission administrator, will develop and conduct a training session for team members.

D. Institutional Report (at LEAST one month PRIOR to the visit)

Each institution that prepares educators will develop a self-study institutional report that contains appropriate information relative to the state approval process, including programmatic and performance evidence that demonstrates how state and NCATE standards are met. The institution will provide this report to team members and the State Department of Education, Certification and Professional Standards **at least one month prior to the visit.**

E. Document Room

Each institution undergoing a state approval visit will designate a secured space in a convenient location as a document/evidence room or digital site that will be available to both state and NCATE on-site teams. During the on-site visit, arrangements are to be made for the document room to be accessible to team members only.

F. Role of State Approval Team

Team members are responsible for assessing evidence to validate the institutional report provided by the institution.

G. Team Report

The team report will recommend educator preparation programs as Approved, Not Approved, or Conditionally Approved.

H. Institutional Rejoinder (within 30 days AFTER the report is received)

The institution may write a rejoinder to the state approval team report **within 30 days after the report has been received.** The rejoinder will be sent to the Commission administrator, who will distribute it to the appropriate parties.

H. Professional Standards Commission Action (within 120 days of the visit)

The Commission will consider the merits of the state approval team report and any institution rejoinder in determining its recommendation to the State Board of Education. The Commission action will take place **within 120 days of the visit** period, and the Commission will subsequently submit a recommendation to the State Board of Education for consideration.

I. State Board of Education Action

Final approval of the educator preparation program(s) rests with the State Board of Education. Approved teacher preparation programs allow teacher preparation institutions to submit an institutional recommendation for certification of graduates.

The process for Idaho teacher preparation program approval is specifically defined in the **Manual of Instruction for State Approval of Idaho Teacher Preparation Programs** on file at the State Department of Education, Certification/Professional Standards.

The standards for evaluating Idaho teacher preparation programs are found in the current **Idaho Standards for Initial Certification of Professional School Personnel** as updated and approved by the State Board of Education and NCATE. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification/Professional Standards.

These documents are also available for review at the State Department of Education website:

http://www.sde.idaho.gov/site/teacher_certification/accredited.htm

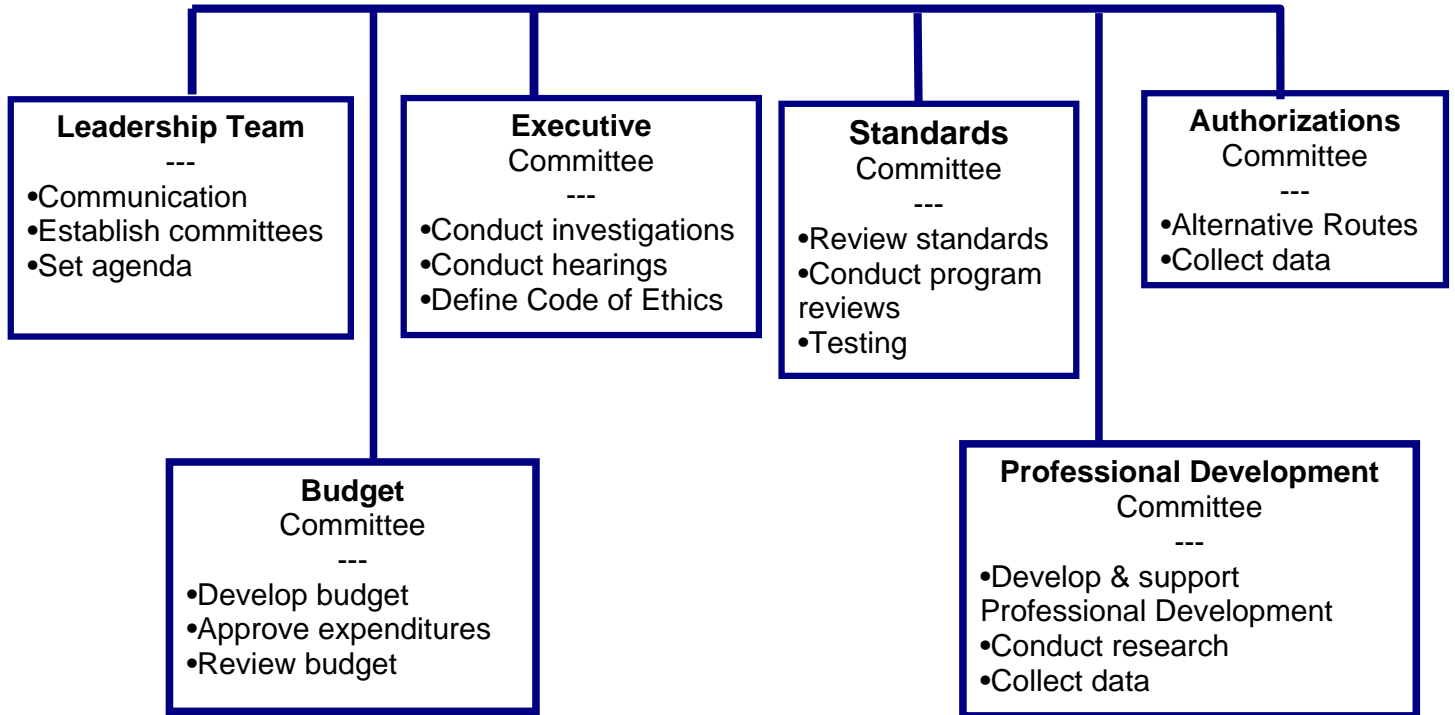
Current NCATE standards can be reviewed on the following NCATE website:

www.ncate.org

See **Appendix G** for additional information regarding Commission Reports and Resources.

Appendix A:

COMMITTEE ORGANIZATIONAL CHART



Appendix B:

COMMISSION MEMBER REIMBURSEMENT GUIDELINES

The Professional Standards Commission reimburses reasonable travel costs associated with participation. The following general guidelines help to ensure that Commission funds are directed to their ultimate goal. Participants are encouraged to use the most cost-effective mode of transportation available given the timeframe, safety of the traveler, baggage being transported, etc. Any variation in excess of the guidelines listed below requires previous approval from the Professional Standards Commission administrator in the State Department of Education.

Mileage: The current state rate is reimbursed for travel in personal vehicles for activities associated with participation (round-trip from your home in Idaho). Mileage to/from a function from a home outside Idaho or from a vacation location is only reimbursable up to the normal cost of mileage from your Idaho home. To use your vehicle, you must have current insurance.

Airfare: Reasonable coach rates will be reimbursed; first class arrangements are reimbursed at the coach rate. Airfare is reimbursed round-trip from the Idaho town in which your home is located. Airfare to/from the meeting from a home outside Idaho or from a vacation location is only reimbursable up to the normal cost of airfare from your Idaho home. Travel should be scheduled in advance to obtain reasonably priced airfares.

Entertainment: Entertainment expenses (e.g., in-room movies, event tickets) are not reimbursable.

Lodging: Reasonable standard business-class rooms are allowed. When lodging in Boise on Commission business, please contact Professional Standards Commission staff in the State Department of Education at least one week in advance of your stay so we can make lodging arrangements for you in order to direct-bill at government-contract rates.

Meals: Meetings with a schedule lasting at least six hours will have a meal provided. Additional meal expenses (including tips) that are necessary due to travel for the Commission will be reimbursed at the actual cost up to or at the maximum state of Idaho meal allowance listed below. In-state travel per-day meal maximum allowance is \$30.00 for full day (three meals).

Individual meals are reimbursed as follows (including tips):

- Breakfast: \$7.50 (Depart 7:00 a.m. or before)
- Lunch: \$10.50 (Depart 11:00 a.m. or before; return 2:00 p.m. or after)
- Dinner: \$16.50 (Depart 5:00 p.m. or before; return 7:00 p.m. or after)

Costs associated with snacks, meals, and beverages in-room, in restaurants, or elsewhere are considered part of the daily meal allowance. Costs for alcohol are not reimbursable.

Receipts: Receipts are necessary for all reimbursement items except mileage, tips, and meals within the daily allowances.

Taxi/Rental Car/Other Ground Transportation: Reasonable charges for taxis or other ground transportation are allowable. Rental car costs will not be reimbursed. Taxi service to and from airports or between lodging and meeting areas is reimbursable if no hotel shuttle service is available. Participants are encouraged to use the most cost-effective mode of ground transportation available to facilitate participation.

Telephone/Internet: Telephone, internet accessibility, and related expenses will not be reimbursed, except for an allowance for the PSC Chair's cellular telephone which will be reimbursed up to \$25 per month. If the PSC Chair's cellular telephone bill is less than the \$25 maximum, then the lesser amount will be reimbursed.

Substitute Teacher Costs: Costs for substitute teachers will be reimbursed beginning the sixth (6) day of meeting attendance in accordance with Idaho Code and Idaho Administrative Rule:
Idaho Code §33-1279 RELEASED TIME FOR SERVICE ON STATE COMMITTEES AND COMMISSION.

(1) Each certificated employee of any school district, including specially chartered districts, shall be entitled to and be allowed released time for service on committees and commissions established by the state of Idaho, or established by the legislature, or established by any of the departments or agencies of the state of Idaho.

Each certificated employee shall be entitled to five (5) such days of released time, and time beyond five (5) days shall be allowed at the discretion of the board of trustees.

(2) No such certificated employee shall lose any salary or other benefits because of such released time for service on any such committee or commission and shall not be required to make up any released time spent in serving on any such committee or commission; except that the amount of any honorarium or compensation received for service on committees or commissions, except actual and necessary expenses, shall be deducted from salary otherwise due such certificated employee.

IDAPA 08.02.01.450 REIMBURSEMENT TO DISTRICTS FOR SUBSTITUTE TEACHER COSTS.

The Professional Standards Commission (PSC) is authorized to reimburse the employing district for a classroom teacher member of the PSC for the costs incurred in the employment of a substitute teacher for a member while the member is engaged in PSC business. Such reimbursement may be made for each instance in which a substitute is employed as a replacement for a member beyond six (6) days during a given school year. Reimbursement may be made upon request by the employing district submitted in a manner determined by the PSC. Reimbursement will be based upon the prevailing rate for substitutes in that district. (Section 33-1279, Idaho Code)

Questions/Reimbursement Forms: If you need assistance regarding reimbursement procedures or guidelines, contact the Professional Standards Commission office: (208) 332-6884.

Appendix C:

PARLIAMENTARY PROCEDURE IN COMMISSION MEETINGS

In order to conduct meetings in a fair and orderly manner, the Commission follows modified parliamentary procedure (conducted while members are seated; the chair can participate in debates and voting). A parliamentarian may be appointed to provide advice and guidance during meetings as needed. This is a general guide for members in the process for motions and amendments, which are the most often-used applications of parliamentary procedure in conducting Commission work.

HANDLING MAIN MOTIONS

- Step 1:** A member addresses the chair.
- Step 2:** The chair recognizes the member.
- Step 3:** The member proposes a main motion.
 - Member states, "I move that..."
 - Member prepares and writes the motion on a "General Meeting Motion Sheet".
- Step 4:** Another member seconds the main motion.
- Step 5:** The chair states the main motion to the assembly.
 - This step is called "stating the question".
 - The chair may also state, "Is there any debate?"
 - The main motion is now the "pending question".
- Step 6:** The assembly debates the main motion.
 - The chair can close debate when there is no further debate or a member can move the "previous question". This motion (the previous question) requires a second and a two-thirds vote for adoption.
- Step 7:** The chair takes a voice vote on the main motion.
- Step 8:** The chair announces the result of the vote on the main motion.
 - A main motion requires a majority affirmative vote to be adopted.

HANDLING AMENDMENTS

- Step 1:** A member addresses the chair.
- Step 2:** The chair recognizes the member.
- Step 3:** The member proposes an amendment.
 - Member states "I move to amend by (adding the words/changing the words to)..."
 - Member writes the amended motion on a "General Meeting Motion Sheet".
- Step 4:** Another member seconds the amendment.
- Step 5:** The chair states the main motion with the amendment to the assembly.
 - The chair states, "It is moved and seconded to...."
 - The chair may also state, "Is there any debate?"
- Step 6:** The assembly debates the amendment.
- Step 7:** The chair takes a voice vote on the amendment.
 - "The question is on amending the main motion by..., so that, if the amendment is adopted, the motion will read:..."
- Step 8:** The chair announces the result of the vote on the amendment.
 - The motion to amend requires a majority affirmative vote to be adopted.

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- IF an amendment is NOT adopted, proceed using the original main motion (without the amendment). See Steps 6, 7, and 8 on “Handling Main Motions”.

Step 9: The assembly debates the main motion as amended.

- “The question is on the adoption of the main motion as amended that...”

Step 10: The chair takes a voice vote on the main motion as amended.

- “The question is on the adoption of the main motion as amended that...”

Step 11: The chair announces the result of the vote on the main motion as amended.

- “The motion as amended is adopted (or lost).”

Appendix D:

Idaho Statute and State Board Rule

Idaho Statute
TITLE 33 EDUCATION
CHAPTER 12 TEACHERS

33-1205. CERTIFICATE RECORDS AND FEES. (1) The state board of education shall cause to be maintained a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefore. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows:

- (a) Original certificate, all types, issued for five (5) years\$ 75.00
- (b) Renewal certificate, all types, issued for five (5) years\$ 75.00
- (c) Alternate route certificate, all types, issued for one (1) year\$ 100.00
- (d) Additions or changes during the life of an existing certificate \$ 25.00
- (e) To replace an existing certificate \$ 10.00

(2) The fees specified in subsection (1) of this section shall be in effect through December 31, 2004. On and after January 1, 2005, certificate and related fees shall be as specified by rule of the state board of education.

(3) The fees shall be used by the professional standards commission for payment of the reasonable expenses in performing its duties and responsibilities as approved by the state board of education and not more than thirty-three percent (33%) of the fees may be used by the state department of education to partially defray the cost of the office of certification.

Rules of the Board of Governing Education
Chapter 02
08.02.02 – Rules Governing Uniformity

066. FEES. The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefore. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

- 01. **Initial Certificate.** All types, issued for five (5) years – seventy-five dollars (\$75) (3-16-04)
- 02. **Renewal Certificate.** All types, issued for five (5) years – seventy-five dollars (\$75) (3-16-04)
- 03. **Alternate Route Authorization.** All types, issued for one (1) year – one hundred dollars (\$100) (3-16-04)
- 04. **Additions Or Changes During the Life Of An Existing Certificate.** Twenty-five dollars (\$25) (3-16-04)
- 05. **To Replace An Existing Certificate.** Ten dollars (\$10) (3-16-04)

Appendix E:

**PROCEDURE FOR REVISING AND ADOPTING CERTIFICATION PROCEDURES AND
STANDARDS FLOWCHART**

STAGE 1 – Preparation Period

Timeline: Starting preferably one year in advance

1. Professional Standards Commission committee gathers information about proposed State Board of Education Rule.
2. Committee determines final proposal concerning a proposed board rule and sends proposal to full Commission for approval at regularly scheduled meeting.
3. Full Commission approves or disapproves. If disapproved, send it back to the committee for corrections.
4. Committee makes corrections and makes new proposal to Commission. Commission approves the proposal.
5. Commission holds input hearings via teleconference/video conference. Input is sent to the committee for review.
6. Committee makes corrections and sends the corrected proposal to the Commission.
7. Commission approves corrected proposal and sends it to the State Board for approval.
8. Professional Standards Commission staff takes appropriate paper work to the State Division of Financial Management and Governor's office for approval.

STAGE 2 – Proposed Rule

Timeline: Completion no later than August

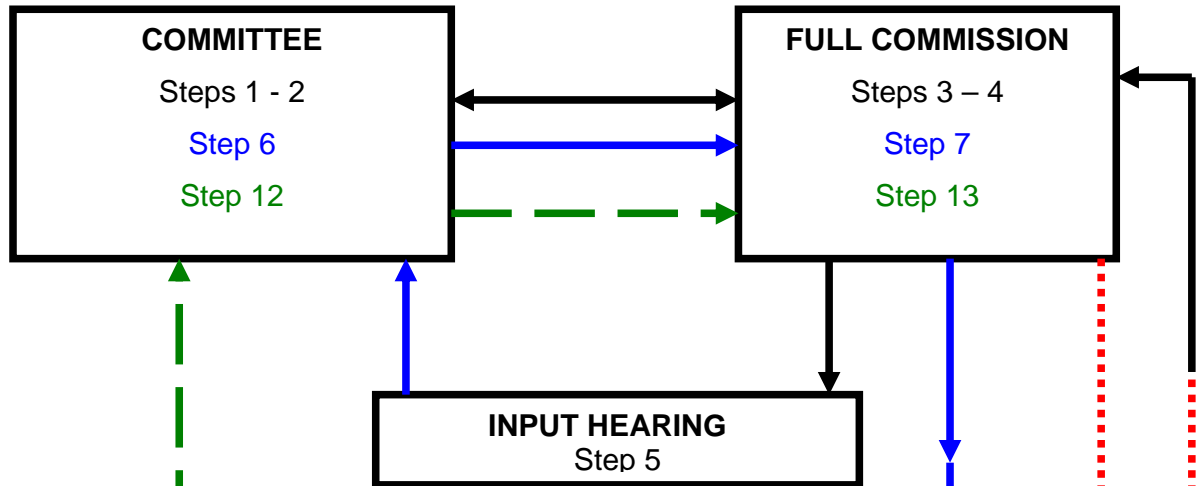
9. Proposed rule is presented at June State Board of Education scheduled meeting.
10. If Board approves the proposed rule, it is published in August.
11. After publishing, there is a period of time for written comments; or, if 25 people, political subdivision or other state agency requests a hearing, a hearing will be held.
12. Input from public hearings or written comments go back to the Professional Standards Commission and the committee.
13. Professional Standards Commission sends back to the Board with an amended proposed rule no later than August.

Timeline: October State Board of Education Meeting

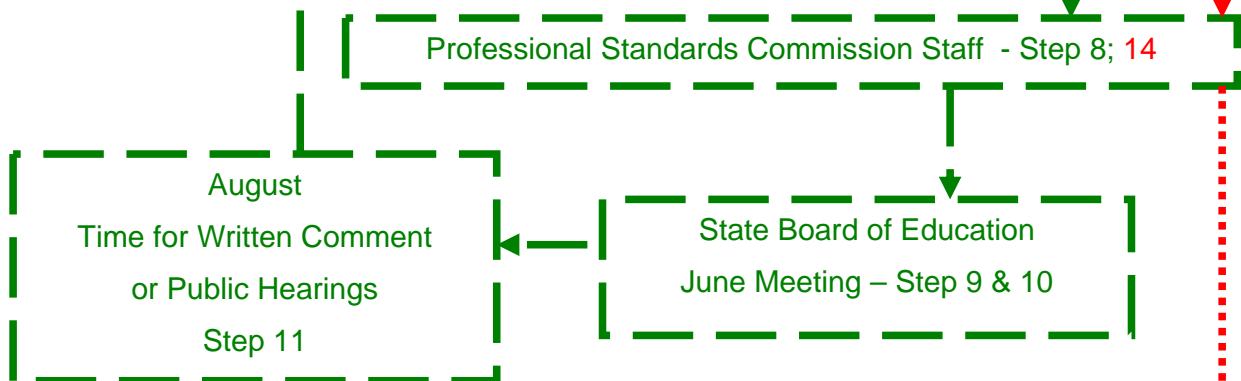
14. Professional Standards Commission staff prepares proposed rule as a pending rule; latest date is the October State Board meeting. Pending rule printed in November.
15. Legislature reviews pending rules. They can approve or disapprove. If one legislative body approves and the other body disapproves, the rule is approved.
16. If approved, the pending rule becomes a Board rule when the legislature adjourns.
17. If legislature disapproves, it goes back to Stage 1 and starts over again.

**PROCEDURE FOR REVISING AND ADOPTING CERTIFICATION
PROCEDURES AND STANDARDS FLOWCHART**

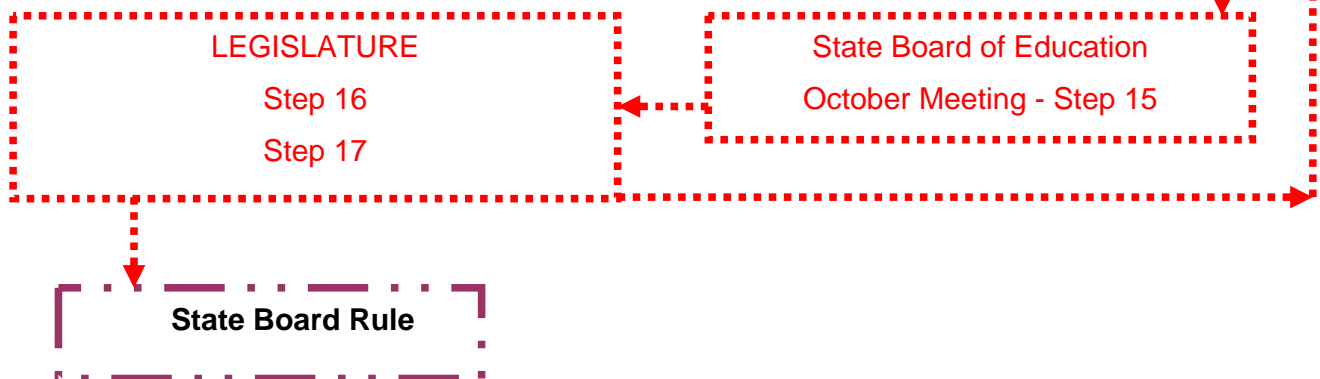
STAGE 1 – Preparation Period - See written narrative for explanation of each step.
Timeline: Starting preferably one year in advance



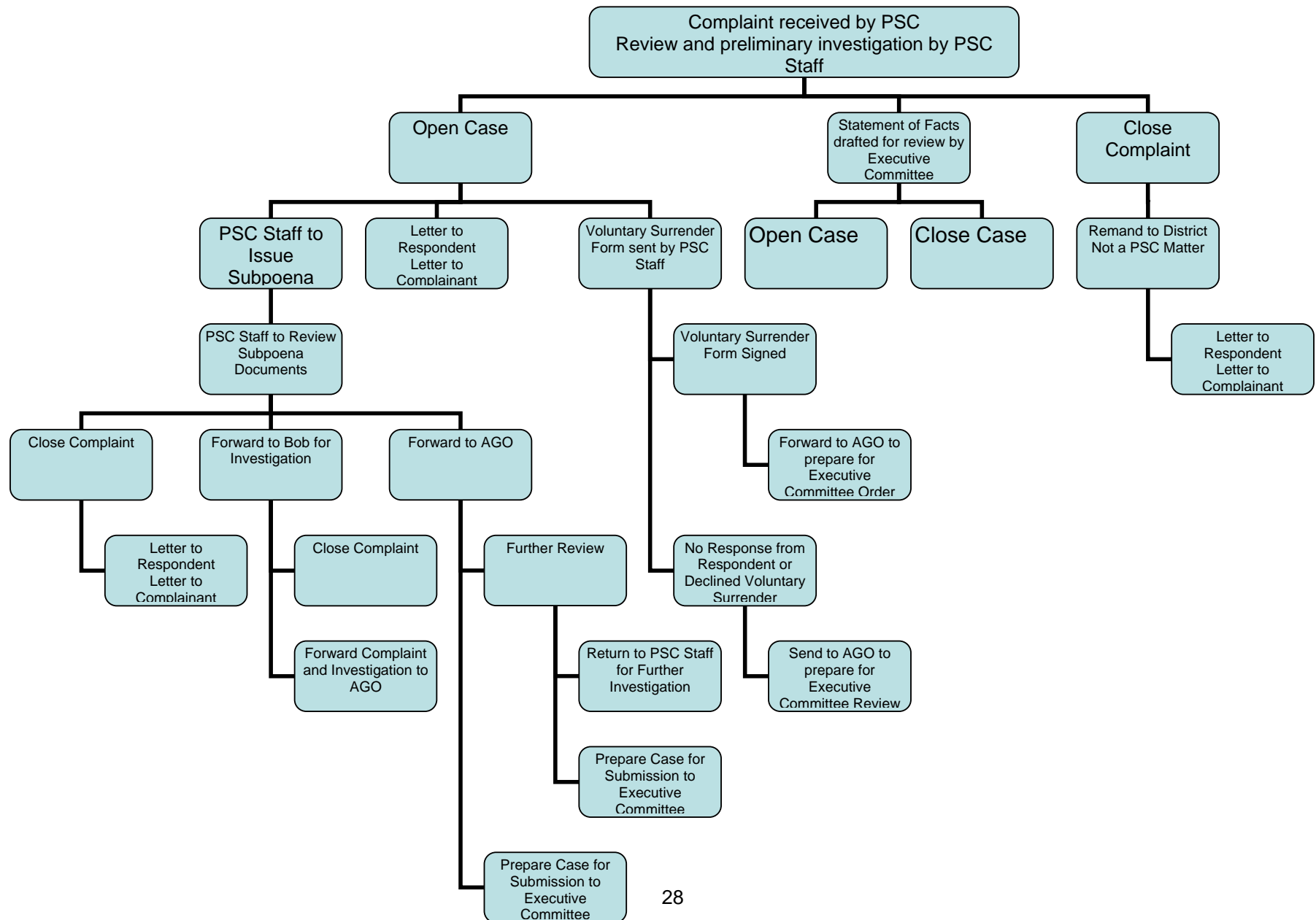
STAGE 2 – Proposed Rule. Timeline: Completion no later than August



STAGE 3 – Pending Rule. Timeline: October State Board of Education Meeting



Appendix F: INVESTIGATIVE FLOWCHART



Appendix G:

COMMISSION REPORTS AND RESOURCES

Current Commission materials, reports, and resources are also available on the State Department of Education website at Teacher Certification:

<http://www.sde.idaho.gov/site/psc/index.htm>

Posted material includes:

- Commission meeting schedule and agendas
- Approved Commission meeting minutes
- Standards for Certification of Professional School Personnel (approved standards)
- Draft standards and rubrics open for public comment
- Code of Ethics for Idaho Professional Educators
- Annual certification statistical reports
- Links to Idaho statute related to the Professional Standards Commission and teaching in Idaho
- Professional Standards Commission Procedures Manual



STATE OF IDAHO
PROFESSIONAL STANDARDS COMMISSION
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, IDAHO 83720-0027

Guidelines: PSC Budget Expenditure Request Process

SPENDING WITHIN APPROVED BUDGET LINE

Individual purchases must be pre-approved, even though the annual budget has been approved by the PSC. If a PSC member or committee would like to expend funds within the approved category, here is the process:

1. PSC member or committee chair emails a request to the PSC Budget coordinator (krhodenbaugh@sde.idaho.gov) that includes:
 - A description of the item or service to be purchased;
 - The estimated cost and source of estimate; and
 - The budget category into which the proposed expense falls.
2. Budget coordinator will review the request, including:
 - Ensuring that the appropriate funds are available;
 - Fill out the Request for Funds Form
 - Reviewing the request with the PSC administrator; and
 - Processing any appropriate SDE purchase approvals (including PSC administrator signature).
3. Budget coordinator will email the member/committee chair who made the request when the approval process is complete.

SPENDING NOT APPROVED IN THE CURRENT BUDGET

If a member/committee wishes to incur an expense that has not been included in the approved budget, or in an amount in excess of the approved amount, here is the process:

1. PSC member or committee chair emails a request to Budget coordinator (krhodenbaugh@sde.idaho.gov) that includes:
 - A description of the item or service to be purchased;
 - The estimated cost and source of estimate;
 - The request to revise the budget to include this expense, along with justification for the new charge.
2. Budget coordinator will review the request with the PSC administrator (and any other appropriate staff and/or PSC chair).
3. Budget coordinator will prepare a recommendation for the PSC Leadership Team to review (including the line item from which the funds could be moved).
4. The PSC Leadership Team will review the request and staff recommendation, develop a committee recommendation, and then present the request to the Commission for approval.

SPENDING IN URGENT/EMERGENCY SITUATIONS

Every effort will be made to plan and manage spending of PSC funds as outlined in these guidelines. In rare circumstances, decisions must be made in a shorter period of time than these processes will allow. In those circumstances, the PSC administrator will determine the appropriateness of purchases made on behalf of the PSC, in collaboration with the PSC and Budget Committee chairs when possible. Urgent/Emergency spending will be conducted within State guidelines and will be summarized and presented to the Leadership Team and PSC at the next scheduled meeting.

NOTE: Do not make any purchase (or commit any funds) until you have received notification in writing from Budget coordinator that the purchase has been approved. The State has very specific processes through which we can make purchases.

Appendix H:

Request for Funds Form

Date of Request _____

Name of Person Requesting Funds _____

Amount Requested _____

Reason for Request _____

Description of how the expenditure relates to the working plan

This section for authorized use only ~

Reviewed by _____ Date request reviewed _____

Approved / Not Approved
(circle the one that applies)

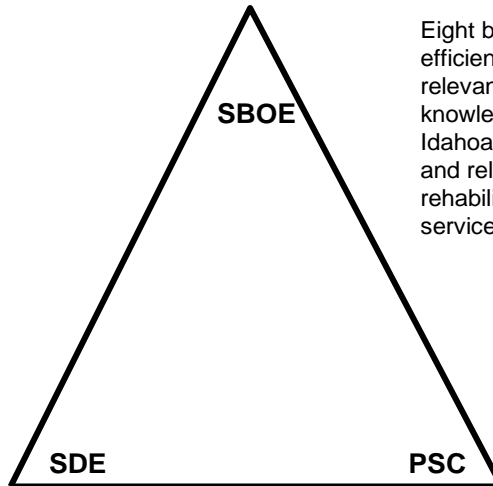
Date approved _____

Reason for non-approval _____

Appendix I:

Triangle of Relationship

Idaho State Board of Education



Eight board members committed to efficiently providing access to a quality and relevant education by improving the knowledge, skills and opportunities of all Idahoans by delivering quality, accessible and relevant education, training, rehabilitation and information/research services.

Idaho State Department of Education

The Idaho SDOE is determined to create a customer-driven education system that meets the needs of every student and prepares them to live, work and succeed in the 21st century. This will be accomplished by raising student achievement and by providing school districts with the timely, helpful assistance needed to raise Idaho's student achievement.

Professional Standards Commission

Established in 1972 as an advisory group to the State Board of Education, the 18 member PSC makes recommendations to the State Board of Education in the areas of teacher standards, ethical educators, certification, professional development, and higher education teacher preparation programs.

Appendix B: 2010-11 Professional Development Grants

STATE DEPARTMENT OF EDUCATION
FEBRUARY 16, 2012

2010-11 Professional Development Grants Awarded	
Amount	Professional Development Title
\$500.00	National Arts Ed Convention
\$500.00	National Arts Ed Convention
\$500.00	National Arts Ed Convention
\$500.00	National Arts Ed Convention
\$500.00	Writing Beyond the Desk Conf.
\$500.00	Writing Beyond the Desk Conf.
\$500.00	National Chinese Language Conf.
\$500.00	National Chinese Language Conf.
\$500.00	National Assoc. Of Arts Ed. Conf.
\$368.00	NCTM School Memberships
\$500.00	2011 T ³ Internat'l Conference
\$500.00	NW Council for Computer Education
\$500.00	Horticulture Expo 2011
\$500.00	NW Council for Computer Education
\$6,868.00	Fall 2010 Total
\$500.00	PTE Summer Conference
\$500.00	Special Education Library Materials
\$500.00	Bates Dance Festival
\$500.00	PLC Conference
\$500.00	PLC Conference
\$500.00	PLC Conference
\$500.00	PLC Conference
\$500.00	PLC Conference
\$258.00	International Homebuilders Association Conference
\$500.00	Holocaust Teacher Resistance Program
\$500.00	ICM Math Conference
\$500.00	S'Cool Moves Certified Trainer
\$189.00	Motivating Meaningful Activities Workshop
\$189.00	Motivating Meaningful Activities Workshop
\$189.00	Motivating Meaningful Activities Workshop
\$500.00	S'Cool Moves Certified Trainer
\$500.00	Summer Learning Institute
\$400.00	Title Reading Specialist DVD
\$400.00	Title Reading Specialist DVD
\$500.00	RTI DVD

STATE DEPARTMENT OF EDUCATION
FEBRUARY16, 2012

2010-11 Professional Development Grants Awarded	
Amount	Professional Development Title
\$500.00	NCCE Conference (computers)
\$500.00	RTI Math Research to Practice
\$500.00	Idaho School Counselors Fall Conference
\$500.00	Idaho School Counselors Fall Conference
\$500.00	Pacific NW Conference 3,4,5th grade teachers
\$500.00	Pacific NW Conference 3,4,5th grade teachers
\$413.00	Teaching with Poverty in Mind - DVD
\$500.00	5th Grade Fitness Program (for students)
\$500.00	5th Grade Fitness Program (for students)
\$500.00	5th Grade Fitness Program (for students)
\$250.00	Powerful Early Intervention Workshop
\$250.00	Powerful Early Intervention Workshop
\$250.00	Powerful Early Intervention Workshop
\$496.00	Positive Behavior Intervention Support (subscription/coach)
\$500.00	Reading Materials low vocab high interest
\$500.00	Idaho School Counselors Fall Conference
\$500.00	Exploring Math Through Literature (Books)
\$16,784.00	Spring 2011 Total
\$23,652.00	2010-11 Grand Total

Appendix C: Executive Committee Year-End Report

Executive Committee Year End Summary

June 2011

Actions taken: 40 cases

Cases closed: 30 cases

1 case certification reinstatement request

Attended NASDTEC Professional Practices Institute

Subcommittee formed to look at statutes, rules and code of ethics bringing everything into alignment

Standard language used in stipulations and orders was discussed

Ethics course at Idaho State University was accepted

Ethics poster was printed and distributed to school districts for each building. Also the poster was printed in 8 ½ x 11 size to be distributed at the Prevention conference and will be included in every teaching certificate that is mailed

Discussion of tightening the recertification process

Supported Jim Kouril, commander of the Internet crimes against children task force, as a presenter at the Prevention Conference

Working with Andy Snook in developing a policy for district notification of licensure action

A letter was developed to be sent to school districts about questions to have on substitute teacher applications

Appendix D: Authorizations Committee Year-End Report

Alternative Authorizations 2010-2011

Total Authorizations	Provisional Authorization	Alternative Authorization - Teacher to New Certificate	Alternative Authorization - Content Specialist	Computer Based Alternate Route - ABCTE
2010-2011	66	211	19	119
2009-2010	113	249	1	116
2008-2009	272	241	4	142
2007-2008	305	171	41 LOA's	123
2006-2007	525	228	122 LOA's	0

Type of Authorization	Total number of districts requesting the authorization	Percentage of the total 155 Districts/LEA Charters Requesting an Alternative Authorization
Provisional Authorization	43	28%
Teacher to New Certificate	79	51%
Content Specialist	14	9%
ABCTE	**50	32%

Year	Number of alternate approvals	Total Certificated Statewide	Percent of Educators Working with an Alternative Authorization
2010-2011	415	17,313	2.40%
2009-2010	479	17,648	2.71%
2008-2009	659	17,638	3.74%
2007-2008	640	17,479	3.66%
2006-2007	875	17,186	5.09%

* *50 This number only reflects districts/charters hiring ABCTE interim teachers, additional individuals received the interim but did not have an assignment.

Appendix E: Professional Development Committee Year-End Report

PROFESSIONAL STANDARDS COMMISSION

End of Year Report
2010-2011

Professional Development Committee

- We held the summer Best Practices Institute for Teachers at Wendell and Idaho Falls at a cost of \$25,000 (\$15,000 from FY 11 and \$10,000 from FY 12). This coming summer we will be adding a third session at Payette, and are currently exploring the possibility of offering a two day institute in Northern Idaho during the October Inservice Days.
- We created a CEU application for the PSC website to be used by colleges who want approval for continuing education credit courses, non transcribed credits.
- We awarded 52 grants for a total of \$23,652. This is a significant increase from last year. We are assuming the requests for grants have risen because of the lack of funding available for professional development at the district level. We have two times that grants are awarded. The first deadline is Nov. 15th, and the selection is made at the December PSC meeting. The second deadline is April 1st, with the selection made at the April PSC meeting. This is a regular occurrence that allows teachers to look for conferences they would like to attend within the next year.

Appendix F: Standards Committee Year-End Report

**Professional Standards Commission – Working Plan
Standards Committee 2010/2011 Year-End Report
Ensuring Highly Qualified Educators**

Objective #1: Develop recommendations for pre-service education standards and endorsement requirements for consideration by the State Board of Education.

Strategies

- Review and revise 20 percent of the state educator standards annually.
Review and revise 20 percent of the rubrics used in teacher education preparation program reviews annually
- Determine the schedule for standard reviews and continue alignment with the K-12 Content Standards review and textbook adoption processes.

Work completed:

1. The content preparation standards review schedule has been put on hold until the Common Assessment for the Common Core is developed and adopted.

Work in progress:

1. It is anticipated that the standards review schedule will resume fall 2011.

Objective #2: Develop and give recommendations for educator certification and endorsement requirements for consideration by the State Board of Education.

Strategies

- Review and revise 20 percent of the endorsement areas annually, as determined by the standards review timeline.
- Review and revise procedures for the alternative routes.
- Review and discuss certification and endorsement issues arising out of the reauthorization of ESEA, IDEA, and Idaho High School and Middle School Reform.
- Review the relationship between Idaho's certification requirements and those of other state and national requirements to determine alignment.
- Consider Teacher Leadership Opportunities.

Work completed:

1. The committee consulted with Idaho State University in order to determine if the Nevada Post-Bach Certification for SLP could be used in Idaho. After careful review, it was decided that the Nevada program did not meet the accreditation requirements. ISU now has an online Masters Degree program in SLP and summer practicum's can be completed in Pocatello and Boise.
2. The Professional Standards Commission PASSED the Standards Committee's motion to accept the NASP certification as an avenue to meet Idaho certification requirements for School Psychologists.
3. The Early Childhood Education Blended endorsement went before the 2011 legislature for approval.

Work in progress:

1. Continue investigating the possibilities of adding a special education certification to a secondary education degree. A major is 30 credits and a minor is 20 credits. It would be helpful if a candidate could select a 30 credit major with a 30 credits certification in special education. High schools really need special educators highly qualified to teach math and English.

Objective #3: Develop and/or maintain standards and review processes for teacher preparation program approval.

Strategies

- Ensure appropriate training of state team members for specific program evaluation visits.
- Oversee a task force that will refine recommendations and/or procedures to review and update the process for state program approval and manual, and develop a program of standards and guidelines to train state team members.
- Review the NCATE/state partnership agreement to ensure alignment of state and national standards and to meet protocol requirements.
- Develop a process for the use of NCATE teacher preparation institution standards for non-NCATE approved institutions.
- Ensure that accountability measures are part of the evaluation process of pre-service teacher preparation programs.
- Maintain schedule for two-year focused visits for conditionally approved programs.
- Review higher education institutions' annual progress report on their conditionally approved programs.

Work completed:

1. An NCATE Consultant was selected to develop NCATE unit/program review protocols and to assist with the non-NCATE institution review process.
2. The development of the Framework for Teaching Reference Guide and Form.
3. The Professional Standards Commission PASSED the Standard Committee's motion to conditionally approve of the BSU TATERS new program granting the Consulting Teacher Endorsement.
4. The Professional Standards Commission PASSED the Standard Committee's motion to conditionally approve the George Fox University MAT Plus Online Teacher Endorsement new program.
5. The Professional Standards Commission PASSED the Standards Committee's motion to approve the Agriculture Education program at Brigham-Young University-Idaho.
6. The Professional Standards Commission PASSED the Standards Committee's motion to conditionally approve the George Fox University MAT Elementary Education completion new program.
7. The Professional Standards Commission PASSED the Standards Committee's motion to approve Boise State University's K-12 Online Teaching Endorsement Program proposal.

8. The Professional Standards Commission PASSED the Standards Committee's motion to approve College of Idaho's programs with the exception of a conditional approval for the physics program.

Work in progress:

1. The Standards Committee will gather costs for an institution NCATE review in order to determine if a standard fee should be charged to non-NCATE institutions for the state approval review process.
2. The Program Approval Manual has been significantly revised and updated, and should be completed soon.
3. The Standards Committee would like the Teacher Certification Department to review the proposed Western Governors University ECE/SPED program for deficiencies or additional coursework that may be required prior to recertification in order to fully meet Idaho Blended Certificate Standards.
4. The BYU-I teacher preparation program is scheduled for a fall 2011 program review.
5. The University of Idaho teacher preparation program is scheduled for a full program review in the spring of 2013. Consideration is being given to delaying that review.

Objective #4: Develop and give recommendations for educator assessments and qualifying scores for consideration by the State Board of Education.

Strategies

- Review and recommend Praxis II exams and qualifying scores.
- Review qualifying educator assessment: ICLA and MTI

Work completed:

1. The Teaching Performance Assessment (TPA) pilot project developed by the Teacher Performance Assessment Consortium (TPAC) was completed during spring 2011 with students from University of Idaho and Lewis-Clark State College.

Work in progress:

1. The committee will determine the next steps of TPA for the state of Idaho.
2. In July 2011, there will be a multistate standards setting study for the Elementary Education: Multiple Subjects PRAXIS exam.

Objective #5: Develop and implement a process for data-based decision-making.

Strategies

- Review and discuss data on the number of pre-service educators at Idaho teacher preparation programs being prepared for specific certificates and endorsements.
- Review and discuss the supply and demand survey and make recommendations for specific certificates and endorsements as necessary to address equitable distribution of Highly Qualified Teachers.

Work completed:

Work in progress: Currently verifying correct reports for data use from the Longitudinal Data-Base before disseminating to others.

Objective #6: Develop and Implement a process for training and evaluating administrators who are effective instructional leaders.

Strategies

- Training for administrators
- Evaluation of administrators
- Explore relevant and meaningful professional development opportunities.

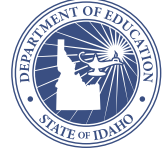
Appendix G: Fiscal Year 2011 Budget Expenditures

PSC Revenue/Expense details FY 2011										Index Code 2003		(Budget: Proposed Draft 4-24-2009)				
		Jul 10	Aug 10	Sept 10	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	June 11			
Revenue (actual)		\$52,203	\$65,895	\$25,068	\$10,295	\$7,846	\$6,814	\$22,254	\$25,305	\$22,281	\$21,269	\$35,654	\$54,874	\$349,758	\$0	
Estimated Revenue														\$379,600		
Estimated Cash balance 7/1/2010														\$344,815		
Cash needed to balance FY2011														\$76,685		
Estimated Cash balance 6/30/2011														\$268,130		
														Actual FY11	Est. Budget Total	% Remain of budget
PERSONNEL																
4101	Salaries, benefits	\$15,902	\$16,924	\$16,129	\$24,739	\$14,829	\$14,665	\$15,749	\$19,067	\$16,657	\$24,848	\$17,605	\$17,202	\$214,315	\$182,600	-17.37%
OPERATING																
5961	PSC-Commission Work															
5990	PSC Mtg Travel/meals	\$4,994	\$2,981	\$3,228	\$5,723	\$9	\$6,407	\$100	\$6,470	\$182	\$5,925		\$2,356	\$38,375	\$39,000	1.60%
	Public relations/hearings													\$0	\$1,000	100.00%
5990	Commission Prof Dev & Training					\$1,235		\$1,106		\$1,049				\$3,389	\$6,500	47.86%
5982	Governmental Overhead			\$12,392										\$12,392	\$15,000	17.39%
5166	Legal Services													\$0	\$0	0.00%
	Committee Work															
	Leadership Team								\$10					\$10	\$700	98.57%
	Strategic Planning													\$0	\$0	
	SBOE Meetings													\$0	\$0	
5035	Exec. - Printing (brochure/poster)		\$2,653	\$942			\$630							\$4,224	\$4,000	-5.60%
	Investigations/hearings/training			\$2,428	\$999	\$978	\$328							\$4,732	\$30,000	84.23%
	Contract investigative services	\$2,563		\$1,000		\$2,400	\$3,784		\$6,658		\$3,065		\$1,276	\$20,745	\$20,000	-3.73%
	NASDTEC Professional Pract.			\$4,394	\$3,213						\$570	\$5,468	\$2,281	\$15,926	\$15,000	-6.18%
5035	Authorizations													\$0	\$500	100.00%
	Alternate Routes													\$0	\$0	
	Teacher Licensure/Comp													\$0	\$0	0.00%
5035	Standards													\$0	\$300	100.00%
	Standards Maintenance				\$87									\$87	\$11,000	99.21%
	Praxis			\$111							\$90			\$201	\$2,500	91.97%
	Title 2 - ETS				\$156									\$156	\$3,500	95.54%
	Prep Program Review Re-write							\$183	\$1,481			\$3,174	-\$85	\$4,753	\$8,435	0.00%
	Prep Program Review & Focus visits (PPR) & Training			\$10,000	\$230	\$559						\$3,440	\$77	\$14,305	\$17,000	15.85%
	FY11 Admin. Training Pilot												\$10,079	\$10,079	\$14,000	28.00%
5135	NCATE Representation dues	\$3,640												\$3,640	\$3,500	-4.01%
5035	Prof Development Committee													\$0	\$300	100.00%
	Prof Development Fund						\$6,868		\$254		-\$9	\$16,983	\$30,000	\$54,096	\$52,600	-2.84%
5001	Communication	\$172	\$121	\$1,186	\$112	\$332	\$278	\$236	\$161	\$208	\$177	\$110	\$304	\$3,397	\$2,000	-69.83%
5051	Employee Development					\$98		\$578						\$676	\$750	9.85%
5170	Prof. Services-Consultant									\$163				\$163	\$2,000	91.88%
5201	Repairs and Maintenance Svcs.& supplies						\$12				\$231			\$243	\$1,300	81.31%
5251	Admin. services			\$134	\$350	\$120	\$350	\$151						\$1,105	\$2,300	51.94%
5301	Computer services													\$0	\$500	100.00%
5351	Employee Travel Costs		\$37		\$38	\$792	\$300	\$2,506	-\$777	\$1,420	-\$82	\$1,853	\$1,164	\$7,251	\$6,000	-20.85%
5401	Admin. Supplies (Office supplies)	\$58	\$380	\$223	\$283	\$291	\$54	\$82	\$206	\$135	\$132	\$123	\$68	\$2,035	\$2,300	11.54%
5551	Computer Supplies													\$0	\$1,000	100.00%
5751	Insurance													\$0	\$700	100.00%
5901	Rentals & operating leases			\$2,562					\$2,407					\$4,968	\$7,000	29.03%
	Payroll/Accounting			\$1,238										\$1,238	\$1,400	11.58%
CAPITAL																
6401	Computer equipment													\$0	\$1,000	100.00%
6701	Office equipment													\$0	\$600	100.00%
TOTALS		\$27,329	\$23,096	\$55,965	\$35,930	\$21,643	\$33,675	\$20,690	\$35,936	\$19,814	\$34,946	\$48,756	\$64,723	\$422,503	\$456,285	7.40%
Revenue less expenses		\$24,874	\$42,798	(\$30,897)	(\$25,635)	(\$13,797)	(\$26,861)	\$1,564	(\$10,631)	\$2,467	(\$13,677)	(\$13,102)	(\$9,849)	(\$72,745)		

Appendix H: Non-Transcribed CEU Course Application

CEU COURSE CREDIT APPLICATION

FOR NON-TRANSCRIPTED CLASSES



First Name:

Last Name:

Title:

Organization:

Phone:

Email:

Summary of the program

Course Goals

Credit Hours:

Evaluation for Program Development

CEU COURSE CREDIT APPLICATION (CON'T)
FOR NON-TRANSCRIPTED CLASSES



Research Base for Program Development

References

Submit completed form to PSC Professional Development Committee:

**Attn: Katie Rhodenbaugh
State Department of Education
PO Box 83720
Boise, ID 83720-0027**

Professional Development Committee Decision

_____ **Date** _____

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SUBJECT

Temporary Rule – IDAPA 08.02.03.007, 08.02.03.008, and 08.02.03.105 Online Requirement for High School Graduation

REFERENCE

November 3, 2011 Board approved Pending Rule Docket 08-0203-1102
– Rules Governing Thoroughness, Online Learning
Graduation Requirement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.007, 008, and 105

BACKGROUND/DISCUSSION

Section 33-1627, Idaho Code specifies that the Board shall promulgate rules requiring online courses as a graduation requirement for those students graduating in 2016. The State Board of Education's pending rule went before both House and Senate Education Committees in January 2012. The Pending Rule required at least one (1) of the two (2) credits earned be from an asynchronous online course. The education committees and Superintendent Luna agreed to remove the restriction that one credit must be asynchronous. Superintendent Luna committed to the Legislature a temporary rule would be promulgated to amend this portion of the rule.

IMPACT

Once approved students entering the 9th grade in the fall of 2012 will be required to earn two (2) online learning credits to graduate from high school or qualify for the alternate graduation measure. School districts and local education agencies will be required to develop an alternate measure, for all high school students that qualify, to meet the online learning requirement.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.03.007, 008, and 105 Temporary Rule Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Board's Online Learning subcommittee recommended to the Board and the Board approved an online learning graduation requirement this past year. The requirement is for two (2) online learning credits, one credit must be an asynchronous online class where 80% of the content is delivered through the use of technology. The second credit could be either an online class or a blended class (51% - 79% of the content delivered through technology), synchronous or asynchronous at the discretion of the school district. During presentation of the Board rule, Docket 08-0203-1102 Online Learning Graduation Requirement to the House and Senate Education Committee's the Idaho School Boards Association, the Idaho Education Association, and others local district representative testified against the rule, specifically the asynchronous requirement. The organizations testifying against the rule agreed that if the

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asynchronous requirement was removed they would be in support of the rule. As a result of this, Superintendent Luna committed to bringing a temporary rule forward to the Board removing the asynchronous course requirement.

BOARD ACTION

A motion to approve the temporary rule for high school graduation requirements IDAPA 08.02.03.007, 08.02.03.008, and 08.02.03.105.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - Rules Governing Thoroughness

007. Definitions A - G.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and “beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent” on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (4-2-08)

02. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs. (4-11-06)

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (4-11-06)

04. All Students. All students means all public school students, grades K-12. (4-11-06)

05. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

06. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

07. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing”; (4-5-00)

08. Asynchronous course. An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place such as a schools computer lab. ()

089. Authentic. Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

0910. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

11. Blended Course. A blended course, sometimes called hybrid course, consists of a course having between fifty-one percent (51%) and seventy-nine percent (79%) of the course content delivered through the use of

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technology and may include models such as rotation model, flex model, or online lab model. ()

a. **Flex Model.** Features an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive as-needed basis through in-person tutoring sessions and small group sessions. ()

b. **Online Lab Model.** Programs rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. Paraprofessionals or other staff supervise, but offer little content expertise. ()

c. **Rotation Model.** Students rotate on a fixed schedule between learning online in a self-paced environment and sitting in a classroom with a traditional face-to-face teacher. ()

102. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

143. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

124. Context (of a Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

135. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

146. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

157. Cues. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

168. "C" Average. A combined average of courses taken on a four (4) point scale with "C" equal to two (2) points. (4-11-06)

179. Decode. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

1820. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

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1921. Emergent Literacy. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

2022. Employability Skills. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

2123. Entry-Level Skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

2224. Evaluation (Student). Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

2325. Experiential Education (Application). Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

2426. Exploratory Experience (Similar to a Job Shadow). An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

2527. Fluency. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

2628. Genre (Types of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

2729. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

008. Definitions H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

05. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

06. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

07. On-Demand Assessment. Assessment that takes place at a predetermined time and place.

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Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

08. Online course. A course in which at least eighty percent (80%) of the course content is delivered over the Internet or through the use of technology. An online course may be asynchronous or synchronous. Online teachers may perform the course work from an alternate location while a paraprofessional or other school staff member supervises students in a computer lab environment.

09. Online learning. Education in which the majority of course content is delivered online or through the use of technology. Courses may be delivered in an asynchronous or synchronous course format and may include blended or hybrid course models or fully online course models. Online learning does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone education software programs that do not have a significant internet-based instructional component. Online learning is not simply computer based instruction, but rather requires that the online teacher and the student have ongoing access to one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course. All online learning must meet the Idaho content standards.

10. Online teacher (instructor). The teacher of record who holds an appropriate Idaho certification and provides the primary instruction for an online course.

0811. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

0912. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

103. Performance Criteria. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

114. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

125. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

136. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

147. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

158. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

169. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

1720. Service Learning. Combining service with learning activities to allow students to participate in

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experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

1821. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

1922. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (4-2-08)

203. Standardization. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

214. Standards-Based Education. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

225. Structured Work Experience. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

236. Student Learning Goals (Outcomes). Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

27. Synchronous course. A course in which the teacher and students interact at the same time. May be applied to both traditional and technology based courses.

(BREAK IN CONTINUITY OF SECTIONS)

105. High School Graduation Requirements.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school

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at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.b. through 105.01.g.
(3-29-10)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.
(3-29-10)

b. Mastery. Students may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA.
(3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.
(3-29-10)

d. Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas:
(3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education;
(3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and
(3-29-10)

iii. Two (2) credits of mathematics of the student's choice.
(3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school.
(3-29-10)

e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
(3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required.
(3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based.
(3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement.
(3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities

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standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

i. Online Learning Requirement. (Effective for all students who enter the ninth grade in the fall of 2012 or later.) Students must take two (2) online learning credits. Credits may be any combination of online course or blended course as determined by the local school district or LEA. The local school district or LEA shall determine which courses may be used to fulfill this requirement ()

i. A student who has taken one (1) online learning course and failed to earn the credit may appeal to the school district or LEA and will be given an opportunity to demonstrate proficiency of the technology content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not earned the credits to meet the online learning requirement prior to the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. ()

1) Students who: ()

a) Are enrolled in a special education program and have an Individual Education Plan (IEP); or ()

b) Have been identified as eligible to receive services under Section 504 of the federal Rehabilitation Act of 1973; or

c) Are enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; ()

May enter the school district or LEA alternate plan without taking the (1) online learning course.

2) The alternate plan must: ()

a) Contain multiple measures of student achievement; ()

b) Be aligned at a minimum to Idaho technology content standards; and ()

c) Be valid and reliable ()

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. (5-8-09)

04. Senior Project. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-29-10)

05. Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.b. through 105.01.g. in addition to the courses completed in middle school. (3-29-10)

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06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)

- a.** Before entering an alternate measure, the student must be: (4-2-08)
 - i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)
 - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)
 - iii. Enrolled in the fall semester of the senior year. (3-20-04)
- b.** The alternate plan must: (4-7-11)
 - i. Contain multiple measures of student achievement; (4-7-11)
 - ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)
 - iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)
 - iv. Be valid and reliable; and (4-7-11)
 - v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)
- c.** A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)
 - i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)
 - ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)
 - iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)
 - iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

**STATE DEPARTMENT OF EDUCATION
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SUBJECT

Request by the Boise School District for a waiver of IDAPA 08.02.03.105.01.d.iv.

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.01 – Section 001, Waivers

Idaho Administrative Code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION

IDAPA 08.02.01.001, allows the State Board of Education to grant a waiver of any rule not required by state or federal law to any school district upon written request.

In 2007, the State Board of Education approved a number of revisions to IDAPA 08.02.03.105 that were collectively known as High School Redesign. These revisions, in part, require students to take three years of Mathematics. Two of the six credits must be taken in the student's final year of high school. IDAPA 08.02.01.001, allows the State Board of Education to grant a waiver of any rule not required by state or federal law to any school district upon written request. Recently, the Boise School District contacted the Idaho State Department of Education requesting a waiver of IDAPA 08.02.03.105, specifically, the section that requires students to take two credits of mathematics in their last year of high school. While each student presents a different case for seeking a waiver, each student has clearly meet the intent of this law by taking advanced mathematics courses and being prepared to enter college without needing remediation.

Student 1 has taken all the math courses available and currently offered by the Boise School District including a discrete mathematics taught at the Treasure Valley Math-Science Center. At the end of the student's junior year, the student will have taken 14 high school math credits, 8 of those in grades 9 - 11. The student is an advanced student and took algebra in 5th grade. The student is requesting the waiver because the student has exhausted the courses offered by the Boise School District and has completed the math required for their intended major in college.

Students 2 and 3 have both excelled in mathematics, receiving A grades in each class including algebra I, geometry, algebra II and pre-calculus. The students will have completed eight math credits prior to their junior year, but only four were in high school. The students would like to be exempted from taking math their senior year and graduate with four credits of mathematics.

IMPACT

If approved, students would not be required to take math their senior year of high school

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ATTACHMENTS

Attachment 1 –Written request for Waiver from the Boise School District	Page 3
Attachment 2 – Copy of Student 1 Transcripts	Page 5
Attachment 3 – Copy of Student 2 Transcripts	Page 7
Attachment 4 – Copy of Student 3 Transcripts	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The Board approved a pending rule (docket 08.0203.0605) amending the state high school graduation requirements at the November 1, 2006 Special Board Meeting. These changes included the requirement that students take two credits of math during their last year of high school. This requirement was in part due to a recommendation from the Accelerated Learning and Preparation for Postsecondary Education Task Force created by the Board in 2005. The purpose of increasing math rigor at the high school level was not only to increase the number of credits required but to also require students take math during the senior year. Math is considered one of the key areas for determining whether a student is successful at the postsecondary level as well as one of the areas requiring the largest amount of remediation for students at the postsecondary level. By requiring students take math during their senior year the time lag between math courses, for those students who go on directly to postsecondary education after graduating from high school, is less. It is felt this will increase their success in math placement test as well as the math courses themselves, resulting in the need for less math remediation and contributing to the overall success of the student.

BOARD ACTION

A motion to approve the request by the Boise School District to waive the two credits of mathematics that are required to be taken in a student's senior year of high school for Student 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to deny the request by the Boise School District to waive the two credits of mathematics that are required to be taken in a student's senior year of high school for Student 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to deny the request by the Boise School District to waive the two credits of mathematics that are required to be taken in a student's senior year of high school for Student 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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The Independent
School District of Boise City

8169 W. Victory Rd
Boise, Idaho 83709

(208) 338-3400
FAX: (208) 338-3487

Memorandum

To: Nick Smith, Deputy Superintendent
CC: Lucy Willits, Chief of Staff
From: Dean Jones, Administrator of Instruction
Date: 1/23/2012
Re: Waivers of Rule 08.02.03.105.01.d

The Boise School District seeks consideration and approval of waivers of the above rule for three students.

Student 1 will be a senior in the 2012-13 school year and as a junior this year (2011-12) the student is taking AP[®] Statistics and Discrete Mathematics, the last of the mathematics courses offered in the district. The District has no additional mathematics courses available for this student. Student 1 has a weighted GPA of 4.163 and excels in Advance Placement[®] mathematics and science courses. The Boise School District supports their appeal to waive the senior math requirement.

Students 2 and 3 are currently sophomores who have been enrolled in the accelerated mathematics courses in the Boise District, beginning with Accelerated Algebra 1 in 7th grade. They are straight-A students, ranked #1 in their class in high school, and are currently achieving A grades in Accelerated Pre-Calculus. These students are serious musicians who travel extensively---while maintaining 4.0 GPAs---and compete and perform nationally in symphonic music performances and competitions.

They have chosen to pursue music at the post-secondary level and wish to become performing musicians. Travel, competitions, auditions, and practice take an enormous amount of time in their daily schedules. Their parents foresee travel to auditions at prestigious conservatories and universities during their senior year conflicting with the time needed to pursue calculus. While AP[®] Calculus is available to them as the next logical course for budding STEM students, they have completed the *intent* of the State Board Rule of mathematics in straight-A fashion in *accelerated classes* to date. The District feels that these exemplary students are a model of personal and parental choice and have not tried to 'cut corners' in their mathematics education. We support their appeal to waive further mathematics courses.

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Capital Senior High School Transcript

Tel: (208)854-4490
8055 Goddard Road, Boise, ID 83704

Student Information				#2042 Riverglen Junior High School				# IDLA - Capital High School			
Student Number:		Grade: 11		Course	Mark	Weight	Credit	Course	Mark	Weight	Credit
Birthdate:		Gender: M									
GPA Summary				2009-2010 Grade 09 Term 1				2010-2011 Grade 10 Term 2			
Cumulative GPA (Weighted)	4.163			1013A Band 3 A	A	1.0000	1	0511X Health Education	A	1.0000	1
Class Rank	2 of 450			1016A Band Stage/Jazz A	A	1.0000	1	Credit: 1.000 GPA: 4.000 U/W GPA: 4.000			
Percentile	99.56%			0710A English 09 A Acc	A	1.0000	1	Work In Progress			
Cumulative GPA (Unweighted)	3.977			1305A US History 9 (To 1900) A	A	1.0000	1	1239A AP Chemistry A		1.000	
Class Rank	22 of 450			1611X Video Broadcast Technology 1	A	1.0000	1	1239B AP Chemistry B		1.000	
Percentile	95.11%			Credit: 5.000 GPA: 4.000 U/W GPA: 4.000				0835A AP Statistics A	+	1.000	
#782 Treasure Valley Math & Science				2009-2010 Grade 09 Term 2				0835B AP Statistics B	+	1.000	
Course	Mark	Weight	Credit	1013B Band 3 B	A	1.0000	1	1327A AP US History A		1.000	
2006-2007 Grade 09 Term 1				1016B Band Stage/Jazz B	A	1.0000	1	1327B AP US History B		1.000	
0811A Algebra 1 A Acc	A	1.0000	1	0710B English 09 B Acc	A	1.0000	1	1041A Band Marching/Concert A		1.000	
1280A ConceptPhysics A	A	1.0000	1	0751X Speech Communication	A	1.0000	1	1041B Band Marching/Concert B		1.000	
Credit: 2.000 GPA: 4.000 U/W GPA: 4.000				1305B US History 9 (To 1900) B	A	1.0000	1	0870A Discrete Mathematics A	+	1.000	
2006-2007 Grade 09 Term 2				Credit: 5.000 GPA: 4.000 U/W GPA: 4.000				0870B Discrete Mathematics B	+	1.000	
0811B Algebra 1 B Acc	A	1.0000	1	#0573 Treasure Valley Math & Science				0725A English 11 A		1.000	
1280B ConceptPhysics B	A	1.0000	1	Course	Mark	Weight	Credit	0725B English 11 B		1.000	
Credit: 2.000 GPA: 4.000 U/W GPA: 4.000				2009-2010 Grade 09 Term 2				0422A Spanish 2 A		1.000	
2007-2008 Grade 09 Term 1				0261B AP Computer Science A B	A	1.0000	1	0422B Spanish 2 B		1.000	
1233A Chemistry A	A	1.0000	1	1257B AP Physics B B	A	1.0000	1	Credit Summary			
0823A Geometry A Acc	A	1.0000	1	0832B Pre-Calculus B Acc	A	1.0000	1	High School Credits		Attempted	Earned
Credit: 2.000 GPA: 4.000 U/W GPA: 4.000				Credit: 3.000 GPA: 4.667 U/W GPA: 4.000				Electives	11.000	11.000	
2007-2008 Grade 09 Term 2				2010-2011 Grade 10 Term 1				HL-Health	1.000	1.000	
1233B Chemistry B	A	1.0000	1	0861A AP Calculus (AB) A	A	1.0000	1	LA-English 09	2.000	2.000	
0823B Geometry B Acc	A	1.0000	1	Credit: 1.000 GPA: 5.000 U/W GPA: 4.000				LA-English 10	2.000	2.000	
Credit: 2.000 GPA: 4.000 U/W GPA: 4.000				2010-2011 Grade 10 Term 2				LA-Reading	2.000	2.000	
2008-2009 Grade 09 Term 1				0862B AP Calculus (BC) B	A	1.0000	1	LA-Speech	1.000	1.000	
0816A Algebra 2 A Acc	A	1.0000	1	Credit: 1.000 GPA: 5.000 U/W GPA: 4.000				MA-Algebra 1	2.000	2.000	
1227A Biology A Acc	A	1.0000	1	#0009 Capital Senior High School				MA-Geometry	2.000	2.000	
1580A Research 1 A	A	1.0000	1	Course	Mark	Weight	Credit	MA-Other	6.000	6.000	
Credit: 3.000 GPA: 4.000 U/W GPA: 4.000				2010-2011 Grade 10 Term 1				PE-Physical Education	2.000	2.000	
2008-2009 Grade 09 Term 2				1229A AP Biology A	A	1.0000	1	SC-Applied Science	8.000	8.000	
0816B Algebra 2 B Acc	B	1.0000	1	1041A Band Marching/Concert A	A	1.0000	1	SC-Biology	2.000	2.000	
1227B Biology B Acc	A	1.0000	1	0721A English 10 A	A	1.0000	1	SS-US History to 1900	2.000	2.000	
1580B Research 1 B	A	1.0000	1	1120A Physical Education 9-12 A	A	1.0000	1	Total	43.000	43.000	
Credit: 3.000 GPA: 3.667 U/W GPA: 3.667				0421A Spanish 1 A	A	1.0000	1				
2009-2010 Grade 09 Term 1				Credit: 5.000 GPA: 4.200 U/W GPA: 4.000							
0261A AP Computer Science A A	A	1.0000	1	2010-2011 Grade 10 Term 2							
1257A AP Physics B A	A	1.0000	1	1229B AP Biology B	A	1.0000	1				
0832A Pre-Calculus A Acc	A	1.0000	1	1041B Band Marching/Concert B	A	1.0000	1				
Credit: 3.000 GPA: 4.667 U/W GPA: 4.000				0721B English 10 B	A	1.0000	1				
				1120B Physical Education 9-12 B	A	1.0000	1				
				0421B Spanish 1 B	A	1.0000	1				
				Credit: 5.000 GPA: 4.200 U/W GPA: 4.000							

- = prior to 9-12

+ = 9-12

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STATE DEPARTMENT OF EDUCATION
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Boise Senior High School Transcript

School CEEB Code: 130042 Tel: (208)854-4270
1010 Washington Street, Boise, ID 83702



Student Information				#0007 (T) BYU Correspondence			
				Course	Mark	Weight	Credit
				2011-2012 Grade 10 Term 1			
				0511X Health Education	A	1.0000	1
				Credit: 1.000 GPA: 4.000 U/W GPA: 4.000			
GPA Summary				Work In Progress			
Cumulative GPA (Weighted)				4.000			
Class Rank				4 of 490			
Percentile				99.18%			
Cumulative GPA (Unweighted)				4.000			
Class Rank				1 of 490			
Percentile				99.80%			
#0004 North Junior High School							
Course	Mark	Weight	Credit				
2008-2009 Grade 09 Term 1							
0813A Algebra 1 A Acc	A	1.0000	1				
Credit: 1.000 GPA: 4.000 U/W GPA: 4.000							
2008-2009 Grade 09 Term 2							
0813B Algebra 1 B Acc	A	1.0000	1				
Credit: 1.000 GPA: 4.000 U/W GPA: 4.000							
2009-2010 Grade 09 Term 1							
0823A Geometry A Acc	A	1.0000	1				
0421A Spanish 1 A	A	1.0000	1				
Credit: 2.000 GPA: 4.000 U/W GPA: 4.000							
2009-2010 Grade 09 Term 2							
0823B Geometry B Acc	A	1.0000	1				
0421B Spanish 1 B	A	1.0000	1				
Credit: 2.000 GPA: 4.000 U/W GPA: 4.000							
2010-2011 Grade 09 Term 1							
0816A Algebra 2 A Acc	A	1.0000	1				
0710A English 09 A Acc	A	1.0000	1				
1002A Orchestra 2 A	A	1.0000	1				
1120A Physical Education 9-12 A	A	1.0000	1				
1208A Science Physical A	A	1.0000	1				
0422A Spanish 2 A	A	1.0000	1				
1307A US History 9 (To 1900) A	A	1.0000	1				
Acc							
Credit: 7.000 GPA: 4.000 U/W GPA: 4.000							
2010-2011 Grade 09 Term 2							
0816B Algebra 2 B Acc	A	1.0000	1				
0710B English 09 B Acc	A	1.0000	1				
1002B Orchestra 2 B	A	1.0000	1				
1120B Physical Education 9-12 B	A	1.0000	1				
1208B Science Physical B	A	1.0000	1				
0422B Spanish 2 B	A	1.0000	1				
1307B US History 9 (To 1900) B	A	1.0000	1				
Acc							
Credit: 7.000 GPA: 4.000 U/W GPA: 4.000							
				Credit Summary			
				High School Credits	Attempted Earned		
				Electives	6.000	6.000	
				HL-Health	1.000	1.000	
				LA-English 09	2.000	2.000	
				MA-Algebra 1	2.000	2.000	
				MA-Geometry	2.000	2.000	
				MA-Other	2.000	2.000	
				PE-Physical Education	2.000	2.000	
				SC-Physical Science	2.000	2.000	
				SS-US History to 1900	2.000	2.000	
				Total	21.000	21.000	
				Total Credits	21.000	21.000	
				Comments			
				This is an unofficial transcript.			

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STATE DEPARTMENT OF EDUCATION
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Boise Senior High School Transcript

School CEEB Code: 130042 Tel: (208)854-4270
1010 Washington Street, Boise, ID 83702

Student Information			#0007 (T) BYU Correspondence		
Student Number:		Grade: 10	Course	Mark	Weight Credit
Birthdate:		Gender: F			
GPA Summary			2011-2012 Grade 10 Term 1		
Cumulative GPA (Weighted)	4.000		0511X Health Education	A	1.0000 1
Class Rank	4 of 490		Credit: 1.000 GPA: 4.000 U/W GPA: 4.000		
Percentile	99.18%		Work In Progress		
Cumulative GPA (Unweighted)	4.000		1221A Biology A		1.000
Class Rank	1 of 490		1221B Biology B		1.000
Percentile	99.80%		1053A Chamber Orchestra A		1.000
#0004 North Junior High School			1053B Chamber Orchestra B		1.000
Course	Mark	Weight Credit	0722A English 10 A Acc		1.000
2008-2009 Grade 09 Term 1			0722B English 10 B Acc		1.000
0813A Algebra 1 A Acc	A	1.0000 1	1051A Orchestra 3 A		1.000
Credit: 1.000 GPA: 4.000 U/W GPA: 4.000			1051B Orchestra 3 B		1.000
2008-2009 Grade 09 Term 2			0832A Pre-Calculus A Acc		1.000
0813B Algebra 1 B Acc	A	1.0000 1	0832B Pre-Calculus B Acc		1.000
Credit: 1.000 GPA: 4.000 U/W GPA: 4.000			0423A Spanish 3 A		1.000
2009-2010 Grade 09 Term 1			0423B Spanish 3 B		1.000
0823A Geometry A Acc	A	1.0000 1	0751X Speech Communication		1.000
0421A Spanish 1 A	A	1.0000 1	Credit Summary		
Credit: 2.000 GPA: 4.000 U/W GPA: 4.000			High School Credits	Attempted	Earned
2009-2010 Grade 09 Term 2			Electives	6.000	6.000
0823B Geometry B Acc	A	1.0000 1	HL-Health	1.000	1.000
0421B Spanish 1 B	A	1.0000 1	LA-English 09	2.000	2.000
Credit: 2.000 GPA: 4.000 U/W GPA: 4.000			MA-Algebra 1	2.000	2.000
2010-2011 Grade 09 Term 1			MA-Geometry	2.000	2.000
0816A Algebra 2 A Acc	A	1.0000 1	MA-Other	2.000	2.000
0710A English 09 A Acc	A	1.0000 1	PE-Physical Education	2.000	2.000
1002A Orchestra 2 A	A	1.0000 1	SC-Physical Science	2.000	2.000
1120A Physical Education 9-12 A	A	1.0000 1	SS-US History to 1900	2.000	2.000
1208A Science Physical A	A	1.0000 1	Total	21.000	21.000
0422A Spanish 2 A	A	1.0000 1	Total Credits	21.000	21.000
1307A US History 9 (To 1900) A	A	1.0000 1	Comments		
Acc			This is an unofficial transcript.		
Credit: 7.000 GPA: 4.000 U/W GPA: 4.000					
2010-2011 Grade 09 Term 2					
0816B Algebra 2 B Acc	A	1.0000 1			
0710B English 09 B Acc	A	1.0000 1			
1002B Orchestra 2 B	A	1.0000 1			
1120B Physical Education 9-12 B	A	1.0000 1			
1208B Science Physical B	A	1.0000 1			
0422B Spanish 2 B	A	1.0000 1			
1307B US History 9 (To 1900) B	A	1.0000 1			
Acc					
Credit: 7.000 GPA: 4.000 U/W GPA: 4.000					

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ATHLETICS
FEBRUARY 16, 2012

TAB	DESCRIPTION	ACTION
1	INTERCOLLEGIATE ATHLETICS Financial Reports	Information item
2	INTERCOLLEGIATE ATHLETICS Employee Compensation Reports	Information item

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ATHLETICS
FEBRUARY 16, 2012

SUBJECT

Intercollegiate Athletics Reports of revenues, expenditures, participation

REFERENCE

February 2011 Board froze athletics limits

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.T.4.

BACKGROUND/DISCUSSION

Responsibility, management, control and reporting requirements for athletics are detailed in Board policy section III.T.4. The college and universities are required to submit regular financial reports as specified by the Board office. The revenue and expenditures reported must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors.

Board policy establishes limits on the amount of general education and institutional funds an institution can allocate to athletics. Historically, these limits are adjusted annually at the same rate of change as the general education appropriation. In February 2011, the Board froze the FY 2012 general education and institutional fund limits at the FY 2011 level, and froze the general funds above the limit allocated for gender equity costs at the FY 2010 level.

Appropriated funds above the limit can be allocated for addressing gender equity issues (i.e. proportionate financial assistance, equivalent benefits and opportunities, and accommodation of students' interests and abilities).

Per Board policy, increases to the student fee for the athletic program shall be at the same rate of increase as the total student activity fees. However, for FY 2012, the Board waived this policy to allow institutions to change the athletic fee at a rate not more than the rate of change of the total student activity fees.

There is no limit on program funds.

IMPACT

The Athletics Reports present the financial status of the intercollegiate athletic programs and the participation of students in the various sport programs.

The report of fund balances on page 7 shows all the institutions have positive fund balances.

ATTACHMENTS

Attachment 1	Charts identifying the revenue by major source by Institution and as a percent of total athletics revenue	Page 4
Attachment 2	Chart identifying athletic departments' fiscal year end fund balance by institution	Page 8

ATHLETICS
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Attachment 3 Charts displaying total students participating in athletic Page 9
Programs and number of full-ride scholarships

BSU Tab

Intercollegiate Athletic Report Pages 1-5

ISU Tab

Intercollegiate Athletic Report Pages 1-5

UI Tab

Intercollegiate Athletic Report Pages 1-5

LCSC Tab

Intercollegiate Athletic Report Pages 1-5

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show actual results for fiscal years 2007 through 2011 and the forecast for fiscal year 2012. The amount of general and institutional funds allocated to athletics compared to the Board-approved limits is shown below:

Institution	General Education Limit	FY 2012 Estimate
BSU	\$2,214,700	\$2,214,700
ISU	\$2,214,700	\$2,214,700
UI	\$2,214,700	\$2,214,700
LCSC	\$823,400	\$810,000

Institution	Institution Limit	FY 2012 Estimate
BSU	\$346,600	\$346,600
ISU	\$485,100	\$485,100
UI	\$693,100	\$666,530
LCSC	\$138,500	\$126,500

Staff highlights the following revenue and expenditure data for the Board's consideration:

BSU FY 2012 Estimates

- Contributions down -27%
- Total program revenue down -4.4%
- Total revenue down -1.8%

- Academic Support up 16.9%
- Academic Student Aid up 14%
- Non-resident Tuition Waivers up 5.6%

- Fiscal Year End balance -\$266,617
- Ending fund balance \$390,937

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ISU FY 2012 Estimates

- Ticket sales up 18.9%
- Endowment/Investment income down -24.5%

- Academic Support down -19.6%
- Athletics Student Aid up 10.6%
- Non-resident Tuition Waivers up 6.6%

- Fiscal Year End balance \$144,745
- Ending fund balance \$1,570,125

UI FY 2012 Estimates

- Ticket sales down -50%
- Game Guarantees up 107.1%
- Contributions up 33.3%
- Royalty/Advertisement/Sponsorship up 131.8%
- Total Program Revenue up 21.2%

- Academic Support up 8.6%
- Academic Student Aid up 6.6%
- Non-resident Tuition Waivers down -14.4%

- Fiscal Year End balance \$5,175
- Ending fund balance \$98,458

LCSC FY 2012 Estimates

- Total Program Revenue down -13%
- Fiscal Year End balance \$5,000
- Ending fund balance \$100,425

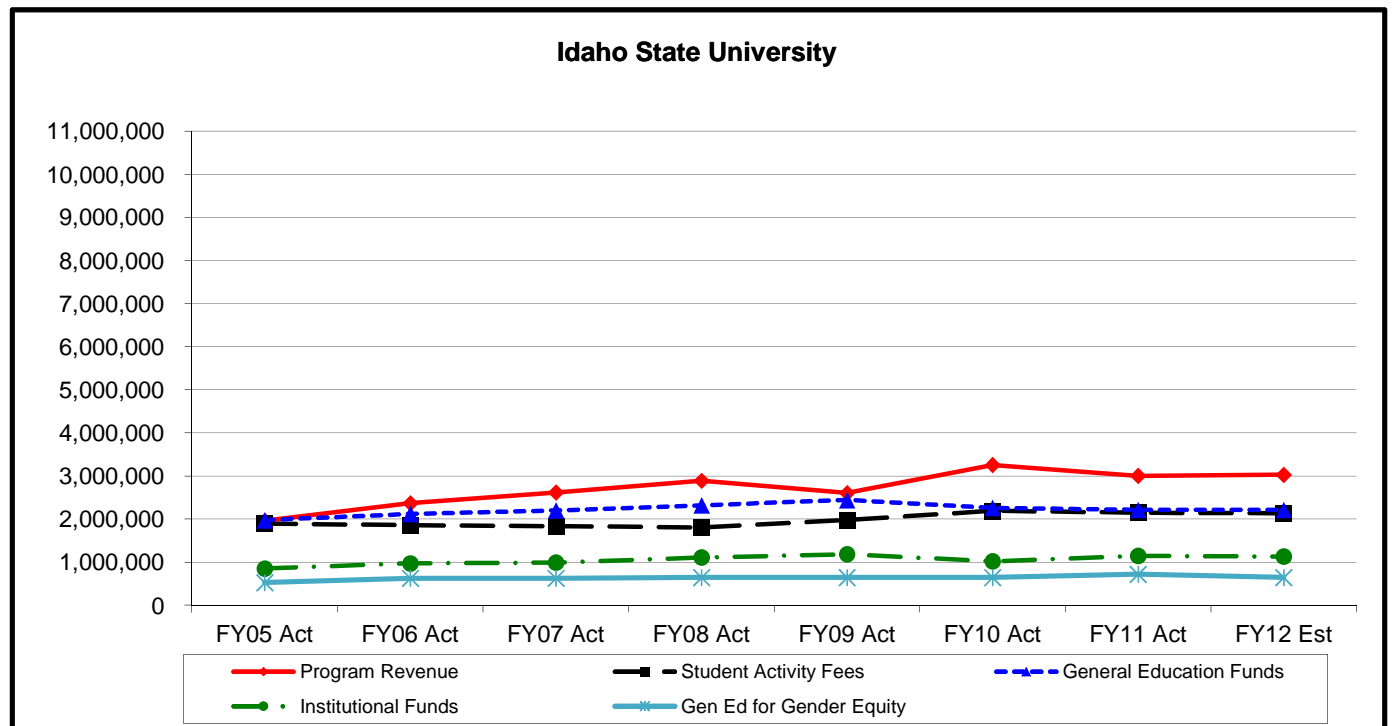
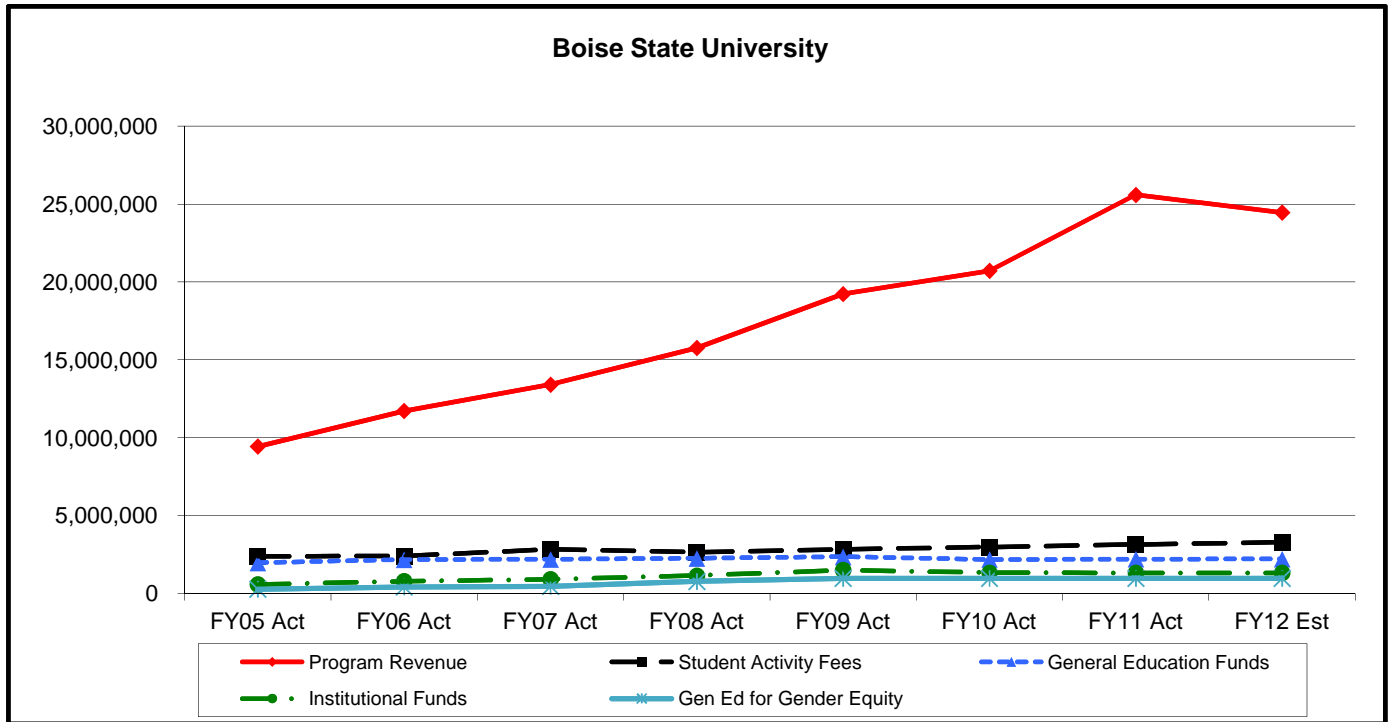
BOARD ACTION

I move to accept the Intercollegiate Athletic Reports for Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

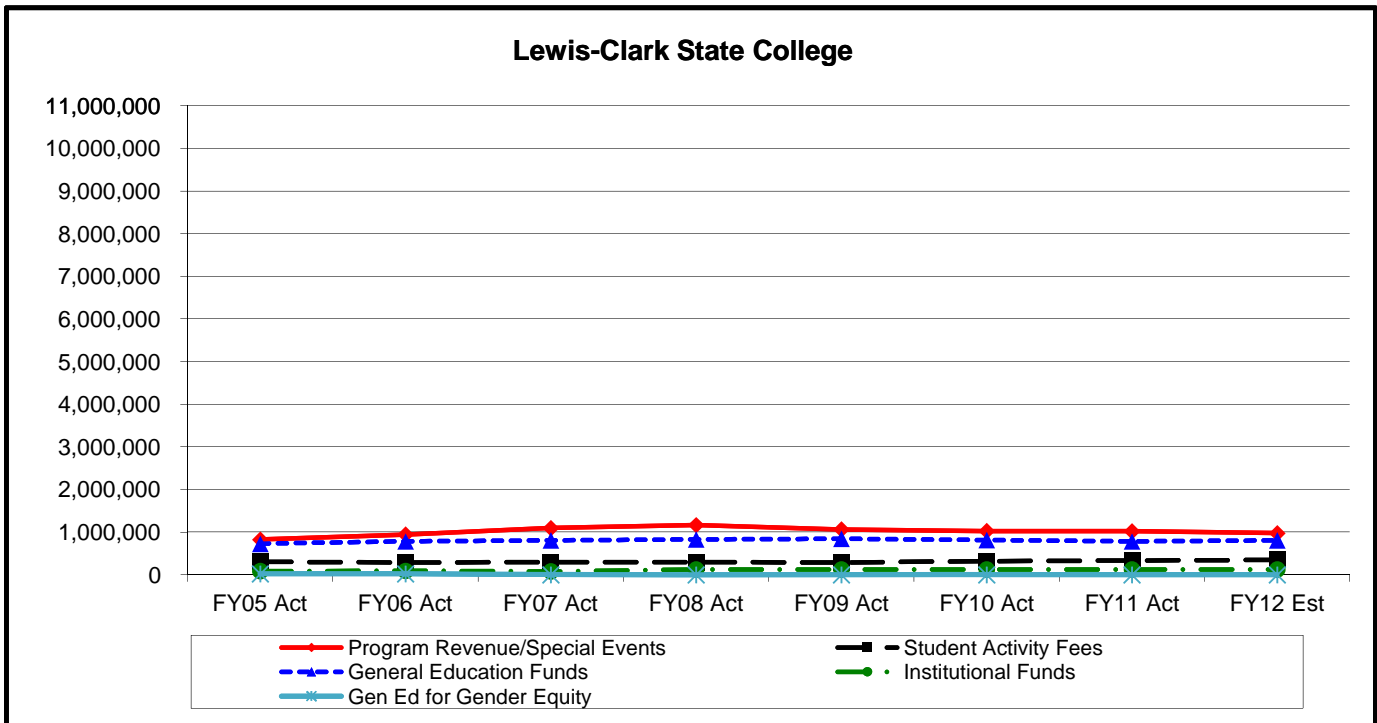
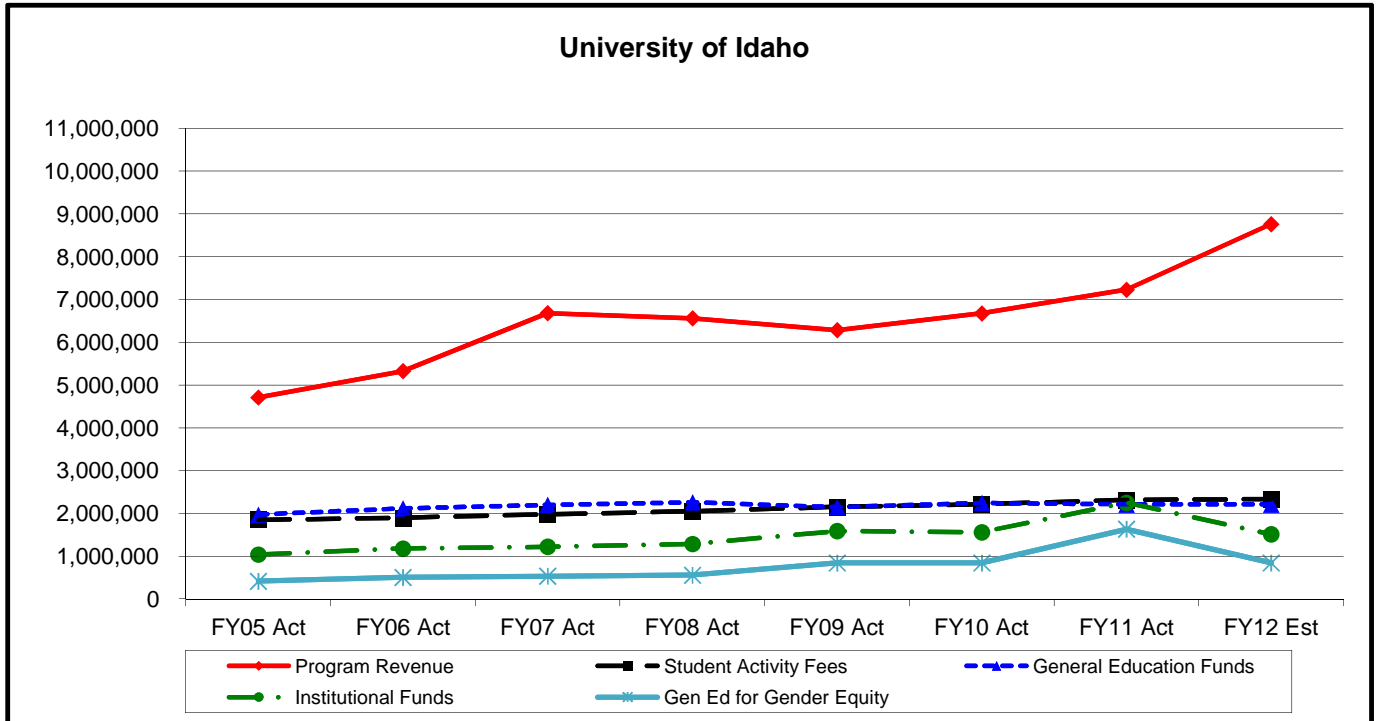
Intercollegiate Athletics Report

Revenue by Major Source



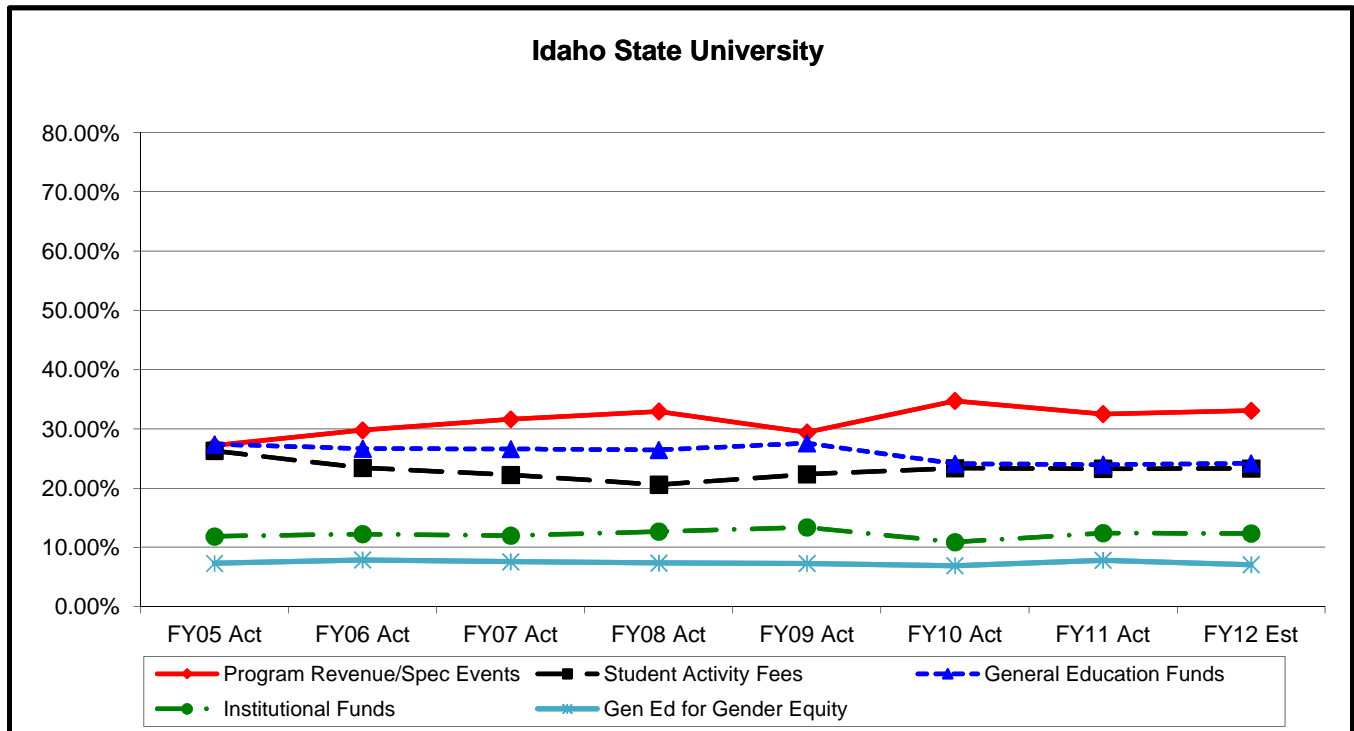
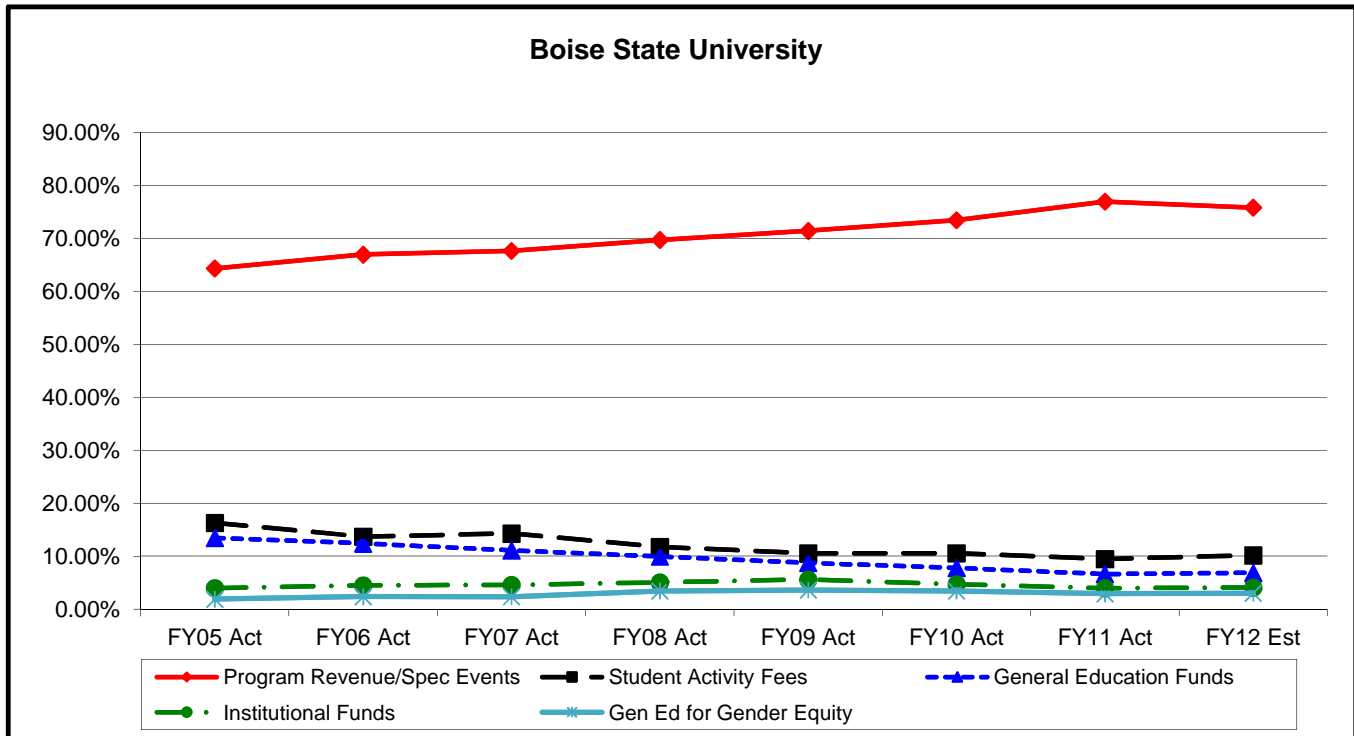
Intercollegiate Athletics Report

Revenue by Major Source



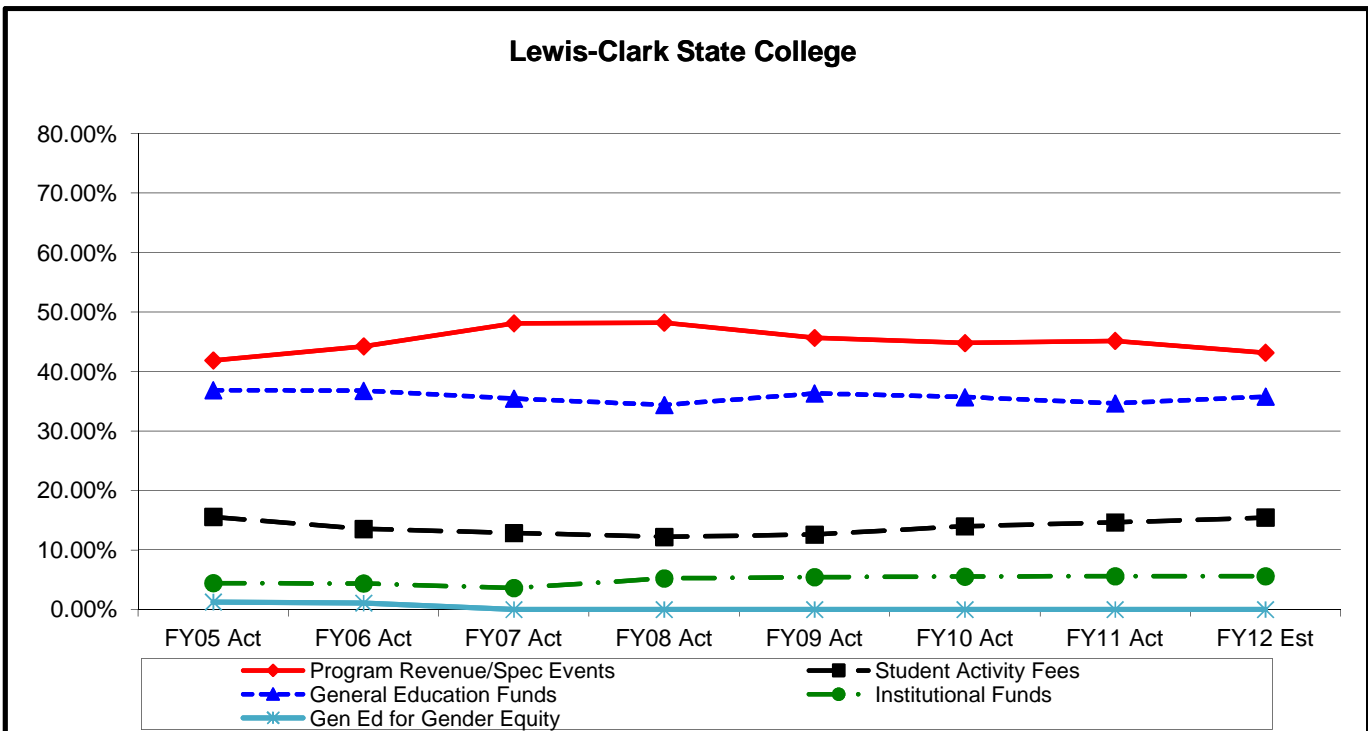
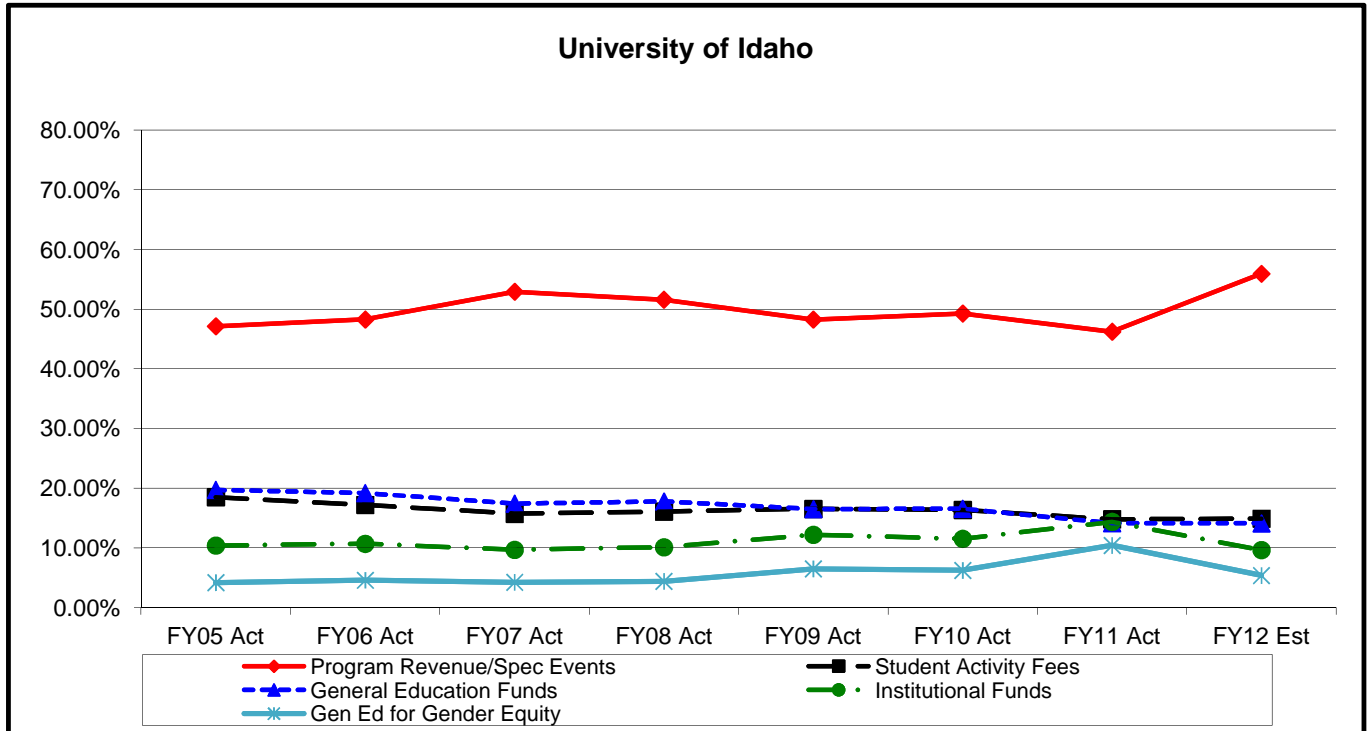
Intercollegiate Athletics Report

Revenue as a Percent of Total Revenue by Major Source



Intercollegiate Athletics Report

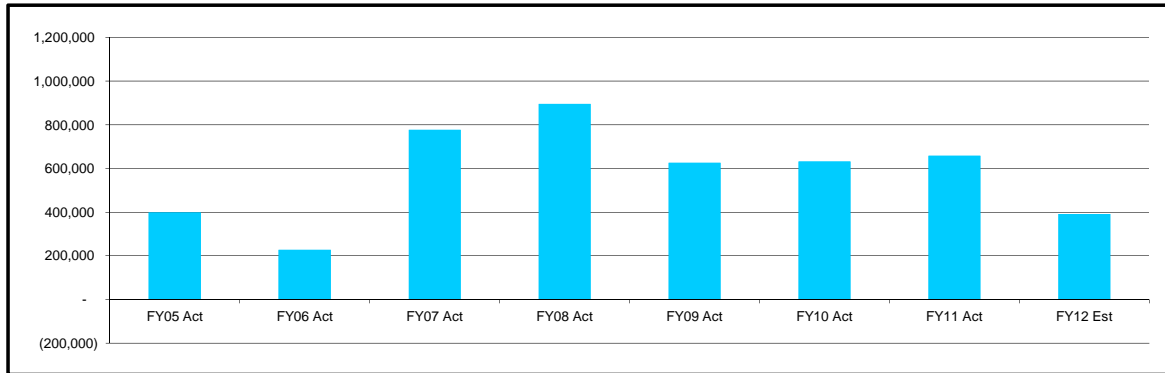
Revenue as a Percent of Total Revenue by Major Source



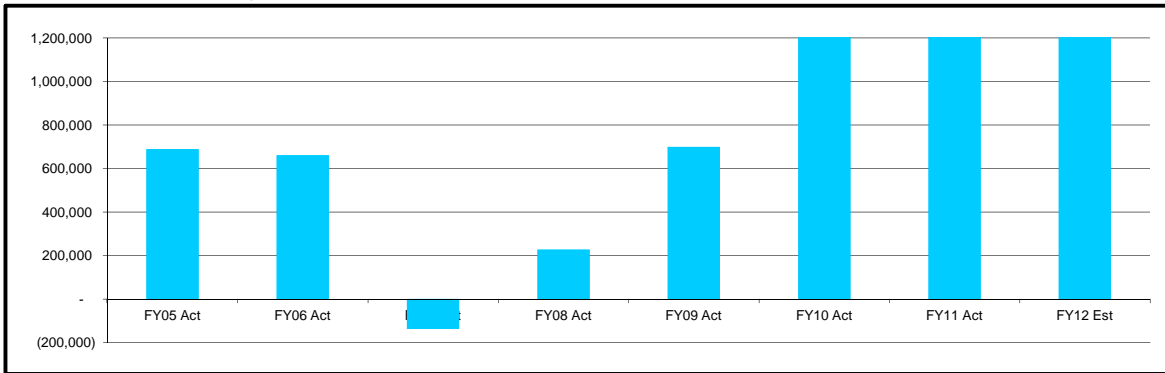
Intercollegiate Athletic Report

Fiscal Year Ending Fund Balance for Athletic Program by Institution

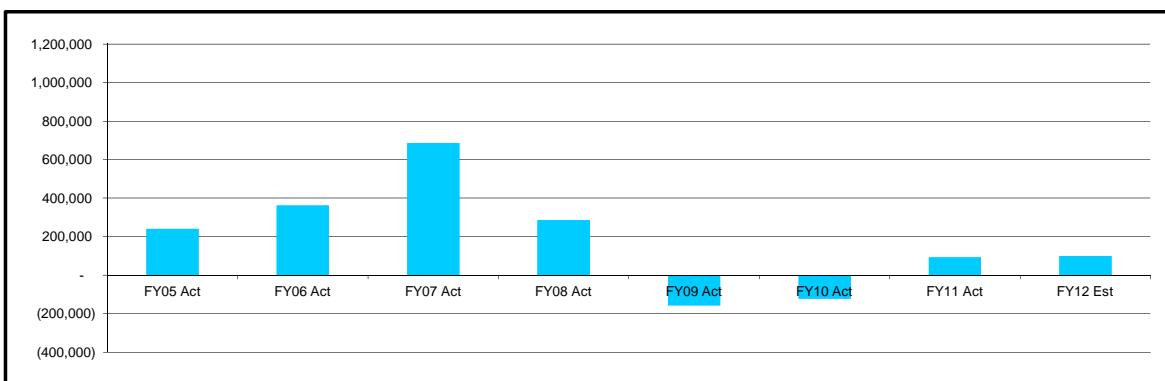
Boise State University



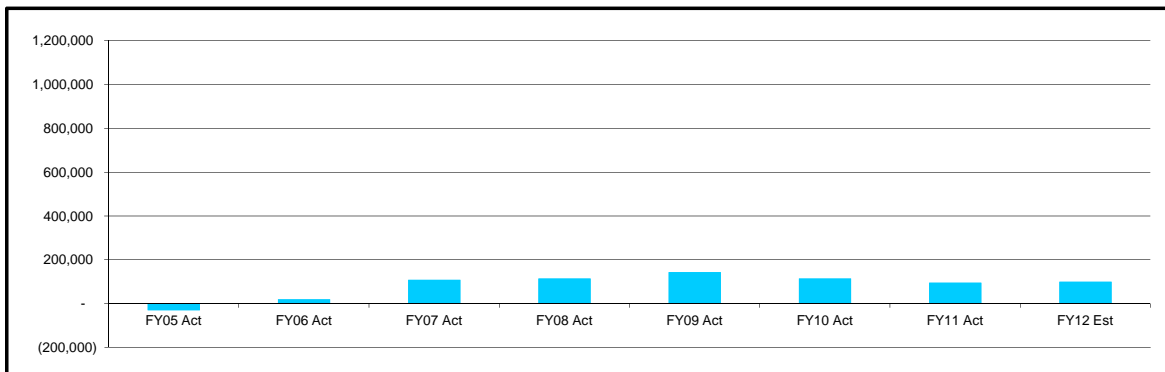
Idaho State University



University of Idaho



Lewis-Clark State College

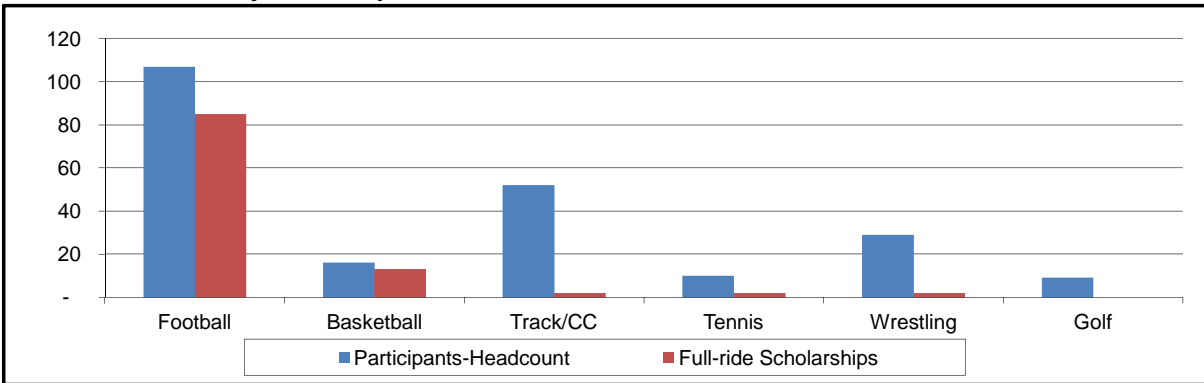


Intercollegiate Athletic Report

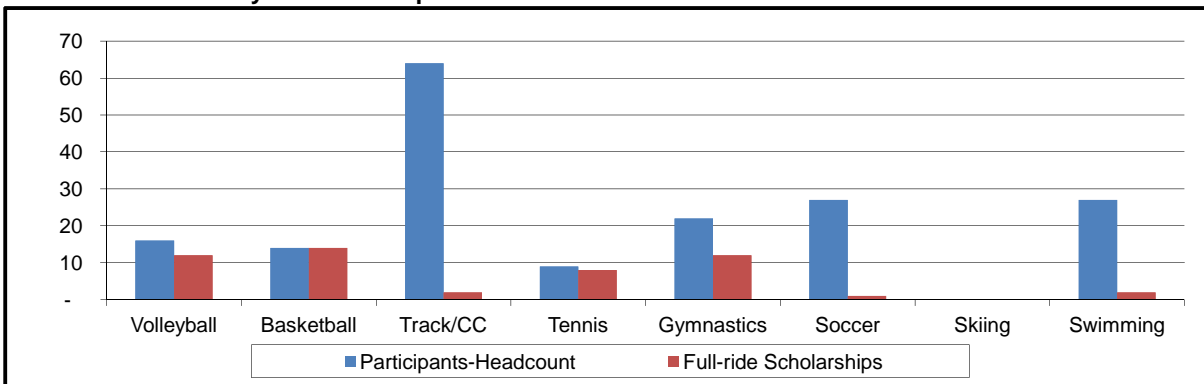
Number of Participants and Full-ride Scholarships by Sport

FY 2012

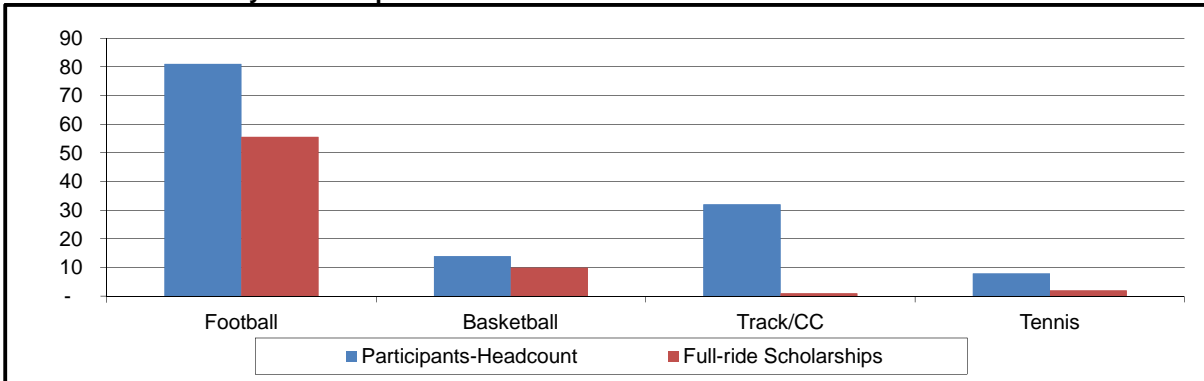
Boise State University - Men's Sports



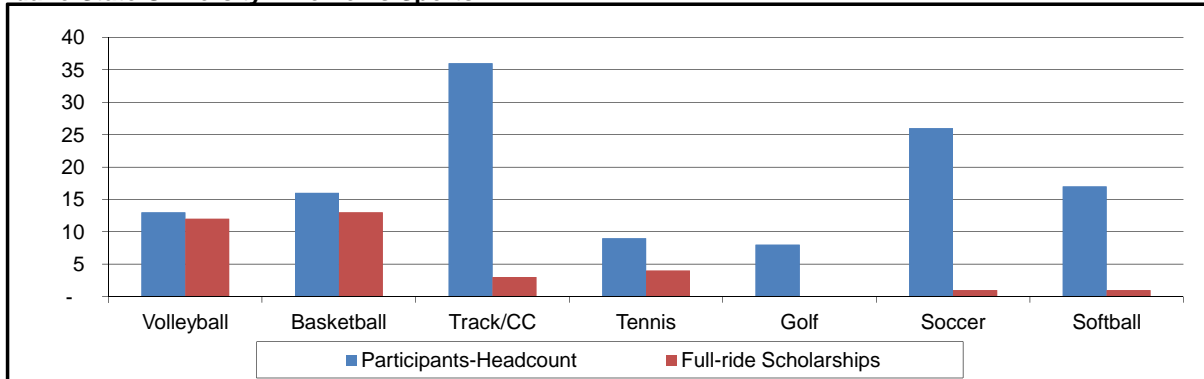
Boise State University - Women's Sports



Idaho State University - Men's Sports



Idaho State University - Women's Sports

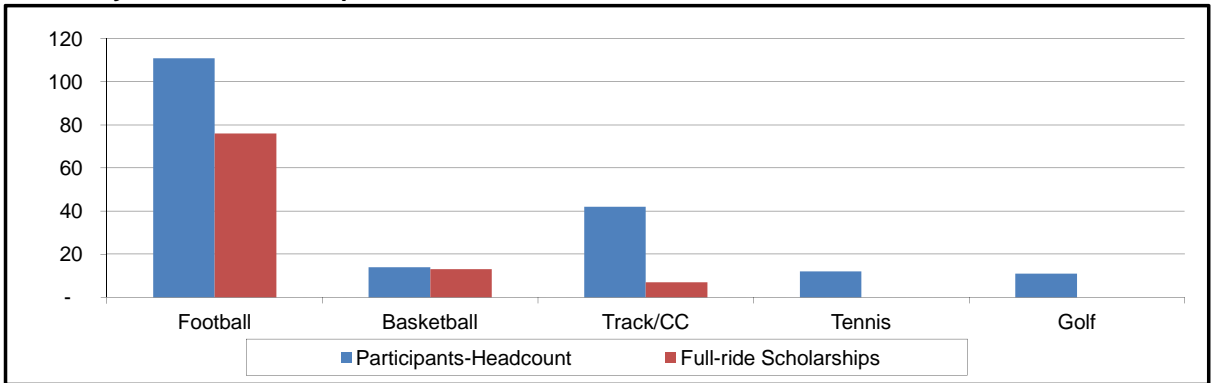


Intercollegiate Athletic Report

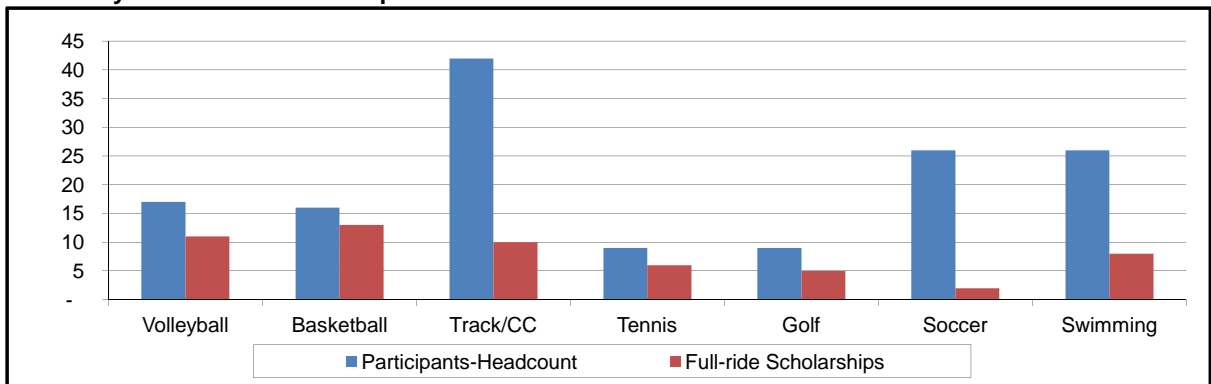
Number of Participants and Full-ride Scholarships by Sport

FY 2012

University of Idaho - Men's Sports



University of Idaho - Women's Sports



**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Revenues/Expend/Fund Balance	FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	4,430,742	6,237,477	5,669,473	7,102,661	7,615,697	6,833,292	-10.3%	9.1%
4 Game Guarantees	415,650	626,500	600,000	580,000	1,500,000	2,200,000	46.7%	39.6%
5 Contributions	3,522,400	2,884,410	6,406,382	6,553,812	9,594,181	7,006,983	-27.0%	14.7%
6 NCAA/Conference/Tournaments	1,762,971	2,062,996	1,684,765	1,835,720	1,298,910	3,614,637	178.3%	15.4%
7 TV/Radio/Internet Rights	19,093	142,046	188,096	126,678	140,598	50,000	-64.4%	21.2%
8 Program/Novelty Sales,								
9 Concessions, Parking	619,942	650,896	958,955	932,558	945,438	915,135	-3.2%	8.1%
10 Royalty, Advertisement, Sponsorship	1,850,843	2,253,195	2,338,780	2,773,179	3,612,480	3,189,576	-11.7%	11.5%
11 Endowment/Investment Income	414,287	475,000	196,690	0	-	-		-100.0%
12 Other	379,790	427,736	1,185,366	803,891	880,479	640,010	-27.3%	11.0%
13 Total Program Revenue	13,415,718	15,760,256	19,228,507	20,708,499	25,587,783	24,449,633	-4.4%	12.8%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	2,660,410	24,085	652,958	4,407,144	524,641	149,500	-71.5%	-43.8%
16 Student Activity Fees	2,833,090	2,657,499	2,839,814	2,980,056	3,151,147	3,286,096	4.3%	3.0%
17 General Education Funds	2,201,200	2,256,873	2,365,023	2,193,089	2,211,077	2,214,700	0.2%	0.1%
18 GenEd Funds for Gender Eq.	467,872	783,872	976,872	976,872	976,872	976,872	0.0%	15.9%
19 Institutional Funds	444,500	363,300	529,735	358,700	346,600	346,600	0.0%	-4.9%
20 Subtotal State/Inst. Support	3,113,572	3,404,045	3,871,630	3,528,661	3,534,549	3,538,172	0.1%	2.6%
21 Total Non-Program Revenue	8,607,072	6,085,629	7,364,402	10,915,861	7,210,337	6,973,768	-3.3%	-4.1%
22 Subtotal Operating Revenue:	22,022,790	21,845,885	26,592,909	31,624,360	32,798,120	31,423,401	-4.2%	7.4%
23 Non-Cash Revenue								
24 Third Party Support	184,100	198,150	205,475	293,750	-	-		-100.0%
25 Indirect Institutional Support	1,770,143	1,377,827	1,583,739	2,209,387	1,822,713	2,411,136	32.3%	6.4%
26 Non-Cash Revenue				0	-	-		
27 Non-Resident Tuition Waivers	1,338,121	1,710,390	1,651,556	1,913,158	1,983,889	2,094,560	5.6%	9.4%
28 Subtotal Non-Cash Revenue	3,292,364	3,286,367	3,440,770	4,416,295	3,806,602	4,505,696	18.4%	6.5%
29 Total Revenue:	25,315,154	25,132,252	30,033,679	36,040,655	36,604,722	35,929,097	-1.8%	7.3%
30								
31 Expenditures:								
32 Operating Expenditures:								
33 Athletics Student Aid	2,619,095	3,075,365	3,300,409	3,739,015	3,865,115	4,404,877	14.0%	11.0%
34 Guarantees	485,980	640,449	495,000	789,500	597,500	547,500	-8.4%	2.4%
35 Coaching Salary/Benefits	4,574,184	5,114,878	5,695,266	7,219,755	7,910,123	8,600,442	8.7%	13.5%
36 Admin Staff Salary/Benefits	3,377,832	3,800,656	4,387,078	4,309,086	4,786,700	5,131,183	7.2%	8.7%
37 Fringe Benefits/Severance Payments								
38 Recruiting	349,514	359,735	330,559	281,642	383,327	393,500	2.7%	2.4%
39 Team Travel	1,505,170	1,571,519	1,861,684	1,966,291	2,061,440	2,266,435	9.9%	8.5%
40 Equipment, Uniforms and Supplies	1,085,182	1,815,709	1,471,877	1,483,833	1,188,767	1,192,174	0.3%	1.9%
41 Game Expenses	529,418	577,832	960,989	791,191	1,642,127	900,652	-45.2%	11.2%
42 Fund Raising, Marketing, Promotion	407,156	389,334	450,369	550,524	389,355	274,147	-29.6%	-7.6%
43 Direct Facilities/Maint/Rentals	1,292,903	1,410,028	2,860,764	1,091,002	4,430,381	1,833,595	-58.6%	7.2%
44 Debt Service on Facilities	1,373,856	1,260,904	3,417,400	3,629,955	3,360,608	4,183,902	24.5%	24.9%
45 Spirit Groups	70,057	80,843	29,452	88,599	118,297	208,377	76.1%	24.4%
46 Medical Expenses & Insurance	65,304	123,475	121,543	104,918	125,596	69,500	-44.7%	1.3%
47 Memberships & Dues	478,007	487,382	489,003	482,578	479,800	505,857	5.4%	1.1%
48 NCAA/Special Event/Bowls	2,667,854	54,693	365,110	3,954,459	497,587	170,835	-65.7%	-42.3%
49 Other Operating Expenses	592,564	963,267	626,842	1,135,668	935,819	1,007,042	7.6%	11.2%
50 Subtotal Operating Expenditures	21,474,076	21,726,069	26,863,345	31,618,016	32,772,542	31,690,018	-3.3%	8.1%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	184,100	198,150	205,475	293,750	0	0		-100.0%
53 3rd Party Admin Staff Compensation								
54 Indirect Facilities & Admin Support	1,770,143	1,377,827	1,583,739	2,209,387	1,822,713	2,411,136	32.3%	6.4%
55 Non-Cash Expense								
56 Non-Resident Tuition Waivers	1,338,121	1,710,390	1,651,556	1,913,158	1,983,889	2,094,560	5.6%	9.4%
57 Subtotal Non-Cash Expenditures	3,292,364	3,286,367	3,440,770	4,416,295	3,806,602	4,505,696	18.4%	6.5%
58 Total Expenditures:	24,766,440	25,012,436	30,304,115	36,034,311	36,579,144	36,195,714	-1.0%	7.9%
59								
60 Net Income/(deficit)	548,714	119,816	(270,436)	6,344	25,578	(266,617)	-1142.4%	
61								
62 Ending Fund Balance 6/30	776,252	896,068	625,632	631,976	657,554	390,937	-40.5%	-12.8%
63								
64 Sport Camps & Clinics								
65 Revenue	757,310	445,799	580,399	865,924	886,724	400,000	-54.9%	-12.0%
66 Coach Compensation from Camp	182,917	254,355	193,229	222,413	196,637	150,000	-23.7%	-3.9%
67 Camp Expenses	256,806	341,076	296,980	398,975	517,499	250,000	-51.7%	-0.5%
68 Total Expenses	439,723	595,431	490,209	621,388	714,136	400,000	-44.0%	-1.9%
69 Net Income from Camps	317,587	(149,632)	90,190	244,536	172,588	0	-100.0%	-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

	FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	2,833,090	2,657,499	2,839,814	2,980,056	3,151,147	3,286,096	4.3%	3.0%
3 Contributions	3,522,400	2,884,410	6,406,382	6,553,812	9,594,182	7,006,983	-27.0%	14.7%
4 State Support	2,201,200	2,256,873	2,365,023	2,193,089	2,211,077	2,214,700	0.2%	0.1%
5 Institutional Gender Equity	467,872	783,872	976,872	976,872	976,872	976,872	0.0%	15.9%
6 Institutional Support	444,500	363,300	529,735	358,700	346,600	346,600	0.0%	-4.9%
7 NCAA/Conference	1,762,971	2,062,996	1,684,765	1,835,720	1,298,910	3,614,637	178.3%	15.4%
8 TV/Radio/Internet	19,093	142,046	188,096	126,678	140,598	50,000	-64.4%	21.2%
9 Concessions/program/etc.	619,942	650,896	958,955	932,558	945,438	915,135	-3.2%	8.1%
10 Advertising/sponsorship/Royalty	1,850,843	2,253,195	2,338,780	2,773,179	3,612,480	3,189,576	-11.7%	11.5%
11 Endowments	414,287	475,000	196,690	-	-	-		-100.0%
12 NCAA/Special Event/Bowls	2,660,410	24,085	652,958	4,407,144	524,641	149,500	-71.5%	-43.8%
13 Other	379,790	427,736	1,185,366	803,891	880,479	640,010	-27.3%	11.0%
14 Total General Revenue	17,176,398	14,981,908	20,323,436	23,941,699	23,682,424	22,390,109	-5.5%	5.4%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	3,813,464	5,408,108	4,993,955	6,657,518	7,009,544	6,369,984	-9.1%	10.8%
19 Game Guarantees	350,000	625,000	600,000	450,000	1,450,000	2,200,000	51.7%	44.4%
20 Other (Tourn/Bowl/Conf)								
21 Basketball								
22 Ticket Sales	558,700	742,607	617,467	373,570	526,157	428,926	-18.5%	-5.1%
23 Game Guarantees	65,000			130,000	50,000	-	-100.0%	-100.0%
24 Other (Tourn/Bowl/Conf)								
25 Track & Field/Cross Country	2,002	7,110	2,716	3,658	3,274	2,588	-21.0%	5.3%
26 Tennis	5,486	1,500						
27 Baseball								
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling	5,911	11,646	9,848	23,431	28,706	4,313	-85.0%	-6.1%
31 Golf								
32 Volleyball								
33 Total Men's Sport Revenue	4,800,563	6,795,971	6,223,986	7,638,177	9,067,681	9,005,811	-0.7%	13.4%
34 Women's Programs								
35 Volleyball								
36 Ticket Sales	6,005	11,384	3,924	5,284	4,729	3,738	-21.0%	-9.0%
37 Game Guarantees								
38 Other (Tourn/Bowl/Conf)								
39 Basketball								
40 Ticket Sales	28,926	21,622	22,550	13,596	20,367	5,628	-72.4%	-27.9%
41 Game Guarantees								
42 Other (Tourn/Bowl/Conf)								
43 Track & Field/Cross Country	2,002	7,110	2,716	3,658	3,274	2,588	-21.0%	5.3%
44 Tennis								
45 Gymnastics	4,448	14,392	6,036	8,128	7,276	5,751	-21.0%	5.3%
46 Golf								
47 Soccer	4,448	13,498	6,036	8,128	7,276	5,751	-21.0%	5.3%
48 Softball			4,225	5,690	5,093	4,025	-21.0%	
49 Skiing								
50 Swimming								
51 Total Women's Sport Rev	45,829	68,006	45,487	44,484	48,015	27,481	-42.8%	-9.7%
52 Total Revenue	22,022,790	21,845,885	26,592,909	31,624,360	32,798,120	31,423,401	-4.2%	7.4%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Expenditures by Admin/Sport		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
53 Administrative and General									
54	Athletic Director Office	1,078,224	1,137,606	1,297,780	1,316,953	1,486,160	1,896,475	27.6%	12.0%
55	Fund Raising Office	561,839	681,382	645,159	1,161,260	1,175,263	739,802	-37.1%	5.7%
56	Academic Support	572,738	782,313	854,136	1,008,813	963,391	1,125,767	16.9%	14.5%
57	Media Relations	311,835	351,019	345,471	323,729	261,561	317,834	21.5%	0.4%
58	Marketing and Promotions	430,086	492,294	628,671	758,910	809,449	403,149	-50.2%	-1.3%
59	Ticket Office	240,341	265,279	314,033	300,717	291,231	350,247	20.3%	7.8%
60	Athletic Training Room	407,214	593,739	560,859	549,045	590,457	587,236	-0.5%	7.6%
61	Memberships and Dues	478,007	487,382	489,003	482,578	479,800	505,857	5.4%	1.1%
62	Facilities Mtn & Debt Service	2,625,603	2,606,173	5,597,504	4,892,422	5,051,465	6,527,206	29.2%	20.0%
63	Capital Improvements	665,311	1,027,905	1,623,119	685,863	3,832,545	-	-100.0%	-100.0%
64	NCAA/Special Event/Bowls	2,667,854	37,591	365,110	3,954,459	497,587	170,835	-65.7%	-42.3%
65	Other Miscellaneous	1,605,344	1,686,734	1,810,171	1,874,379	1,444,657	3,125,777	116.4%	14.3%
66 Total Admin & General		11,644,396	10,149,417	14,531,016	17,309,128	16,883,566	15,750,185	-6.7%	6.2%
67									
68 Men's Programs:									
69	Football	4,644,875	5,772,723	5,673,268	6,850,396	7,834,316	8,335,865	6.4%	12.4%
70	Basketball	1,124,670	1,097,407	1,274,187	1,529,236	1,926,002	1,515,838	-21.3%	6.2%
71	Track & Field/Cross Country	331,224	358,198	358,798	484,006	486,153	481,086	-1.0%	7.8%
72	Tennis	273,000	310,932	332,123	381,888	345,771	284,223	-17.8%	0.8%
73	Baseball	-	-	-	-	-	-	-	-
74	Wrestling	321,041	376,418	393,717	497,694	433,774	434,806	0.2%	6.3%
75	Golf	144,336	171,692	175,395	162,284	180,976	169,075	-6.6%	3.2%
76	Volleyball	-	-	-	-	-	-	-	-
77	Rodeo	-	-	-	-	-	-	-	-
78 Total Men's Programs		6,839,146	8,087,370	8,207,488	9,905,504	11,206,992	11,220,893	0.1%	10.4%
79									
80 Women's Programs									
81	Volleyball	478,642	509,694	493,647	456,679	528,957	545,182	3.1%	2.6%
82	Basketball	651,090	833,326	949,825	933,985	1,028,579	1,073,132	4.3%	10.5%
83	Track & Field/Cross Country	387,007	416,838	417,691	558,720	554,851	565,691	2.0%	7.9%
84	Tennis	233,531	271,551	321,629	353,075	245,434	251,195	2.3%	1.5%
85	Gymnastics	436,812	438,173	523,170	561,430	481,154	490,483	1.9%	2.3%
86	Golf	196,611	193,903	169,098	202,557	192,740	190,065	-1.4%	-0.7%
87	Soccer	388,377	419,012	438,758	473,646	557,972	483,387	-13.4%	4.5%
88	Softball	0	5,253	374,241	433,678	526,695	560,822	6.5%	-
89	Skiing	6,156	0	0	-	-	-	-	-100.0%
90	Swimming	212,308	401,532	436,782	429,614	565,602	558,983	-1.2%	21.4%
91 Total Women's Programs		2,990,534	3,489,282	4,124,841	4,403,384	4,681,984	4,718,940	0.8%	9.6%
92									
93 Total Expenditures		21,474,076	21,726,069	26,863,345	31,618,016	32,772,542	31,690,018	-3.3%	8.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Participants by Sport		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
94	Men's Programs:								
95	Football	104	102	105	109	112	107	-4.5%	0.6%
96	Basketball	15	16	14	15	16	16	0.0%	1.3%
97	Track & Field/Cross Country	36	37	38	46	45	52	15.6%	7.6%
98	Tennis	10	13	12	13	11	10	-9.1%	0.0%
99	Baseball								
100	Wrestling	22	30	33	29	32	29	-9.4%	5.7%
101	Golf	10	9	10	9	8	9	12.5%	-2.1%
102	Volleyball								
103	Rodeo								
104	Total Male Participation	197	207	212	221	224	223	-0.4%	2.5%
105	Women's Programs								
106	Volleyball	15	19	15	17	17	16	-5.9%	1.3%
107	Basketball	13	17	16	15	14	14	0.0%	1.5%
108	Track & Field/Cross Country	28	38	47	59	62	64	3.2%	18.0%
109	Tennis	9	9	9	8	7	6	-14.3%	-7.8%
110	Gymnastics	16	25	22	18	18	16	-11.1%	0.0%
111	Golf	10	8	10	9	9	8	-11.1%	-4.4%
112	Soccer	27	28	27	29	28	31	10.7%	2.8%
113	Softball	0	0	19	20	21	20	-4.8%	
114	Skiing	0	0	0	0	0	0		
115	Swimming	14	26	31	27	28	27	-3.6%	14.0%
116	Rodeo	0	0	0	0	0	0		
117	Total Female Participation	132	170	196	202	204	202	-1.0%	8.9%
118	Total Participants	329	377	408	423	428	425	-0.7%	5.3%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
119	Men's Programs:								
120	Football	81.0	74.0	69.0	84.0	67.0	85.0	26.9%	1.0%
121	Basketball	13.0	11.0	12.0	12.0	13.0	13.0	0.0%	0.0%
122	Track & Field/Cross Country	3.0	3.0	5.0	5.0	2.0	2.0	0.0%	-7.8%
123	Tennis	3.0	3.0	2.0	2.0	2.0	2.0	0.0%	-7.8%
124	Baseball								
125	Wrestling	1.0	1.0	0.0	1.0	0.0	2.0		14.9%
126	Golf	1.0	0.0	1.0	0.0	1.0	0.0	-100.0%	-100.0%
127	Volleyball								
128	Subtotal	102.0	92.0	89.0	104.0	85.0	104.0	22.4%	0.4%
129	Women's Programs								
130	Volleyball	11.0	12.0	12.0	11.0	11.0	12.0	9.1%	1.8%
131	Basketball	13.0	14.0	15.0	13.0	13.0	14.0	7.7%	1.5%
132	Track & Field/Cross Country	7.0	4.0	5.0	7.0	3.0	2.0	-33.3%	-22.2%
133	Tennis	7.0	7.0	8.0	8.0	5.0	5.0	0.0%	-6.5%
134	Gymnastics	10.0	9.0	12.0	12.0	11.0	12.0	9.1%	3.7%
135	Golf	3.0	3.0	1.0	0.0	1.0	0.0	-100.0%	-100.0%
136	Soccer	1.0	0.0	1.0	1.0	2.0	2.0	0.0%	14.9%
137	Skiing	0.0	0.0	0.0	0.0	0.0	0.0		
138	Softball	0.0	0.0	1.0	1.0	1.0	1.0	0.0%	
139	Swimming	0.0	1.0	1.0	2.0	2.0	2.0	0.0%	
140	Subtotal	52.0	50.0	56.0	55.0	49.0	50.0	2.0%	-0.8%
141	Total Scholarships	154.0	142.0	145.0	159.0	134.0	154.0	14.9%	0.0%
142	Partial Scholarships by Sport (FTE)								
143	Men's Programs:								
144	Football	0.50	4.55	16.20	1.00	12.64	0.00	-100.0%	-100.0%
145	Basketball	0.00	0.46	0.50	0.40	0.00	0.00		
146	Track & Field/Cross Country	6.98	8.76	5.36	6.30	10.39	9.75	-6.2%	6.9%
147	Tennis	1.04	1.47	1.87	2.49	2.64	2.85	8.0%	22.3%
148	Baseball								
149	Wrestling	8.42	6.97	9.55	8.07	8.30	7.43	-10.5%	-2.5%
150	Golf	2.47	3.50	2.41	3.79	4.09	3.40	-16.9%	6.6%
151	Volleyball								
152	Rodeo								
153	Subtotal	19.41	25.71	35.89	22.05	38.06	23.43	-38.4%	3.8%
154	Women's Programs								
155	Volleyball	0.59	0.94	0.00	0.00	0.92	0.00	-100.0%	-100.0%
156	Basketball	0.04	1.01	0.50	0.78	0.78	0.35	-55.1%	54.3%
157	Track & Field/Cross Country	8.57	10.47	9.26	8.12	12.17	13.54	11.3%	9.6%
158	Tennis	0.00	0.00	0.35	0.00	1.21	0.00	-100.0%	
159	Gymnastics	0.79	0.70	0.00	0.78	0.87	0.14	-83.9%	-29.3%
160	Golf	3.00	3.08	4.62	5.53	3.94	5.38	36.5%	12.4%
161	Soccer	11.57	12.01	9.87	9.39	8.72	10.92	25.2%	-1.1%
162	Softball	0.00	0.00	5.34	7.75	9.72	10.65	9.6%	
163	Skiing	0.00	0.00	0.00	0.00	0.00	0.00		
164	Swimming	1.76	5.98	9.33	10.02	11.79	12.86	9.1%	48.8%
165	Rodeo								
166	Subtotal	26.32	34.19	39.27	42.37	50.12	53.84	7.4%	15.4%
167	Total Scholarships	45.73	59.90	75.16	64.42	88.18	77.27	-12.4%	11.1%

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Revenues/Expend/Fund Balance	FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue:								
2 Program Revenue:								
3 Ticket Sales	328,546	369,954	357,869	253,108	222,452	264,392	18.9%	-4.3%
4 Game Guarantees	562,000	644,000	754,600	1,330,402	1,179,000	1,098,500	-6.8%	14.3%
5 Contributions	518,339	569,504	343,160	382,833	379,301	363,000	-4.3%	-6.9%
6 NCAA/Conference/Tournaments	493,850	532,650	518,290	642,292	606,968	601,374	-0.9%	4.0%
7 TV/Radio/Internet Rights	9,692	6,180	3,148	8,559	4,782	0	-100.0%	-100.0%
8 Program/Novelty Sales,								
9 Concessions, Parking	17,534	21,438	17,000	17,000	17,000	17,000	0.0%	-0.6%
10 Royalty, Advertisement, Sponsorship	551,818	622,694	496,620	498,620	499,071	532,000	6.6%	-0.7%
11 Endowment/Investment Income	23,870	28,660	30,840	23,710	30,650	23,140	-24.5%	-0.6%
12 Other	112,284	95,440	83,900	98,973	63,821	131,296	105.7%	3.2%
13 Total Program Revenue	2,617,932	2,890,521	2,605,427	3,255,497	3,003,045	3,030,702	0.9%	3.0%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	50,960	750	2,361	720	3,240	0	-100.0%	-100.0%
16 Student Activity Fees	1,839,156	1,805,222	1,980,502	2,191,453	2,149,637	2,136,480	-0.6%	3.0%
17 General Education Funds	2,201,200	2,319,642	2,442,600	2,262,900	2,214,700	2,214,700	0.0%	0.1%
18 GenEd Funds for Gender Eq.	626,500	646,500	646,500	646,500	721,500	646,500	-10.4%	0.6%
19 Institutional Funds	365,600	465,603	539,600	374,000	424,628	485,100	14.2%	5.8%
20 Subtotal State/Inst. Support	3,193,300	3,431,745	3,628,700	3,283,400	3,360,828	3,346,300	-0.4%	0.9%
21 Total Non-Program Revenue	5,083,416	5,237,717	5,611,563	5,475,573	5,513,705	5,482,780	-0.6%	1.5%
22 Subtotal Operating Revenue	7,701,348	8,128,238	8,216,990	8,731,070	8,516,750	8,513,482	0.0%	2.0%
23 Non-Cash Revenue								
24 Third Party Support	0	39,946	42,512	42,013	41,271	35,000	-15.2%	
25 Indirect Institutional Support	0	0	0	0	0	0		
26 Non-Cash Revenue	566,206	585,593	653,306	629,269	605,374	600,000	-0.9%	1.2%
27 Non-Resident Tuition Waivers	905,919	977,670	1,122,888	1,251,295	1,444,723	1,540,000	6.6%	11.2%
28 Subtotal Non-Cash Revenue	1,472,125	1,603,209	1,818,706	1,922,577	2,091,368	2,175,000	4.0%	8.1%
29 Total Revenue:	9,173,473	9,731,447	10,035,696	10,653,647	10,608,118	10,688,482	0.8%	3.1%
30								
31 Expenditures								
32 Operating Expenditures:								
33 Athletics Student Aid	1,768,404	1,710,189	1,712,419	1,821,964	1,902,615	2,103,526	10.6%	3.5%
34 Guarantees	78,839	93,500	125,500	230,667	59,406	61,000	2.7%	-5.0%
35 Coaching Salary/Benefits	1,738,418	1,736,433	1,865,526	1,822,432	1,939,811	1,995,742	2.9%	2.8%
36 Admin Staff Salary/Benefits	1,553,199	1,462,110	1,316,801	1,398,814	1,462,165	1,335,940	-8.6%	-3.0%
37 Severance Payments	0	0	0	0	0	0		
38 Recruiting	301,128	254,262	238,792	308,441	194,743	243,803	25.2%	-4.1%
39 Team Travel	895,509	841,437	836,283	830,424	872,386	851,461	-2.4%	-1.0%
40 Equipment, Uniforms and Supplies	399,028	216,320	206,111	249,711	311,693	314,414	0.9%	-4.7%
41 Game Expenses	265,853	310,724	283,017	268,359	243,692	237,840	-2.4%	-2.2%
42 Fund Raising, Marketing, Promotion	215,429	154,186	140,248	122,220	168,456	165,248	-1.9%	-5.2%
43 Direct Facilities/Maint/Rentals	172,966	149,771	165,704	204,111	256,817	143,042	-44.3%	-3.7%
44 Debt Service on Facilities	0	0	0	0	0	0		
45 Spirit Groups	200,091	54,322	49,947	54,421	57,628	0	-100.0%	-100.0%
46 Medical Expenses & Insurance	307,129	266,042	307,924	325,110	307,664	272,810	-11.3%	-2.3%
47 Memberships & Dues	46,033	44,793	48,242	39,062	44,648	48,000	7.5%	0.8%
48 NCAA/Special Event/Bowls	46,595	2,983	1,810	762	3,240	0	-100.0%	-100.0%
49 Other Operating Expenses	511,704	466,619	446,338	385,075	635,043	595,911	-6.2%	3.1%
50 Subtotal Operating Expenditures	8,500,325	7,763,692	7,744,661	8,061,573	8,460,007	8,368,737	-1.1%	-0.3%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	0	35,526	37,977	37,484	37,282	30,000	-19.5%	
53 3rd Party Admin Staff Compensation	0	4,420	4,535	4,529	3,989	5,000	25.3%	
54 Indirect Facilities & Admin Support	0	0	0	0	0	0		
55 Non-Cash Expense	566,206	585,593	653,306	629,269	605,374	600,000	-0.9%	1.2%
56 Non-Resident Tuition Waivers	905,919	977,670	1,122,888	1,251,295	1,444,723	1,540,000	6.6%	11.2%
57 Subtotal Non-Cash Expenditures	1,472,125	1,603,209	1,818,706	1,922,577	2,091,368	2,175,000	4.0%	8.1%
58 Total Expenditures:	9,972,450	9,366,901	9,563,367	9,984,150	10,551,375	10,543,737	-0.1%	1.1%
59								
60 Net Income/(deficit)	(798,977)	364,546	472,329	669,497	56,743	144,745	155.1%	
61								
62 Ending Fund Balance 6/30	(137,735)	226,811	699,140	1,368,637	1,425,380	1,570,125	10.2%	
63								
64 Sport Camps & Clinics								
65 Revenue	168,462	227,303	192,822	197,065	127,179	150,000	17.9%	-2.3%
66 Coach Compensation from Camp	97,398	49,190	20,074	104,025	65,387	90,000	37.6%	-1.6%
67 Camp Expenses	82,432	193,807	135,595	137,041	76,190	60,000	-21.2%	-6.2%
68 Total Expenses	179,830	242,997	155,669	241,066	141,577	150,000	5.9%	-3.6%
69 Net Income from Camps	(11,369)	-15,695	37,153	-44,001	-14,398	0	-100.0%	-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

	FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	1,839,156	1,805,222	1,980,502	2,191,453	2,149,637	2,136,480	-0.6%	3.0%
3 Contributions	518,339	569,504	343,160	382,833	379,301	363,000	-4.3%	-6.9%
4 State Support	2,201,200	2,319,642	2,442,600	2,262,900	2,214,700	2,214,700	0.0%	0.1%
5 Institutional Gender Equity	626,500	646,500	646,500	646,500	721,500	646,500	-10.4%	0.6%
6 Institutional Support	365,600	465,603	539,600	374,000	424,628	485,100	14.2%	5.8%
7 NCAA / Conference	493,850	532,650	518,290	642,292	606,968	601,374	-0.9%	4.0%
8 TV / Radio / Internet	9,692	6,180	3,148	8,559	4,782	0	-100.0%	-100.0%
9 Concessions / program / etc.	17,534	21,438	17,000	17,000	17,000	17,000	0.0%	-0.6%
10 Advertising / sponsorship / Royalty	551,818	622,694	496,620	498,620	499,071	532,000	6.6%	-0.7%
11 Endowments	23,870	28,660	30,840	23,710	30,650	23,140	-24.5%	-0.6%
12 NCAA / Bowl / World Series	50,960	750	2,361	720	3,240	0	-100.0%	-100.0%
13 Other	102,189	98,842	88,329	98,973	63,821	131,296	105.7%	5.1%
14 Total General Revenue	6,800,707	7,117,686	7,108,950	7,147,560	7,115,298	7,150,590	0.5%	1.0%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	169,071	196,636	135,956	124,521	106,830	148,000	38.5%	-2.6%
19 Game Guarantees	325,000	300,000	405,000	899,902	725,000	720,000	-0.7%	17.2%
20 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
21 Basketball								
22 Ticket Sales	120,288	131,526	195,510	100,082	77,955	83,500	7.1%	-7.0%
23 Game Guarantees	225,000	315,000	326,500	360,000	368,000	328,000	-10.9%	7.8%
24 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
25 Track & Field/Cross Country	4,605	4,136	1,822	2,710	3,348	2,250	-32.8%	-13.3%
26 Tennis	0	0	0	0	0	0		
27 Baseball	0	0	0	0	0	0		
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling	0	0	0	0	0	0		
31 Golf	0	0	0	0	0	0		
32 Volleyball	0	0	0	0	0	0		
33 Total Men's Sport Revenue	843,964	947,298	1,064,788	1,487,215	1,281,133	1,281,750	0.0%	8.7%
34 Women's Programs								
35 Volleyball								
36 Ticket Sales	3,198	3,063	2,688	3,449	4,307	3,781	-12.2%	3.4%
37 Game Guarantees	0	0	3,600	2,000	2,000	6,000	200.0%	
38 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
39 Basketball								
40 Ticket Sales	15,018	23,600	12,836	18,184	22,812	21,900	-4.0%	7.8%
41 Game Guarantees	11,000	23,000	19,500	65,000	76,000	44,000	-42.1%	32.0%
42 Other (Tourn/Bowl/Conf)	14,295	750	0	0	0	0		-100.0%
43 Track & Field/Cross Country	4,605	4,136	1,822	2,710	3,347	2,250	-32.8%	-13.3%
44 Tennis	0	0	0	0	0	0		
45 Gymnastics	0	0	0	0	0	0		
46 Golf	0	0	0	0	0	0		
47 Soccer	7,561	3,705	2,806	4,952	8,853	3,211	-63.7%	-15.7%
48 Softball	1,000	5,000	0	0	3,000	0	-100.0%	-100.0%
49 Skiing	0	0	0	0	0	0		
50 Swimming	0	0	0	0	0	0		
51 Total Women's Sport Rev	56,677	63,254	43,252	96,295	120,319	81,142	-32.6%	7.4%
50 Total Revenue	7,701,348	8,128,238	8,216,990	8,731,070	8,516,750	8,513,482	0.0%	2.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Expenditures by Admin/Sport		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
51	Administrative and General								
52	Athletic Director Office	841,585	839,554	680,826	725,477	755,459	632,271	-16.3%	-5.6%
53	Fund Raising Office	222,109	188,197	180,814	171,829	190,175	211,203	11.1%	-1.0%
54	Academics Support	244,515	202,937	234,387	253,551	251,903	202,420	-19.6%	-3.7%
55	Media Relations	199,474	170,117	203,753	187,813	191,580	177,610	-7.3%	-2.3%
56	Marketing and Promotions	277,479	153,193	172,010	235,799	203,317	176,907	-13.0%	-8.6%
57	Ticket Office	0	0	0	0	0	0		
58	Athletic Training Room	208,738	250,145	265,648	276,778	276,060	271,793	-1.5%	5.4%
59	Memberships and Dues	46,033	44,793	48,242	39,062	44,648	45,000	0.8%	-0.5%
60	Facilities Mtn & Debt Service	85,000	85,000	85,000	85,000	85,000	85,000	0.0%	0.0%
61	Capital Improvements	0	0	0	0	0	0		
62	NCAA/Special Event/Bowls	46,595	750	0	0	0	0		-100.0%
63	Other Miscellaneous	790,456	616,395	592,958	502,292	756,101	501,387	-33.7%	-8.7%
64	Total Admin & General	2,961,984	2,551,081	2,463,638	2,477,601	2,754,243	2,303,591	-16.4%	-4.9%
65									
66	Men's Programs:								
67	Football	1,953,471	1,817,596	1,935,488	2,107,695	2,050,701	2,301,474	12.2%	3.3%
68	Basketball	823,675	764,289	863,838	860,818	907,169	855,971	-5.6%	0.8%
69	Track & Field/Cross Country	310,031	293,231	295,114	288,551	276,797	298,659	7.9%	-0.7%
70	Tennis	95,857	96,929	81,891	97,807	109,243	97,558	-10.7%	0.4%
71	Baseball	0	0	0	0	0	0		
72	Wrestling	0	0	0	0	0	0		
73	Golf	91,870	82,823	15,058	4,817	0	0		-100.0%
74	Volleyball	0	0	0	0	0	0		
75	Rodeo	0	0	0	0	0	0		
76	Total Men's Programs	3,274,904	3,054,868	3,191,389	3,359,688	3,343,910	3,553,662	6.3%	1.6%
77									
78	Women's Programs								
79	Volleyball	356,805	332,383	358,118	362,629	373,993	385,966	3.2%	1.6%
80	Basketball	598,824	594,512	566,118	602,524	631,067	690,040	9.3%	2.9%
81	Track & Field/Cross Country	385,315	338,039	317,268	344,213	376,260	411,701	9.4%	1.3%
82	Tennis	123,439	112,339	99,310	113,820	132,909	142,492	7.2%	2.9%
83	Gymnastics	0	0	0	0	0	0		
84	Golf	112,107	104,199	93,770	110,715	108,037	112,075	3.7%	0.0%
85	Soccer	357,435	370,437	386,330	394,806	407,010	422,566	3.8%	3.4%
86	Softball	329,512	305,834	268,720	295,577	332,578	346,644	4.2%	1.0%
87	Skiing	0	0	0	0	0	0		
88	Swimming	0	0	0	0	0	0		
89	Total Women's Programs	2,263,437	2,157,743	2,089,634	2,224,284	2,361,854	2,511,484	6.3%	2.1%
90									
91	Total Expenditures	8,500,325	7,763,692	7,744,661	8,061,573	8,460,007	8,368,737	-1.1%	-0.3%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Participants by Sport		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
92	Men's Programs:								
93	Football	84	87	80	84	84	81	-3.6%	-0.7%
94	Basketball	18	14	16	15	15	14	-6.7%	-4.9%
95	Track & Field/Cross Country	46	37	38	36	39	32	-17.9%	-7.0%
96	Tennis	9	8	7	6	8	9	12.5%	0.0%
97	Baseball								
98	Wrestling								
99	Golf	7	7	0	0	0	0		-100.0%
100	Volleyball								
101	Rodeo								
102	Total Male Participation	164	153	141	141	146	136	-6.8%	-3.7%
103	Women's Programs								
104	Volleyball	13	13	13	17	13	13	0.0%	0.0%
105	Basketball	15	15	14	15	13	16	23.1%	1.3%
106	Track & Field/Cross Country	39	37	32	28	38	36	-5.3%	-1.6%
107	Tennis	9	7	9	9	10	11	10.0%	4.1%
108	Gymnastics								
109	Golf	9	8	6	8	7	8	14.3%	-2.3%
110	Soccer	23	22	23	24	28	26	-7.1%	2.5%
111	Softball	20	20	17	14	16	17	6.3%	-3.2%
112	Skiing	-	-						
113	Swimming	-	-						
114	Rodeo								
115	Total Female Participation	128	122	114	115	125	127	1.6%	-0.2%
116	Total Participants	292	275	255	256	271	263	-3.0%	-2.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Full Ride Scholarships (Hdct)		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
117	Men's Programs:								
118	Football	50.0	50.0	48.0	51.0	50.5	55.5	9.9%	2.1%
119	Basketball	12.0	11.0	13.0	11.0	13.0	10.0	-23.1%	-3.6%
120	Track & Field/Cross Country	1.0	2.0	3.0	3.0	2.0	1.0	-50.0%	0.0%
121	Tennis	0.0	0.0	0.0	0.0	0.5	0.0		
122	Baseball								
123	Wrestling								
124	Golf	0.0	0.0	0.0	0.0	0.0	0.0		
125	Volleyball								
126	Subtotal	63.0	63.0	64.0	65.0	66.0	66.5	0.8%	1.1%
127	Women's Programs								
128	Volleyball	9.0	9.0	10.0	11.0	12.0	12.0	0.0%	5.9%
129	Basketball	13.0	14.0	10.0	11.0	8.5	13.0	52.9%	0.0%
130	Track & Field/Cross Country	0.0	3.0	5.0	5.0	5.0	3.0	-40.0%	
131	Tennis	4.0	4.0	1.0	1.0	4.0	4.0	0.0%	0.0%
132	Gymnastics								
133	Golf	0.0	0.0	0.0	0.0	0.0	0.0		
134	Soccer	3.0	3.0	4.0	4.0	2.0	1.0	-50.0%	-19.7%
135	Skiing	0.0	0.0	1.0	0.0	0.0	0.0		
136	Softball	0.0	0.0	0.0	0.0	0.0	1.0		
137	Swimming	0.0	0.0	0.0	0.0	0.0	0.0		
138	Subtotal	29.0	33.0	31.0	32.0	31.5	34.0	7.9%	3.2%
139	Total Scholarships								
140	Partial Scholarships by Sport (FTE)								
141	Men's Programs:								
142	Football	8.18	11.67	11.51	11.09	3.44	4.34	26.2%	-11.9%
143	Basketball	0.50	0.50	0.00	0.49	0.00	0.50		0.0%
144	Track & Field/Cross Country	10.54	10.38	9.56	8.00	8.54	10.89	27.5%	0.7%
145	Tennis	3.94	4.20	2.81	4.02	3.53	3.71	5.0%	-1.2%
146	Baseball								
147	Wrestling								
148	Golf	2.50	2.62	0.00	0.00	0.00	0.00		-100.0%
149	Volleyball								
150	Rodeo								
151	Subtotal	25.66	29.37	23.88	23.60	15.51	19.44	25.3%	-5.4%
152	Women's Programs								
153	Volleyball	1.44	1.47	0.95	0.00	0.00	0.00		-100.0%
154	Basketball	0.00	0.49	1.01	0.50	2.04	1.16	-43.1%	
155	Track & Field/Cross Country	17.39	12.60	8.89	9.78	12.92	13.24	2.5%	-5.3%
156	Tennis	2.15	1.15	3.86	3.69	1.87	1.72	-8.0%	-4.4%
157	Gymnastics								
158	Golf	4.52	3.33	2.87	4.28	3.31	4.08	23.3%	-2.0%
159	Soccer	8.42	9.16	7.33	8.75	9.16	10.54	15.1%	4.6%
160	Softball	7.44	7.54	7.90	7.70	8.31	8.69	4.6%	3.2%
161	Skiing								
162	Swimming								
163	Rodeo								
164	Subtotal	41.36	35.74	32.81	34.70	37.61	39.43	4.8%	-1.0%
165	Total Scholarships								

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Revenues/Expend/Fund Balance	FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	645,308	480,817	969,361	700,856	1,077,791	539,424	-50.0%	-3.5%
4 Game Guarantees	1,285,000	1,165,000	1,005,000	804,000	1,063,980	2,203,000	107.1%	11.4%
5 Contributions	2,221,176	2,631,059	2,368,227	2,354,627	2,084,036	2,777,557	33.3%	4.6%
6 NCAA/Conference/Tournaments	1,505,558	1,446,488	1,381,112	1,578,852	2,004,216	1,531,785	-23.6%	0.3%
7 TV/Radio/Internet Rights	150,000	150,000	50,000	50,000	50,000	50,000	0.0%	-19.7%
8 Program/Novelty Sales,								
9 Concessions, Parking	67,428	40,579	36,903	48,925	36,037	34,250	-5.0%	-12.7%
10 Royalty, Advertisement, Sponsorship	361,817	273,569	114,678	396,999	385,041	892,500	131.8%	19.8%
11 Endowment/Investment Income	220,184	245,278	285,056	265,469	231,743	216,892	-6.4%	-0.3%
12 Other	223,157	129,704	73,749	77,003	297,993	516,000	73.2%	18.3%
13 Total Program Revenue	6,679,628	6,562,493	6,284,086	6,276,731	7,230,837	8,761,408	21.2%	5.6%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series				400,000	0	0		
16 Student Activity Fees	1,986,666	2,048,266	2,154,873	2,218,219	2,317,147	2,335,025	0.8%	3.3%
17 General Education Funds	2,201,200	2,263,906	2,150,549	2,246,527	2,214,700	2,214,700	0.0%	0.1%
18 GenEd Funds for Gender Eq.	534,860	561,560	846,560	846,560	1,632,885	846,560	-48.2%	9.6%
19 Institutional Funds	688,800	726,500	743,900	717,400	617,506	666,530	7.9%	-0.7%
20 Subtotal State/Inst. Support	3,424,860	3,551,966	3,741,009	3,810,487	4,465,091	3,727,790	-16.5%	1.7%
21 Total Non-Program Revenue	5,411,526	5,600,232	5,895,882	6,428,706	6,782,238	6,062,815	-10.6%	2.3%
22 Subtotal Operating Revenue:	12,091,154	12,162,726	12,179,968	12,705,437	14,013,075	14,824,223	5.8%	4.2%
23 Non-Cash Revenue								
24 Third Party Support	215,500	260,750	262,900	270,100	381,000	402,300	5.6%	13.3%
25 Indirect Institutional Support	287,978	280,304	233,521	305,244	354,418	391,824	10.6%	6.4%
26 Non-Cash Revenue	409,878	474,493	539,460	421,655	457,572	539,460	17.9%	5.6%
27 Non-Resident Tuition Waivers	1,711,300	1,743,952	1,716,831	1,843,208	2,160,805	1,850,000	-14.4%	1.6%
28 Subtotal Non-Cash Revenue	2,624,656	2,759,499	2,752,712	2,840,207	3,353,795	3,183,584	-5.1%	3.9%
29 Total Revenue:	14,715,810	14,922,225	14,932,680	15,545,644	17,366,870	18,007,808	3.7%	4.1%
30								
31 Expenditures:								
32 Operating Expenditures:								
33 Athletics Student Aid	2,394,766	2,480,796	2,535,486	2,850,642	2,956,509	3,152,441	6.6%	5.7%
34 Guarantees	160,374	288,486	298,916	138,132	313,905	321,750	2.5%	14.9%
35 Coaching Salary/Benefits	2,228,029	2,391,727	2,526,388	2,539,352	2,716,981	3,026,931	11.4%	6.3%
36 Admin Staff Salary/Benefits	1,769,848	1,898,039	1,952,361	1,904,159	1,887,726	1,892,995	0.3%	1.4%
37 Severance Payments	109,140	94,118	148,901	1,934	0	0		-100.0%
38 Recruiting	477,736	491,207	408,036	469,594	367,071	413,780	12.7%	-2.8%
39 Team Travel	1,581,545	1,470,544	1,798,219	1,518,534	1,913,014	1,923,047	0.5%	4.0%
40 Equipment, Uniforms and Supplies	423,464	371,074	394,646	373,182	446,713	556,250	24.5%	5.6%
41 Game Expenses	360,875	390,412	535,908	559,545	590,233	686,164	16.3%	13.7%
42 Fund Raising, Marketing, Promotion	224,791	223,699	168,362	207,435	231,482	262,360	13.3%	3.1%
43 Direct Facilities/Maint/Rentals	25,467	27,089	52,576	69,497	64,870	22,000	-66.1%	-2.9%
44 Debt Service on Facilities	0	0	0	0	0	0		
45 Spirit Groups	0	0	0	0	0	0		
46 Medical Expenses & Insurance	299,240	336,028	240,419	332,460	338,615	376,455	11.2%	4.7%
47 Memberships & Dues	415,452	415,144	412,144	414,380	414,258	409,100	-1.2%	-0.3%
48 NCAA/Special Event/Bowls	0	0	0	381,917	0	0		
49 Other Operating Expenses	1,296,699	1,684,310	1,148,759	910,891	1,556,252	1,775,776	14.1%	6.5%
50 Subtotal Operating Expenditures	11,767,426	12,562,673	12,621,121	12,671,654	13,797,629	14,819,049	7.4%	4.7%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	208,000	243,250	245,400	252,600	363,500	384,800	5.9%	13.1%
53 3rd Party Admin Staff Compensation	7,500	17,500	17,500	17,500	17,500	17,500	0.0%	18.5%
54 Indirect Facilities & Admin Support	287,978	280,304	233,521	305,244	354,418	391,824	10.6%	6.4%
55 Non-Cash Expense	409,878	474,493	539,460	421,655	457,572	539,460	17.9%	5.6%
56 Non-Resident Tuition Waivers	1,711,300	1,743,952	1,716,831	1,843,208	2,160,805	1,850,000	-14.4%	1.6%
57 Subtotal Non-Cash Expenditures	2,624,656	2,759,499	2,752,712	2,840,207	3,353,795	3,183,584	-5.1%	3.9%
58 Total Expenditures:	14,392,082	15,322,172	15,373,833	15,511,861	17,151,424	18,002,633	5.0%	4.6%
59								
60 Net Income/(deficit)	323,728	(399,947)	(441,153)	33,783	215,446	5,175	-97.6%	-56.3%
61								
62 Ending Fund Balance 6/30	685,575	285,628	(155,945)	(122,162)	93,284	98,458	5.5%	
63								
64 Sport Camps & Clinics								
65 Revenue	266,395	285,983	194,220	137,542	178,433	236,300	32.4%	-2.4%
66 Coach Compensation from Camp	55,885	69,711	73,901	38,812	31,275	61,828	97.7%	2.0%
67 Camp Expenses	250,586	218,561	170,550	107,856	131,411	174,472	32.8%	-7.0%
68 Total Expenses	306,471	288,272	244,451	146,668	162,686	236,300	45.2%	-5.1%
69 Net Income from Camps	(40,076)	(2,289)	(50,231)	(9,126)	15,747	0	-100.0%	-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

	FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	1,986,666	2,048,266	2,154,873	2,218,219	2,317,147	2,335,025	0.8%	3.3%
3 Contributions	2,221,176	2,631,059	2,368,227	2,354,627	2,084,036	2,777,557	33.3%	4.6%
4 State Support	2,201,200	2,263,906	2,150,549	2,246,527	2,214,700	2,214,700	0.0%	0.1%
5 Institutional Gender Equity	534,860	561,560	846,560	846,560	1,632,885	846,560	-48.2%	9.6%
6 Institutional Support	688,800	726,500	743,900	717,400	617,506	666,530	7.9%	-0.7%
7 NCAA/Conference	1,505,558	1,446,488	1,381,112	1,578,852	2,004,216	1,531,785	-23.6%	0.3%
8 TV/Radio/Internet	150,000	150,000	50,000	50,000	50,000	50,000	0.0%	-19.7%
9 Concessions/program/etc.	67,428	40,579	36,903	48,925	36,037	34,250	-5.0%	-12.7%
10 Advertising/sponsorship/Royalty	361,817	273,569	114,678	396,999	385,041	892,500	131.8%	19.8%
11 Endowments	220,178	245,278	285,056	265,469	231,743	216,892	-6.4%	-0.3%
12 Special Events	0	0	0	0	0	0		
13 Other	223,163	129,704	73,749	77,003	297,993	516,000	73.2%	18.3%
14 Total General Revenue	10,160,846	10,516,909	10,205,607	10,800,581	11,871,304	12,081,799	1.8%	3.5%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	545,623	425,052	858,490	610,058	998,844	449,424	-55.0%	-3.8%
19 Game Guarantees	1,185,000	1,060,000	850,000	725,000	950,000	2,075,000	118.4%	11.9%
20 Other (Tourn/Bowl/Conf)	0	0	0	400,000	0	0		
21 Basketball								
22 Ticket Sales	60,023	31,804	75,771	72,357	68,274	75,000	9.9%	4.6%
23 Game Guarantees	89,000	100,000	140,000	65,000	89,980	77,000	-14.4%	-2.9%
24 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
25 Track & Field/Cross Country	421	0	3,873	3,104	0	0		-100.0%
26 Tennis	0	0						
27 Baseball								
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling								
31 Golf	0	0		0	0	0		
32 Volleyball								
33 Total Men's Sport Revenue	1,880,067	1,616,856	1,928,134	1,875,519	2,107,098	2,676,424	27.0%	7.3%
34 Women's Programs								
35 Volleyball								
36 Ticket Sales	20,193	12,315	14,392	3,869	4,789	8,000	67.0%	-16.9%
37 Game Guarantees	0	0	0	0	4,000	3,000		
38 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
39 Basketball								
40 Ticket Sales	18,627	11,645	13,460	8,310	5,884	7,000	19.0%	-17.8%
41 Game Guarantees	11,000	5,000	15,000	14,000	20,000	44,000	120.0%	32.0%
42 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
43 Track & Field/Cross Country	421	0	3,375	3,158	0			-100.0%
44 Tennis	0	0	0	0	0	0		
45 Gymnastics								
46 Golf	0	0	0	0	0			
47 Soccer	0	0	0	0	0	4,000		
48 Softball								
49 Skiing								
50 Swimming	0	0	0	0	0	0		
51 Total Women's Sport Rev	50,241	28,961	46,227	29,337	34,673	66,000	90.3%	5.6%
52 Total Revenue	12,091,154	12,162,726	12,179,968	12,705,437	14,013,075	14,824,223	5.8%	4.2%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Expenditures by Admin/Sport		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
53	Administrative and General								
54	Athletic Director Office	801,364	710,283	813,976	990,936	969,157	978,649	1.0%	4.1%
55	Fund Raising Office	398,229	376,990	269,717	309,804	316,086	361,748	14.4%	-1.9%
56	Academics Support	220,728	265,112	256,306	189,314	139,842	151,929	8.6%	-7.2%
57	Media Relations	202,651	218,419	224,066	195,018	187,655	193,769	3.3%	-0.9%
58	Marketing and Promotions	150,095	148,638	113,371	160,798	157,666	179,816	14.0%	3.7%
59	Ticket Office	39,151	30,369	61,302	75,780	228,959	268,415	17.2%	47.0%
60	Athletic Training Room	561,424	625,537	523,376	568,597	585,811	250,000	-57.3%	-14.9%
61	Memberships and Dues	415,452	415,144	412,144	406,768	414,258	409,100	-1.2%	-0.3%
62	Facilities Mtn & Debt Service	0	0	40,265	63,922	0	0		
63	Capital Improvements	289,794	537,515	57,276	13,203	37,321	14,000	-62.5%	-45.4%
64	NCAA/Special Event/Bowls	0	0	0	381,917	0	0		
65	Other Miscellaneous	798,340	734,177	658,233	627,543	661,496	1,224,649	85.1%	8.9%
66	Total Admin & General	3,877,228	4,062,184	3,430,032	3,983,600	3,698,251	4,032,075	9.0%	0.8%
67									
68	Men's Programs:								
69	Football	3,618,892	3,626,395	4,158,655	3,555,514	4,587,974	4,882,647	6.4%	6.2%
70	Basketball	978,109	1,107,745	1,229,641	1,184,482	1,377,144	1,345,848	-2.3%	6.6%
71	Track & Field/Cross Country	360,532	384,230	395,861	415,926	396,216	412,494	4.1%	2.7%
72	Tennis	99,653	110,977	134,539	166,566	156,923	184,955	17.9%	13.2%
73	Baseball	0	0	0	0	0	0		
74	Wrestling	0	0	0	0	0	0		
75	Golf	143,782	179,376	169,331	179,069	198,443	193,608	-2.4%	6.1%
76	Volleyball	0	0	0	0	0	0		
77	Rodeo	0	0	0	0	0	0		
78	Total Men's Programs	5,200,968	5,408,723	6,088,027	5,501,557	6,716,700	7,019,552	4.5%	6.2%
79									
80	Women's Programs								
81	Volleyball	524,178	565,890	582,484	574,067	607,615	663,308	9.2%	4.8%
82	Basketball	721,839	803,362	871,047	819,638	865,568	1,053,432	21.7%	7.9%
83	Track & Field/Cross Country	423,565	529,622	469,861	492,382	443,724	506,468	14.1%	3.6%
84	Tennis	142,365	138,986	211,775	170,545	216,623	236,204	9.0%	10.7%
85	Gymnastics	0	0	0	0	0	0		
86	Golf	172,610	207,810	197,558	209,922	225,705	225,850	0.1%	5.5%
87	Soccer	355,950	403,600	433,102	411,111	520,781	556,383	6.8%	9.3%
88	Softball	0	0	0	0	0	0		
89	Skiing	0	0	0	0	0	0		
90	Swimming	348,723	442,496	337,235	508,832	502,662	525,776	4.6%	8.6%
91	Total Women's Programs	2,689,230	3,091,766	3,103,062	3,186,497	3,382,678	3,767,422	11.4%	7.0%
92									
93	Total Expenditures	11,767,426	12,562,673	12,621,121	12,671,654	13,797,629	14,819,049	7.4%	4.7%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Participants by Sport		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
94	Men's Programs:								
95	Football	125	107	108	102	112	111	-0.9%	-2.3%
96	Basketball	16	16	17	15	14	14	0.0%	-2.6%
97	Track & Field/Cross Country	41	43	45	38	43	42	-2.3%	0.5%
98	Tennis	12	10	7	11	13	12	-7.7%	0.0%
99	Baseball								
100	Wrestling								
101	Golf	9	10	8	8	8	11	37.5%	4.1%
102	Volleyball								
103	Rodeo								
104	Total Male Participation	203	186	185	174	190	190	0.0%	-1.3%
105	Women's Programs								
106	Volleyball	16	12	15	17	15	17	13.3%	1.2%
107	Basketball	16	14	14	13	15	16	6.7%	0.0%
108	Track & Field/Cross Country	33	34	44	40	40	42	5.0%	4.9%
109	Tennis	8	11	12	10	12	9	-25.0%	2.4%
110	Gymnastics								
111	Golf	7	6	7	8	8	9	12.5%	5.2%
112	Soccer	26	24	25	22	20	26	30.0%	0.0%
113	Softball								
114	Skiing								
115	Swimming	25	25	24	25	25	26	4.0%	0.8%
116	Rodeo								
117	Total Female Participation	131	126	141	135	135	145	7.4%	2.1%
118	Total Participants	334	312	326	309	325	335	3.1%	0.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
119	Men's Programs:								
120	Football	68.5	69.5	65.0	67.0	66.0	76.0	15.2%	2.1%
121	Basketball	12.0	10.0	12.0	11.0	11.0	13.0	18.2%	1.6%
122	Track & Field/Cross Country	6.0	4.0	5.0	6.0	6.0	7.0	16.7%	3.1%
123	Tennis			1.0	0.0	0.0	0.0		
124	Baseball								
125	Wrestling								
126	Golf			2.0	1.0	1.0	0.0	-100.0%	
127	Volleyball								
128	Subtotal	86.5	83.5	85.0	85.0	84.0	96.0	14.3%	2.1%
129	Women's Programs								
130	Volleyball	11.0	11.0	12.0	9.0	12.0	11.0	-8.3%	0.0%
131	Basketball	14.0	14.0	11.0	14.0	13.0	13.0	0.0%	-1.5%
132	Track & Field/Cross Country	7.0	9.0	7.0	7.0	8.0	10.0	25.0%	7.4%
133	Tennis	7.5	6.0	7.0	8.0	8.0	6.0	-25.0%	-4.4%
134	Gymnastics								
135	Golf	4.0	4.0	6.0	5.0	4.0	5.0	25.0%	4.6%
136	Soccer	1.0	2.0	3.0	3.0	2.0	2.0	0.0%	14.9%
137	Skiing								
138	Softball								
139	Swimming	7.0	7.0	6.0	7.0	7.0	8.0	14.3%	2.7%
140	Subtotal	51.5	53.0	52.0	53.0	54.0	55.0	1.9%	1.3%
141	Total Scholarships	138.0	136.5	137.0	138.0	138.0	151.0	9.4%	1.8%
142	Partial Scholarships by Sport (FTE)								
143	Men's Programs:								
144	Football	7.10	0.60	6.14	5.89	8.48	5.47	-35.5%	-5.1%
145	Basketball	0.00	1.99	0.00	1.61	0.74	0.00	-100.0%	
146	Track & Field/Cross Country	6.47	8.21	6.67	6.40	5.19	4.60	-11.4%	-6.6%
147	Tennis	4.13	4.20	3.47	4.49	4.50	4.44	-1.3%	1.5%
148	Baseball								
149	Wrestling								
150	Golf	4.32	4.10	2.33	3.12	3.51	4.40	25.4%	0.4%
151	Volleyball								
152	Rodeo								
153	Subtotal	22.02	19.10	18.61	21.51	22.42	18.91	-15.7%	-3.0%
154	Women's Programs								
155	Volleyball	0.00	0.00	0.00	1.40	0.00	1.00		
156	Basketball	0.00	0.00	1.08	0.46	1.01	0.62	-38.6%	
157	Track & Field/Cross Country	9.86	7.71	9.63	9.27	8.12	6.33	-22.0%	-8.5%
158	Tennis	0.00	0.00	0.50	0.00	0.00	0.50		
159	Gymnastics								
160	Golf	1.82	1.66	0.00	0.69	1.96	0.97	-50.5%	-11.8%
161	Soccer	9.26	11.36	8.82	9.48	10.38	11.10	6.9%	3.7%
162	Softball								
163	Skiing								
164	Swimming	6.80	5.94	5.03	6.35	6.47	4.00	-38.2%	-10.1%
165	Rodeo								
166	Subtotal	27.74	26.67	25.06	27.65	27.94	24.52	-12.2%	-2.4%
167	Total Scholarships	49.76	45.77	43.67	49.16	50.36	43.43	-13.8%	-2.7%

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Revenues/Expend/Fund Balance	FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	31,939	40,859	34,339	37,188	37,100	35,000	-5.7%	1.8%
4 Game Guarantees								
5 Contributions	512,503	514,218	517,505	515,511	550,514	476,600	-13.4%	-1.4%
6 NCAA/Conference/Tournaments								
7 TV/Radio/Internet Rights	5,500	6,300	5,900	8,800	6,350	5,000	-21.3%	-1.9%
8 Program/Novelty Sales,								
9 Concessions, Parking								
10 Royalty, Advertisement, Sponsorship								
11 Endowment/Investment Income								
12 Other								
13 Total Program Revenue	549,942	561,377	557,744	561,499	593,964	516,600	-13.0%	-1.2%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	545,690	605,197	504,117	463,657	427,581	460,000	7.6%	-3.4%
16 Student Activity Fees	292,765	294,890	292,440	319,920	331,329	350,000	5.6%	3.6%
17 General Education Funds	807,341	831,880	844,675	817,036	783,656	810,000	3.4%	0.1%
18 GenEd Funds for Gender Eq.	* See Note	* See Note	* See Note	* See Note	* See Note	* See Note		
19 Institutional Funds	82,235	126,500	126,500	126,500	126,500	126,500	0.0%	9.0%
20 Subtotal State/Inst. Support	889,576	958,380	971,175	943,536	910,156	936,500	2.9%	1.0%
21 Total Non-Program Revenue	1,728,031	1,858,467	1,767,732	1,727,113	1,669,066	1,746,500	4.6%	0.2%
22 Subtotal Operating Revenue:	2,277,973	2,419,844	2,325,476	2,288,612	2,263,030	2,263,100	0.0%	-0.1%
23 Non-Cash Revenue								
24 Third Party Support	25,000	29,400	29,500	36,989	25,550	31,000	21.3%	4.4%
25 Indirect Institutional Support	121,784	151,604	162,004	184,702	159,528	162,500	1.9%	5.9%
26 Non-Cash Revenue								
27 Non-Resident Tuition Waivers	542,868	688,692	979,004	1,001,002	1,030,456	1,153,400	11.9%	16.3%
28 Subtotal Non-Cash Revenue	689,652	869,696	1,170,508	1,222,693	1,215,534	1,346,900	10.8%	14.3%
29 Total Revenue:	2,967,625	3,289,540	3,495,984	3,511,305	3,478,564	3,610,000	3.8%	4.0%
* Institutional gender equity for FY2007 thru FY2012 is reflected in line 27 Non-Resident Tuition Waivers as a result of the increased Athletic Fee Waivers approved by Board action on August 10, 2006								
31 Expenditures:								
32 Operating Expenditures:								
33 Athletics Student Aid	361,116	406,892	450,610	455,825	478,700	474,650	-0.8%	5.6%
34 Guarantees	35,546	18,131	31,247	56,567	36,963	44,500	20.4%	4.6%
35 Coaching Salary/Benefits	415,198	461,205	470,251	495,978	410,023	512,550	25.0%	4.3%
36 Admin Staff Salary/Benefits	287,002	275,516	257,402	212,584	235,815	200,900	-14.8%	-6.9%
37 Severance Payments								
38 Recruiting	17,763	38,229	25,905	33,810	41,703	20,900	-49.9%	3.3%
39 Team Travel	190,198	251,739	231,311	232,572	286,549	252,000	-12.1%	5.8%
40 Equipment, Uniforms and Supplies	140,751	159,211	133,200	139,711	178,779	121,600	-32.0%	-2.9%
41 Game Expenses	79,653	72,188	75,964	83,699	62,707	74,300	18.5%	-1.4%
42 Fund Raising, Marketing, Promotion								
43 Direct Facilities/Maint/Rentals								
44 Debt Service on Facilities								
45 Spirit Groups								
46 Medical Expenses & Insurance	27,068	20,000	20,000	16,800	17,930	17,000	-5.2%	-8.9%
47 Memberships & Dues								
48 NCAA/Bowls/World Series	531,856	605,644	497,730	495,660	458,361	455,000	-0.7%	-3.1%
49 Other Operating Expenses	103,281	105,450	102,401	94,268	74,843	84,700	13.2%	-3.9%
50 Subtotal Operating Expenditures	2,189,432	2,414,205	2,296,021	2,317,474	2,282,373	2,258,100	-1.1%	0.6%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation								
53 3rd Party Admin Staff Compensation								
54 Indirect Facilities & Admin Support	121,784	151,604	162,004	184,702	159,528	162,500	1.9%	5.9%
55 Non-Cash Expense	25,000	29,400	29,500	36,989	25,550	31,000	21.3%	4.4%
56 Non-Resident Tuition Waivers	542,868	688,692	979,004	1,001,002	1,030,456	1,153,400	11.9%	16.3%
57 Subtotal Non-Cash Expenditures	689,652	869,696	1,170,508	1,222,693	1,215,534	1,346,900	10.8%	14.3%
58 Total Expenditures:	2,879,084	3,283,901	3,466,529	3,540,167	3,497,907	3,605,000	3.1%	4.6%
60 Net Income/(deficit)	88,541	5,639	29,455	(28,862)	(19,343)	5,000	-125.8%	-43.7%
62 Ending Fund Balance 6/30	108,536	114,175	143,630	114,768	95,425	100,425	5.2%	-1.5%
64 Sport Camps & Clinics								
65 Camp Revenue	65,841	69,609	83,582	55,901	56,367	60,000	6.4%	-1.8%
66 Coach Compensation from Camp	12,750	19,500	17,450	18,675	15,500	20,000	29.0%	9.4%
67 Camp Expenditures	43,557	39,814	45,027	33,252	29,922	35,000	17.0%	-4.3%
68 Total Expenses	56,307	59,314	62,477	51,927	45,422	55,000	21.1%	-0.5%
69 Net Income from Camps	9,534	10,295	21,105	3,974	10,945	5,000	-54.3%	-12.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
1	General Revenue:								
2	Student Fees	292,765	294,890	292,440	319,920	331,329	350,000	5.6%	3.6%
3	Contributions	180,711	138,686	181,674	79,846	85,450	215,000	151.6%	3.5%
4	State Support	807,341	831,880	844,675	817,036	783,656	810,000	3.4%	0.1%
5	Institutional Gender Equity	* See Note	* See Note	* See Note	* See Note	* See Note	* See Note		
6	Institutional Support	82,235	126,500	126,500	126,500	126,500	126,500	0.0%	9.0%
7	NCAA/Conference /World Series	545,690	605,197	504,117	463,657	427,581	460,000	7.6%	-3.4%
8	TV/Radio/Internet	5,500	6,300	5,900	8,800	6,350	5,000	-21.3%	-1.9%
9	Concessions/program/etc.								
10	Advertising/sponsorship/Royalty								
11	Endowments								
12	Special Events								
13	Other								
14	Total General Revenue	1,914,242	2,003,453	1,955,306	1,815,759	1,760,866	1,966,500	11.7%	0.5%
15	Revenue By Sport:								
16	Men's Programs:								
17	Football								
18	Ticket Sales								
19	Game Guarantees								
20	Other (Tourn/Bowl/Conf)								
21	Basketball								
22	Ticket Sales	7,027	8,989	7,555	8,181	8,162	7,700	-5.7%	1.8%
23	Game Guarantees								
24	Contributions (Fundraising)	38,388	30,261	29,394	60,508	76,569	40,000	-47.8%	0.8%
25	Track & Field/Cross Country	17,358	17,333	18,729	28,118	24,997	16,000	-36.0%	-1.6%
26	Tennis	11,738	17,180	24,183	28,315	20,326	9,000	-55.7%	-5.2%
27	Baseball								
28	Ticket Sales	15,969	20,430	17,169	18,594	18,550	17,500	-5.7%	1.8%
29	Contributions (Fundraising)	65,018	76,494	51,037	69,558	68,921	67,000	-2.8%	0.6%
30	Wrestling								
31	Golf (Contributions & Fundraising)	24,284	15,018	16,038	12,594	15,840	10,000	-36.9%	-16.3%
32	Volleyball								
33	Total Men's Sport Revenue	179,782	185,705	164,105	225,868	233,365	167,200	-28.4%	-1.4%
34	Women's Programs								
35	Volleyball								
36	Ticket Sales	1,916	2,451	2,060	2,231	2,226	2,100	-5.7%	1.9%
37	Game Guarantees								
38	Contributions (Fundraising)	26,870	39,033	40,769	35,556	43,445	40,100	-7.7%	8.3%
39	Basketball								
40	Ticket Sales	7,027	8,989	7,555	8,181	8,162	7,700	-5.7%	1.8%
41	Game Guarantees								
42	Contributions (Fundraising)	81,369	87,947	57,416	77,301	91,420	32,000	-65.0%	-17.0%
43	Track & Field/Cross Country	29,582	42,004	47,284	58,317	60,457	28,500	-52.9%	-0.7%
44	Tennis	14,394	26,330	35,264	37,473	30,337	9,000	-70.3%	-9.0%
45	Gymnastics								
46	Golf (Contributions & Fundraising)	22,791	23,932	15,717	27,926	32,752	10,000	-69.5%	-15.2%
47	Soccer								
48	Softball								
49	Skiing								
50	Swimming								
51	Total Women's Sport Rev	183,949	230,686	206,065	246,985	268,799	129,400	-51.9%	-6.8%
52	Total Revenue	2,277,973	2,419,844	2,325,476	2,288,612	2,263,030	2,263,100	0.0%	-0.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Expenditures by Admin/Sport		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
53	Administrative and General								
54	Athletic Director Office	402,784	395,358	350,040	318,686	318,775	309,406	-2.9%	-5.1%
55	Fund Raising Office	5,217	2,114	6,381	595	174		-100.0%	-100.0%
56	Academic Support								
57	Media Relations								
58	Marketing and Promotions								
59	Ticket Office								
60	Athletic Training Room	47,879	53,614	52,083	46,440	29,232	47,850	63.7%	0.0%
61	Memberships and Dues								
62	Facilities Mtn & Debt Service								
63	Capital Improvements								
64	NCAA/Special Event/Bowls								
65	Other Miscellaneous/World Series	531,856	605,644	497,730	495,660	458,361	455,000	-0.7%	-3.1%
66	Total Admin & General	987,736	1,056,730	906,234	861,381	806,542	812,256	0.7%	-3.8%
67									
68	Men's Programs:								
69	Football								
70	Basketball	208,343	198,221	213,147	227,163	268,385	228,918	-14.7%	1.9%
71	Track & Field/Cross Country	45,835	56,957	45,480	59,148	59,036	50,030	-15.3%	1.8%
72	Tennis	31,756	22,094	32,749	40,353	52,783	42,632	-19.2%	6.1%
73	Baseball	379,920	442,355	441,992	459,335	391,130	454,407	16.2%	3.6%
74	Wrestling								
75	Golf	40,895	48,426	47,926	47,042	46,833	45,556	-2.7%	2.2%
76	Volleyball								
77	Rodeo								
78	Total Men's Programs	706,749	768,053	781,294	833,041	818,167	821,543	0.4%	3.1%
79									
80	Women's Programs								
81	Volleyball	158,753	186,354	199,757	209,998	227,731	208,557	-8.4%	5.6%
82	Basketball	212,007	249,124	229,567	234,090	229,988	223,439	-2.8%	1.1%
83	Track & Field/Cross Country	45,066	69,331	82,642	92,151	86,496	89,091	3.0%	14.6%
84	Tennis	29,351	30,958	38,828	49,462	60,271	44,732	-25.8%	8.8%
85	Gymnastics								
86	Golf	49,770	53,655	57,699	37,351	53,178	58,482	10.0%	3.3%
87	Soccer								
88	Softball								
89	Skiing								
90	Swimming								
91	Total Women's Programs	494,947	589,422	608,493	623,052	657,664	624,301	-5.1%	4.8%
92									
93	Total Expenditures	2,189,432	2,414,205	2,296,021	2,317,474	2,282,373	2,258,100	-1.1%	0.6%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Participants by Sport		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
94	Men's Programs:								
95	Football								
96	Basketball	12	10	13	10	14	16	14.3%	5.9%
97	Track & Field/Cross Country	6	16	17	18	14	25	78.6%	33.0%
98	Tennis	9	8	13	15	12	9	-25.0%	0.0%
99	Baseball	44	37	42	37	35	34	-2.9%	-5.0%
100	Wrestling								
101	Golf	5	8	8	7	10	7	-30.0%	7.0%
102	Volleyball								
103	Rodeo								
104	Total Male Participation	76	79	93	87	85	91	7.1%	3.7%
105	Women's Programs								
106	Volleyball	12	13	17	16	17	16	-5.9%	5.9%
107	Basketball	11	11	11	11	12	12	0.0%	1.8%
108	Track & Field/Cross Country	9	15	23	23	20	29	45.0%	26.4%
109	Tennis	11	9	13	14	12	10	-16.7%	-1.9%
110	Gymnastics								
111	Golf	10	9	10	10	10	8	-20.0%	-4.4%
112	Soccer								
113	Softball								
114	Skiing								
115	Swimming								
116	Rodeo								
117	Total Female Participation	53	57	74	74	71	75	5.6%	7.2%
118	Total Participants	129	136	167	161	156	166	6.4%	5.2%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

		FY07 Act	FY08 Act	FY09 Act	FY10 Act	FY11 Act	FY12 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
119 Men's Programs:									
120 Football	LCSC does not provide full-ride scholarships								
121 Basketball									
122 Track & Field/Cross Country									
123 Tennis									
124 Baseball									
125 Wrestling									
126 Golf									
127 Volleyball									
128 Subtotal		0.0	0.0	0.0	0.0	0.0	0.0		
129 Women's Programs									
130 Volleyball	LCSC does not provide full-ride scholarships								
131 Basketball									
132 Track & Field/Cross Country									
133 Tennis									
134 Gymnastics									
135 Golf									
136 Soccer									
137 Skiing									
138 Softball									
139 Swimming									
140 Subtotal		0.0	0.0	0.0	0.0	0.0	0.0		
141 Total Scholarships		0.0	0.0	0.0	0.0	0.0	0.0		
142 Partial Scholarships by Sport (FTE)									
143 Men's Programs:									
144 Football									
145 Basketball		6.64	6.39	7.98	5.64	8.20	6.97	-15.0%	1.0%
146 Track & Field/Cross Country		1.07	4.87	2.84	2.74	2.84	2.87	1.1%	21.8%
147 Tennis		2.19	1.98	2.22	1.87	0.70	1.79	155.7%	-4.0%
148 Baseball		11.31	11.54	10.95	9.83	9.05	10.54	16.5%	-1.4%
149 Wrestling									
150 Golf		1.57	2.53	1.69	1.55	2.80	2.03	-27.5%	5.3%
151 Volleyball									
152 Rodeo									
153 Subtotal		22.78	27.31	25.68	21.63	23.59	24.20	2.6%	1.2%
154 Women's Programs									
155 Volleyball		4.45	6.06	5.43	2.96	2.70	4.32	60.0%	-0.6%
156 Basketball		6.99	6.70	4.41	4.77	3.61	5.30	46.8%	-5.4%
157 Track & Field/Cross Country		2.52	3.12	2.64	2.98	4.92	3.24	-34.1%	5.2%
158 Tennis		2.19	1.67	2.18	1.36	1.65	1.81	9.7%	-3.7%
159 Gymnastics									
160 Golf		1.49	1.43	1.84	1.00	1.81	1.51	-16.6%	0.3%
161 Soccer									
162 Softball									
163 Skiing									
164 Swimming									
165 Rodeo									
166 Subtotal		17.64	18.98	16.50	13.07	14.69	16.18	10.1%	-1.7%
167 Total Scholarships		40.42	46.29	42.18	34.70	38.28	40.38	5.5%	0.0%

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ATHLETICS
FEBRUARY 16, 2012

SUBJECT

Intercollegiate Athletics Department, Employee Compensation Report

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.H. and III.T.4.

BACKGROUND/ DISCUSSION

The Athletics Compensation report details the contracted salary received by administrators and coaches, bonuses, additional compensation, and perquisites, if applicable. The reports, by institution, include FY 2011 actual compensation and FY 2012 estimated compensation.

IMPACT

Reports athletic employee compensation for FY11 (actual) and FY12 (estimated).

ATTACHMENTS

Attachment 1 - Boise State University	FY11 Actual	Pages 3-6
	FY12 Estimate	Pages 7-9
Attachment 2 - Idaho State University	FY11 Actual	Pages 11-13
	FY12 Estimate	Pages 15-16
Attachment 3 - University of Idaho	FY11 Actual	Pages 17-18
	FY12 Estimate	Pages 19-20
Attachment 4 - Lewis-Clark State College	FY11 Actual	Pages 21-22
	FY12 Estimate	Pages 23-24

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated to the Chief Executive Officer of each institution the appointing authority for all athletic department positions, except multi-year contracts for head coaches and athletic directors.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Intercollegiate Athletics Compensation Report

Boise State University

FY2011 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Funding			
		Base Salary	Camps/ Clinics	*** Media	Equip Co & Other	Academic Perform	Winning Perform	Other**	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration															
Alison Bender Interim Asst AD, Mktg & 1.000	51,106	0	0	0	0	0	0	No	No	No	No		51,106	-	
Andy Atkinson Director, Ath Info & Digita 1.000	65,500	0	0	0	0	0	0	No	No	No	No		65,500	-	
* Anita Guerricab Asst AD - Tkt Operations 0.835	55,161	0	0	0	0	0	0	No	No	No	No		55,161	-	
Brent Moore Director, Special Events 1.000	40,020	0	0	0	0	0	0	No	No	No	No		40,020	-	
Ashlee Anderso Dir, Student-Ath Enhance 1.000	46,384	0	0	0	0	0	0	No	No	No	No	43,601	2,783	-	
Bob Carney Mgr, Ath Dept Fac/Opera 1.000	46,405	0	0	0	0	0	0	No	No	No	No		46,405	-	
Bob Madden Assoc AD, Development 1.000	104,500	0	0	1,200	0	0	0	Yes	Yes	No	No		104,500	1,200	
TBD Asst AD, Mktg & Promc 1.000	58,490	0	0	0	0	0	0	No	No	No	No		58,490	-	
Brandon Voigt Asst Athletic Trainer 1.000	37,544	0	0	0	0	0	0	No	No	No	No	37,544	-	-	
Brandon Zimme Accountant 1.000	40,020	0	0	0	0	0	0	No	No	No	No	40,020	-	-	
Taylor Little Video Services Coordinat 1.000	34,820	0	0	0	0	0	0	No	No	No	No		34,820	-	
Chelsie Hermar Academic Advisor 1.000	37,357	0	0	0	0	0	0	No	No	No	No	37,357	-	-	
Christina Van T. Sr. Assoc AD - SWA 1.000	95,015	0	0	1,200	0	0	0	No	Yes	No	No		95,015	1,200	
Cindy Rice Senior Accountant 1.000	46,072	0	0	0	0	0	0	No	No	No	No	46,072	-	-	
Curt Apsey Sr. Assoc AD, Advancem 1.000	150,010	0	0	1,200	0	0	0	Yes	Yes	No	No		150,010	1,200	
Dale Holste Dir, Athletic Equipment O 1.000	57,013	0	0	1,500	0	0	0	No	No	No	No		57,013	1,500	
Doug Link Asst Sports Info Director 1.000	41,143	0	0	0	0	0	0	No	No	No	No		41,143	-	
Eric Kile Academic Advisor 1.000	37,357	0	0	0	0	0	0	No	No	No	No	37,357	-	-	
Eric Thorpe Dir, Game Operations/Ev 0.750	25,881	0	0	0	0	0	0	No	No	No	No		25,881	-	
Gabe Rosenvall Asst AD, Student Service 1.000	55,516	0	0	1,500	4,000	0	0	No	No	No	No	55,516	4,000	1,500	
Gene Bleymaier Executive Director, Athlet 1.000	266,116	0	0	3,000	42,500	104,352	0	Yes	Yes	No	Yes		412,968	3,000	
Heather Little Student Ins/HR Coord, Ai 1.000	34,508	0	0	0	0	0	0	No	No	No	No		34,508	-	
Jeff Jones Asst Coach, Strength 1.000	33,301	0	0	0	0	0	0	No	No	No	No	33,301	-	-	
Joe Nickell Sports Information Direct 1.000	42,120	0	0	0	0	0	0	No	No	No	No		42,120	-	
Jolenne Dimeo Facility Operations Super 1.000	42,245	0	0	0	0	0	0	No	No	No	No		42,245	-	
Josh Dreher Asst Athletic Trainer 1.000	34,508	0	0	0	0	0	0	No	No	No	No	34,508	-	-	
* Julie Stevens Head Cheerleader/Dance 0.384	15,351	0	0	0	0	0	0	No	No	No	No		15,351	-	
Karen Vickery Academic Advisor 1.000	34,508	0	0	0	0	0	0	No	No	No	No	34,508	-	-	
Kathy Harris Auction Coordinator 1.000	34,807	0	0	0	0	0	0	No	No	No	No		34,807	-	
Katy Ham Asst Athletic Trainer 1.000	34,508	0	0	0	0	0	0	No	No	No	No	-	34,508	-	
Keita Shimada Asst Athletic Trainer 1.000	34,820	0	0	0	0	0	0	No	No	No	No		34,820	-	
* Kris Kamann Assoc Director, BAA 0.436	23,164	0	0	0	0	0	0	No	No	No	No		23,164	-	
Lori Hays Asst AD/Oper & Event M 1.000	51,272	0	0	0	0	0	0	No	No	No	No		51,272	-	
Marc Paul Asst AD/Athletic Trainer 1.000	72,010	0	0	1,500	0	0	0	No	No	No	No		72,010	1,500	
Matt Dimmitt Coordinator, Video Servic 1.000	34,861	0	0	0	0	0	0	No	No	No	No		34,861	-	
Max Corbet Asst AD, Media Relations 1.000	55,661	0	0	0	0	0	0	No	No	No	No		55,661	-	
Michelle Smith Asst Sports Info Director 1.000	35,548	0	0	0	0	0	0	No	No	No	No	35,548	-	-	
Mike Sumpter Assoc AD/Operations 1.000	81,661	0	0	1,200	0	0	0	No	Yes	No	No		81,661	1,200	
Mike Waller Assoc AD/Administration 1.000	93,351	0	0	1,200	0	0	0	No	Yes	No	No		93,351	1,200	
Nicole Gamez Assoc AD - Finance 1.000	85,010	0	0	1,200	0	0	0	No	Yes	No	No		85,010	1,200	
* Rachel Bickerto Dir, Trademark Lic/Enfor 0.437	35,007	0	0	0	0	0	0	No	No	No	No		35,007	-	

Intercollegiate Athletics Compensation Report

Boise State University

FY2011 Actual Compensation

			Compensation				Contract Bonus			Perks			Funding			
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	*** Media	Equip Co & Other	Academic Perform	Winning Perform	Other**	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Raul Ibarra	Director, Team Operator	1.000	41,205	0	0	0	0	0	0	No	No	No	No		41,205	-
Ron Dibelius	Asst to the AD, Major Gift	1.000	56,660	0	0	0	0	0	0	No	Yes	No	No		56,660	-
Ryan Becker	Marketing/Promotions Cc	1.000	34,508	0	0	0	0	0	0	No	No	No	No		34,508	-
Scott Duncan	Facility Maintenance Sup	1.000	39,416	0	0	0	0	0	0	No	No	No	No		39,416	-
Shaela Priaulx	Ticket Manager	1.000	46,010	0	0	0	0	0	0	No	No	No	No		46,010	-
Steve Schulz	Assoc Coach, Strength &	1.000	43,618	0	0	0	0	0	0	No	No	No	No		43,618	-
Ikechi Ukaegbu	Asst Director, NCAA Con	1.000	58,012	0	0	0	0	0	0	No	No	No	No		58,012	-
Tim Socha	Head Coach, Strength	1.000	94,328	9,917	0	1,500	0	10,180	0	No	Yes	No	No		104,508	11,417
Tyler Smith	Assoc Athletic Trainer	1.000	41,829	0	0	0	0	0	0	No	No	No	No	41,829	-	-
Valerie Ticheno	Exec Dir, Press Box/Sky	1.000	62,005	0	0	0	0	0	0	No	No	No	No		62,005	-
Natalie Keffer	Exec Asst to Athletic Dire	1.000	42,120	0	0	0	0	0	0	No	No	No	No		42,120	-
Jentry Walsh	Event Coordinator	1.000	34,820	0	0	0	0	0	0	No	No	No	No		34,820	-
Elizabeth Johns	Asst Ticket Manager	1.000	34,820	0	0	0	0	0	0	No	No	No	No		34,820	-
Jonathan Brode	Development Specialist	1.000	34,820	0	0	0	0	0	0	No	No	No	No		34,820	-
Men's Sports																
Football																
Chris Petersen	Head Coach	1.000	1,175,002		0	3,500	20,000	125,000	200,000	No	Yes	No	Yes		1,520,002	3,500
Brent Pease	Assistant Coach	1.000	259,520	11,931	0	1,500	1,500	3,000	0	No	Yes	No	No		264,020	13,431
Pete Kwiatkowski	Assistant Coach	1.000	259,520	12,499	0	1,500	1,500	3,000	0	No	Yes	No	No		264,020	13,999
Chris Strausser	Assistant Coach	1.000	233,666	11,919	0	1,500	1,500	3,000	0	No	Yes	No	No		238,166	13,419
Bob Gregory	Assistant Coach	1.000	220,000	12,193	0	1,500	0	3,000	0	No	Yes	No	No		223,000	13,693
Robert Prince	Assistant Coach	1.000	210,328	0	0	1,500	0	0	0	No	Yes	No	No		210,328	1,500
Jeff Choate	Assistant Coach	1.000	199,117	11,922	0	1,500	1,500	3,000	0	No	Yes	No	No		203,617	13,422
Scott Huff	Assistant Coach	1.000	158,525	11,927	0	1,500	1,500	3,000	0	No	Yes	No	No		163,025	13,427
Marcel Yates	Assistant Coach	1.000	174,631	11,926	0	1,500	1,500	3,000	0	No	Yes	No	No		179,131	13,426
Keith Bhonapha	Assistant Coach	1.000	121,191	12,278	0	1,500	1,500	3,000	0	No	Yes	No	No		125,691	13,778
Louis Major	Director, Football Operati	1.000	52,520	3,092	0	750	0	0	0	No	Yes	No	No		52,520	3,842
Julius Brown	Director, Player Personne	1.000	50,004	12,624	0	750	1,500	3,000	0	No	No	No	No		54,504	13,374
Brad Larrondo	Asst Athletic Director, Fo	1.000	62,504	0	0	750	0	0	0	No	No	No	No		62,504	750
Basketball																
Leon Rice	Head Coach	1.000	430,003	0	0	10,000	0	0	0	Yes	Yes	No	Yes		430,003	10,000
+ Greg Graham			271,701	0	0	0	0	0	0	No	No	No	Yes		271,701	-
David Wojcik	Associate Head Coach	1.000	125,009	0	0	1,500	0	0	0	No	Yes	No	No		125,009	1,500
Jeff Linder	Assistant Coach	1.000	90,014	0	0	2,000	0	0	0	No	Yes	No	No		90,014	2,000
Shaun Vandiver	Assistant Coach	1.000	60,511	5,147	0	4,000	0	0	0	No	Yes	No	No		60,511	9,147
John Rillie	Director, Men's BB Oper	1.000	34,515	0	0	2,000	0	0	0	No	No	No	No	34,515	-	2,000
Wrestling																
Greg Randall	Head Coach	1.000	69,576	2,066	0	417	0	7,000	0	No	Yes	No	No	53,269	23,307	2,483
Chris Owens	Assistant Coach	1.000	42,495	4,832	0	0	0	750	0	No	No	No	No	38,626	4,619	4,832
Kirk White	Assistant Coach	1.000	30,888	1,217	0	0	0	750	0	No	No	No	No	22,964	8,674	1,217

Intercollegiate Athletics Compensation Report

Boise State University

FY2011 Actual Compensation

		Athletic FTE	Compensation				Contract Bonus			Perks			Funding			
			Base Salary	Camps/ Clinics	*** Media	Equip Co & Other	Academic Perform	Winning Perform	Other**	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Depart/Name/Title																
Golf																
Kevin Burton	Head Coach	1.000	40,893	0	0	417	0	0	0	Yes	Yes	No	No	40,893	-	417
Tennis																-
Greg Patton	Head Coach	1.000	98,072	0	0	417	1,800	2,000	0	No	Yes	No	No		101,872	417
Clancy Shields	Assistant Coach	1.000	28,018	3,614	0	0	0	750	0	No	No	No	No	28,018	750	3,614
Men/Women's Track & Field																
JW Hardy	Head Coach	1.000	85,010	0	0	417	9,800	0	0	Yes	Yes	No	Yes		94,810	417
Jeff Petersmeyer	Assistant Coach	1.000	53,020	0	0	0	4,450	0	0	No	No	No	No	53,020	4,450	-
Kelly Watson	Assistant Coach	1.000	32,012	0	0	0	3,700	0	0	No	No	No	No	32,012	3,700	-
Keith Vance	Assistant Coach	1.000	31,013	0	0	0	4,450	0	0	No	No	No	No		35,463	-
Brad Wick	Assistant Coach	1.000	28,018	0	0	0	6,100	0	0	No	No	No	No	28,018	6,100	-
Women's Sports																
Basketball																
Gordon Presnel	Head Coach	1.000	180,007	0	0	417	0	4,000	0	No	Yes	No	Yes		184,007	417
Anthony Turner	Assistant Coach	1.000	75,001	0	0	0	0	0	0	No	Yes	No	No	55,019	19,982	-
Calamity McEnt	Assistant Coach	1.000	55,019	0	0	0	0	0	0	No	Yes	No	No	55,019	-	-
Heather Sower	Assistant Coach	1.000	54,873	150	0	0	0	0	0	No	Yes	No	No	54,873	-	150
Cariann Ramire Dir,	Women's BB Operati	1.000	34,515	0	0	0	0	0	0	No	No	No	No	34,515	-	-
Soccer																
Steve Lucas	Head Coach	1.000	52,430	0	0	417	0	3,000	0	No	Yes	No	No	52,430	3,000	417
Mark Hiemenz	Assistant Coach	1.000	36,895	0	0	0	0	1,000	0	No	No	No	No	36,895	1,000	-
Stephanie Wieg	Assistant Coach	1.000	23,671	0	0	0	0	0	0	No	No	No	No		23,671	-
Volleyball																
Shawn Garus	Head Coach	1.000	75,022	4,949	0	417	0	1,500	0	Yes	Yes	No	Yes		76,522	5,366
Chris Rushing	Assistant Coach	1.000	48,004	2,420	0	0	0	0	0	No	No	No	No	48,004	-	2,420
Candy Murphy	Assistant Coach	1.000	27,019	3,618	0	0	0	0	0	No	No	No	No	27,019	-	3,618
Gymnastics																
Neil Resnick	Co-Head Coach	1.000	57,221	4,530	0	209	0	3,500	0	Yes	Yes	No	No	57,221	3,500	4,739
Tina Bird	Co-Head Coach	1.000	57,221	4,514	0	209	0	3,500	0	No	Yes	No	No		60,721	4,723
Patti Murphy	Assistant Coach	1.000	28,621	4,405	0	0	0	750	0	No	No	No	No	28,621	750	4,405
Tennis																
Ryan Roghaar	Head Coach	1.000	37,004	9,262	0	417	0	0	0	No	Yes	No	No	37,004	-	9,679
TBD	Assistant Coach	1.000	28,018	0	0	0	0	0	0	No	No	No	No	28,018	-	-
Golf																
Nichole Harris	Head Coach	1.000	38,293	0	0	417	0	0	0	Yes	Yes	No	No	38,293	-	417
Softball																
Erin Thorpe	Head Coach	1.000	52,458	1,821	0	417	0	0	0	Yes	Yes	No	No	47,674	4,784	2,238
Justin Kloczko	Assistant Coach	1.000	35,215	1,820	0	0	0	0	0	No	No	No	No	32,012	3,203	1,820
Shelly Prochask	Assistant Coach	1.000	23,671	304	0	0	0	0	0	No	No	No	No		23,671	304

Intercollegiate Athletics Compensation Report

Boise State University

FY2011 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus				Perks			Funding		
		Base Salary	Camps/ Clinics	*** Media	Equip Co & Other	Academic Perform	Winning Perform	Other**	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Swimming															
Kristin Hill Head Coach	1.000	52,520	735	0	417	0	3,000	0	Yes	Yes	No	No	52,520	3,000	1,152
Justin Brosseau Assistant Coach	1.000	35,028	752	0	0	0	1,000	0	No	No	No	No	35,028	1,000	752
David Legler Assistant Coach	1.000	23,671	0	0	0	0	0	0	No	No	No	No		23,671	-

Notes:

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

** Other compensation for Chris Petersen is longevity incentive compensation.

*** Beginning in August FY'11, media is paid through the University and is included in the base salary column.

+ Employee is on paid administrative leave.

++ BSU considers coaches 'total salary' equal to the base salary plus the media salary. Annualized change percentage on this spreadsheet reflects the change in 'total salary'.

Intercollegiate Athletics Compensation Report

Boise State University

FY2012 Estimated Compensation

			Compensation				Contract Bonus			Perks				Funding		Base Salary	
		Athletic	Base	Camps/	****	Equip Co	Academic	Winning		Club	Car	Other	Multi-Yr	State	Program	All	Annualized
Depart/Name/Title		FTE	Salary	Clinics	Media	& Other	Perform	Perform	Other**	Mbership			Contract	Approp.	Revenue	Other	Change
Athletic Administration																	
	TBD	Director, Fan Development & Strategies	1.000	42,016	0	0	0	0	0	No	No	No	No		42,016	-	
*	Andy Atkinson	Director, Ath Info & Digital Tech	1.000	65,500	0	0	0	0	0	No	No	No	No		65,500	-	0%
	Anita Guerricabeitia	Asst AD - Tkt Operations	0.835	55,161	0	0	0	0	0	No	No	No	No		55,161	-	0%
	Brent Moore	Director, Special Events	1.000	40,020	0	0	0	0	0	No	No	No	No		40,020	-	0%
	Ashlee Anderson-Ching	Dir, Student Ath Enhancement Prog	1.000	46,384	0	0	0	0	0	No	No	No	No	46,384	-	-	0%
	Bob Carney	Int Exec Dir, Press Box & Sky Suite	1.000	58,906	0	0	0	0	0	No	No	No	No		58,906	-	27% Interim appt
	Bob Madden	Assoc AD, Development	1.000	104,500	0	0	0	0	0	Yes	Yes	No	No		104,500	-	0%
	Matthew Beckman	Asst AD, Mktg & Promotions	1.000	63,004	0	0	0	0	0	No	No	No	No		63,004	-	New
	Brandon Voigt	Asst Athletic Trainer	1.000	37,544	0	0	0	0	0	No	No	No	No	37,544	-	-	0%
	Keila Mintz	Accountant	1.000	39,188	0	0	0	0	0	No	No	No	No	39,188	-	-	New
	Taylor Little	Video Services Coordinator	1.000	35,631	0	0	0	0	0	No	No	No	No		35,631	-	2% Equity
	TBD	Academic Advisor	1.000	39,375	0	0	0	0	0	No	No	No	No	39,375	-	-	
	Christina Van Tol	Sr. Assoc AD - SWA	1.000	95,015	0	2,500	0	0	0	No	Yes	No	No		95,015	2,500	0%
	Cindy Rice	Senior Accountant	1.000	56,202	0	0	0	0	0	No	No	No	No	46,072	10,130	-	22% Promotion
	Curt Apsey	Sr. Assoc AD, Advancement	1.000	150,010	0	2,500	0	0	0	Yes	Yes	No	No		150,010	2,500	0%
	Dale Holste	Dir, Athletic Equipment Operations	1.000	57,013	0	2,000	0	0	0	No	No	No	No		57,013	2,000	0%
	Doug Link	Asst Sports Info Director	1.000	41,143	0	0	0	0	0	No	No	No	No		41,143	-	0%
	Eric Kile	Academic Advisor	1.000	39,375	0	0	0	0	0	No	No	No	No	39,375	-	-	5%
	Eric Thorpe	Dir, Game Operations/Events	1.000	42,620	0	0	0	0	0	No	No	No	No		42,620	-	24% Add'l duties
	Gabe Rosenvall	Asst AD, Student Services	1.000	55,516	0	2,000	4,000	0	0	No	No	No	No	55,516	4,000	2,000	0%
	Mark Coyle	Executive Director, Athletics	1.000	325,000	0	10,000	0	0	0	Yes	Yes	No	Yes			10,000	New
+	Gene Bleymaier			266,116	0	0	0	20,000	86,446	0	No	No	No	Yes	372,562	-	0%
	Heather Little	Student Ins/HR Coord, Athletics	1.000	38,501	0	0	0	0	0	No	No	No	No		38,501	-	12% Equity
	Jeff Jones	Asst Coach, Strength	1.000	33,301	0	0	0	0	0	No	No	No	No	33,301	-	-	0%
	Joe Nickell	Sports Information Director	1.000	43,098	0	0	0	0	0	No	No	No	No		43,098	-	2% Equity
	Jolenne Dimeo	Facility Operations Supervisor	1.000	52,271	0	0	0	0	0	No	No	No	No		52,271	-	24% Equity
	James Spooner	Asst Athletic Trainer	1.000	40,020	0	0	0	0	0	No	No	No	No	40,020	-	-	New
*	Julie Stevens	Head Dance Coach	0.384	15,351	0	0	0	0	0	No	No	No	No		15,351	-	0%
	TBD	Academic Advisor	1.000	36,504	0	0	0	0	0	No	No	No	No	36,504	-	-	
	Katy Ham	Asst Athletic Trainer	1.000	35,631	0	0	0	0	0	No	No	No	No	-	35,631	-	3% Equity
	Keita Shimada	Asst Athletic Trainer	1.000	35,631	0	0	0	0	0	No	No	No	No		35,631	-	2% Equity
*	TBD	Assoc Director, BAA	0.436	23,164	0	0	0	0	0	No	No	No	No		23,164	-	
	Lori Hays	Asst AD/Oper & Event Mgt	1.000	51,272	0	0	0	0	0	No	No	No	No		51,272	-	0%
	Marc Paul	Asst AD/Athletic Trainer	1.000	72,010	0	2,000	0	0	0	No	No	No	No		72,010	2,000	0%
	Matt Dimmitt	Coordinator, Video Services	1.000	44,866	0	0	0	0	0	No	No	No	No		44,866	-	29% Market
	Max Corbet	Asst AD, Media Relations	1.000	55,661	0	0	0	0	0	No	No	No	No		55,661	-	0%
	Michelle Smith	Asst Sports Info Dir/Website Coord	1.000	37,336	0	0	0	0	0	No	No	No	No	37,336	-	-	5% Equity
	Mike Sumpter	Assoc AD, Operations	1.000	81,661	0	2,500	0	0	0	No	Yes	No	No		81,661	2,500	0%
	Mike Waller	Assoc AD, Administration	1.000	93,351	0	2,500	0	0	0	No	Yes	No	No		93,351	2,500	0%
	Nicole Gamez	Assoc AD, Finance	1.000	85,010	0	2,500	0	0	0	No	Yes	No	No		85,010	2,500	0%
*	Rachel Bickerton	Dir, Trademark Lic/Enforcement	0.437	35,007	0	0	0	0	0	No	No	No	No		35,007	-	0%
	Raul Ibarra	Director, Team Operations	1.000	41,205	0	0	0	0	0	No		No	No		41,205	-	0%
	Ron Dibelius	Asst to the AD, Major Gifts	1.000	56,660	0	0	0	0	0	Yes	Yes	No	No		56,660	-	0%
	Ryan Becker	Marketing/Promotions Coord	1.000	35,631	0	0	0	0	0	No	No	No	No		35,631	-	3% Equity
	Scott Duncan	Facility Maintenance Supervisor	1.000	39,416	0	0	0	0	0	No	No	No	No		39,416	-	0%
	Shaela Priaulx-Soho	Ticket Manager	1.000	46,010	0	0	0	0	0	No	No	No	No		46,010	-	0%
	Steve Schulz	Assoc Coach, Strength & Cond	1.000	43,618	0	0	0	0	0	No	No	No	No		43,618	-	0%
	Ikechi Ukaegbu	Asst Director, NCAA Compliance	1.000	58,012	0	0	0	0	0	No	No	No	No		58,012	-	0%
	Jennifer Bellomy	Asst Director, NCAA Compliance	1.000	52,271	0	0	0	0	0	No	No	No	No		52,271	-	New
	Tim Socha	Head Coach, Strength	1.000	103,751	10,000	2,000	0	0	0	No	Yes	No	No		103,751	12,000	10% Contract
	Tyler Smith	Assoc Athletic Trainer	1.000	41,829	0	0	0	0	0	No	No	No	No	41,829	-	-	0%
	TBD	Exec Dir, Press Box/Sky Suite	1.000	62,005	0	0	0	0	0	No	No	No	No		62,005	-	6%
	Natalie Keffer	Exec Asst to Athletic Director	1.000	43,098	0	0	0	0	0	No	No	No	No		43,098	-	2% Equity
	Jentry Walsh	Event Coordinator	1.000	35,631	0	0	0	0	0	No	No	No	No		35,631	-	2% Equity
	Elizabeth Johnson	Asst Ticket Manager	1.000	35,631	0	0	0	0	0	No	No	No	No		35,631	-	2% Equity
	Jonathan Broders	Development Specialist	1.000	35,631	0	0	0	0	0	No	No	No	No		35,631	-	2% Equity
	Christina Moore	Head Coach, Cheer	1.000	30,015	0	0	0	0	0	No	No	No	No		30,015	-	New
	Michael McDonald	Assoc Coach, Strength & Cond	1.000	27,020	0	0	0	0	0	No	No	No	No		27,020	-	New
	Lauren Rodgers	Asst Athletic Trainer	1.000	34,820	0	0	0	0	0	No	No	No	No		34,820	-	New
	Thomas Dutcher	Coord, Games Oper & Championship	1.000	34,508	0	0	0	0	0	No	No	No	No		34,508	-	New

Intercollegiate Athletics Compensation Report

Boise State University

FY2012 Estimated Compensation

Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding		Base Salary Annualized Change
			Base Salary	Camps/ Clinics	**** Media	Equip Co & Other	Academic Perform	Winning Perform	Other**	Club Mbership	Car	Other			Program Revenue	All Other	
Men's Sports																	
Football																	
*** Chris Petersen	Head Coach	1.000	2,000,000	0	0	4,000	20,000	0	100,000	No	Yes	No	Yes		2,120,000	4,000	70% Contract
Brent Pease	Assistant Coach	1.000	285,480	12,000	0	2,000	5,000	0	0	No	Yes	No	No		290,480	14,000	10% Contract
Pete Kwiatkowski	Assistant Coach	1.000	285,480	12,000	0	2,000	5,000	0	0	No	Yes	No	No		290,480	14,000	10% Contract
Chris Strausser	Assistant Coach	1.000	257,026	12,000	0	2,000	5,000	0	0	No	Yes	No	No		262,026	14,000	10% Contract
Bob Gregory	Assistant Coach	1.000	242,050	12,000	0	2,000	5,000	0	0	No	Yes	No	No		247,050	14,000	10% Contract
Robert Prince	Assistant Coach	1.000	210,330	12,000	0	2,000	0	0	0	No	Yes	No	No		210,330	14,000	0%
Jeff Choate	Assistant Coach	1.000	219,024	12,000	0	2,000	5,000	0	0	No	Yes	No	No		224,024	14,000	10% Contract
Scott Huff	Assistant Coach	1.000	174,367	12,000	0	2,000	5,000	0	0	No	Yes	No	No		179,367	14,000	10% Contract
Marcel Yates	Assistant Coach	1.000	207,085	12,000	0	2,000	5,000	0	0	No	Yes	No	No		212,085	14,000	19% Contract
Keith Bhonapha	Assistant Coach	1.000	133,308	12,000	0	2,000	5,000	0	0	No	Yes	No	No		138,308	14,000	10% Contract
Louis Major	Director, Football Operations	1.000	52,520	12,000	0	2,000	0	0	0	No	No	No	No		52,520	14,000	0%
Julius Brown	Director, Player Personnel	1.000	60,008	12,000	0	2,000	5,000	0	0	No	No	No	No		65,008	14,000	20% Contract
Brad Larrondo	Asst Athletic Director, Football	1.000	62,504	12,000	0	2,000	0	0	0	No	No	No	No		62,504	14,000	0%
Basketball																	
Leon Rice	Head Coach	1.000	430,003	0	0	10,000	0	11,000	0	Yes	Yes	No	Yes		441,003	10,000	0%
David Wojcik	Associate Head Coach	1.000	125,009	0	0	2,000	0	3,000	0	No	Yes	No	No		128,009	2,000	0%
Jeff Linder	Assistant Coach	1.000	90,014	0	0	2,000	0	3,000	0	No	Yes	No	No		93,014	2,000	0%
John Rillie	Assistant Coach	1.000	60,508	6,000	0	4,000	0	0	0	No	No	No	No		60,508	10,000	75% Promotion
Phillip Cobbina	Director, Men's BB Operations	1.000	35,735	0	0	2,000	0	0	0	No	No	No	No	35,735	-	2,000	New
Wrestling																	
Greg Randall	Head Coach	1.000	69,576	5,000	0	1,500	0	11,000	0	No	Yes	No	No	53,269	27,307	6,500	0%
Chris Owens	Assistant Coach	1.000	42,495	5,000	0	0	0	1,000	0	No	No	No	No	42,495	1,000	5,000	0%
Kirk White	Assistant Coach	1.000	30,888	5,000	0	0	0	1,000	0	No	No	No	No	30,888	1,000	5,000	0%
Golf																	
Kevin Burton	Head Coach	1.000	40,893	0	0	1,500	0	0	0	Yes	Yes	No	No	40,893	-	1,500	0%
Tennis																	
Greg Patton	Head Coach	1.000	98,072	0	0	1,500	0	0	0	No	Yes	No	No		98,072	1,500	0%
Clancy Shields	Assistant Coach	1.000	28,018	4,000	0	0	0	0	0	No	No	No	No	28,018	-	4,000	0%
Men/Women's Track & Field																	
JW Hardy	Head Coach	1.000	85,010	0	0	4,000	0	7,000	0	No	Yes	No	Yes		92,010	4,000	0%
Jeff Petersmeyer	Assistant Coach	1.000	53,020	0	0	0	0	1,000	0	No	No	No	No	53,020	1,000	-	0%
Kelly Watson	Assistant Coach	1.000	32,012	0	0	0	0	1,000	0	No	No	No	No	32,012	1,000	-	0%
Keith Vance	Assistant Coach	1.000	31,013	0	0	0	0	1,000	0	No	No	No	No		32,013	-	0%
Brad Wick	Assistant Coach	1.000	28,018	0	0	0	0	2,000	0	No	No	No	No	28,018	2,000	-	0%
Women's Sports																	
Basketball																	
Gordon Presnell	Head Coach	1.000	180,007	0	0	7,500	0	0	0	No	Yes	No	Yes		180,007	7,500	0%
Benjamin Finkbeiner	Assistant Coach	1.000	60,008	0	0	0	0	0	0	No	Yes	No	No	60,008	-	-	New
Calamity McEntire	Assistant Coach	1.000	60,010	0	0	0	0	0	0	No	Yes	No	No	55,019	4,991	-	9% Market
Heather Sower	Assistant Coach	1.000	60,010	0	0	0	0	0	0	No	Yes	No	No	54,872	5,138	-	9% Market
Cariann Ramirez	Dir, Women's BB Operations	1.000	39,505	0	0	0	0	0	0	No	No	No	No	39,505	-	-	14% Market
Soccer																	
Steve Lucas	Head Coach	1.000	52,430	0	0	2,000	0	0	0	No	Yes	No	No	52,430	-	2,000	0%
Mark Hiemenz	Assistant Coach	1.000	36,895	0	0	0	0	0	0	No	No	No	No	36,895	-	-	0%
Madison Collins	Assistant Coach	1.000	23,678	0	0	0	0	0	0	No	No	No	No		23,678	-	New
Volleyball																	
Shawn Garus	Head Coach	1.000	82,518	5,000	0	3,500	0	1,000	0	Yes	Yes	No	Yes		83,518	8,500	10% Market
Skydra Orzen	Assistant Coach	1.000	24,012	3,000	0	0	0	0	0	No	No	No	No		24,012	3,000	New
+ Chris Rushing			28,876	3,000	0	0	0	0	0	No	No	No	No	28,876	-	3,000	0%
Candy Murphy	Assistant Coach	1.000	36,018	0	0	0	0	0	0	No	No	No	No	36,018	-	-	33% Market
Gymnastics																	
Neil Resnick	Co-Head Coach	1.000	60,008	4,700	0	2,000	0	4,000	0	Yes	Yes	No	No	60,008	4,000	6,700	5% Program success
Tina Bird	Co-Head Coach	1.000	60,008	4,700	0	2,000	0	4,000	0	No	Yes	No	No		64,008	6,700	5% Program success
Patti Murphy	Assistant Coach	1.000	32,636	4,700	0	0	0	1,000	0	No	No	No	No	28,621	5,015	4,700	14% Program success
Tennis																	
Ryan Roghaar	Head Coach	1.000	37,004	9,000	0	1,500	0	2,000	0	No	Yes	No	No	37,004	2,000	10,500	0%
Catrina Thompson	Assistant Coach	1.000	28,018	0	0	0	0	0	0	No	No	No	No	28,018	-	-	New
Golf																	
Nichole Harris	Head Coach	1.000	38,293	0	0	1,500	0	0	0	Yes	Yes	No	No	38,293	-	1,500	0%
Softball																	
Erin Thorpe	Head Coach	1.000	52,458	2,000	0	2,000	0	0	0	No	Yes	No	No	52,458	-	4,000	0%
Justin Kloczko/TBD	Assistant Coach	1.000	35,215	2,000	0	0	0	0	0	No	No	No	No	35,215	-	2,000	New
Shelly Prochaska	Assistant Coach	1.000	23,671	2,000	0	0	0	0	0	No	No	No	No		23,671	2,000	0%

Intercollegiate Athletics Compensation Report

Boise State University

FY2012 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks				State Approp.	Funding		All Other	Base Salary Annualized Change
		Base Salary	Camps/ Clinics	**** Media	Equip Co & Other	Academic Perform	Winning Perform	Other**	Club Mbership	Car	Other	Multi-Yr Contract		Program Revenue			
Swimming																	
Kristin Hill	1.000	60,008	0	0	2,000	0	7,000	0	Yes	Yes	No	No	60,008	7,000	2,000		14% Program success
Justin Brosseau	1.000	37,503	0	0	0	0	1,000	0	No	No	No	No	37,503	1,000	-		7% Program success
David Legler	1.000	32,012	0	0	0	0	1,000	0	No	No	No	No		33,012	-		35% Program success

Notes:

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

** Other compensation for Chris Petersen is longevity incentive compensation.

*** Chris Petersen's salary will be revised to \$2,000,000 in February 2012.

**** Beginning in August FY'11, media is paid through the University and is included in the base salary column.

+ Employee is on paid administrative leave.

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Intercollegiate Athletics Compensation Report

Idaho State University

FY 2011 Actual Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad. Perform.	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration:															
Jeff Tingey		Athletic Director	1.00	95,014			2,500			Yes		No	95,014		2,500
Jim Kramer		Asst Athl Dir/ UBO	1.00	65,000								No	65,000		
Nancy Graziano		Assoc Athl Dir	1.00	66,206								No	66,206		
Matthew Steuart		Asst AD - Academics	1.00	39,603								No		39,603	
Joel Vickery		Compliance Dir	1.00	39,998								No	39,998		
Frank Mercogliano (A)		Asst Athl Dir/Media Rel	0.28	13,583								No	13,583		
Steve Schaack (B)		Asst Athl Dir/Media Rel	0.78	37,506								No	35,006	2,500	
Katie Zigars		Asst Dir Media Rel	0.99	34,747								No	34,747		
Jodi Wotowey		Hd Athl Trainer	1.00	43,701	1,170							No	43,701		1,170
Ryan Cromie (A)		Assist Trainer	0.64	21,093								No	21,093		
Sara Vargas (B)		Assist Trainer	0.42	14,599								No	14,599		
Greg O Bray		Assist Trainer	1.00	34,507	1,150							No	34,507		1,150
Thomas Brock		Assist Trainer	1.00	34,507	1,120							No	34,507		1,120
Mark Campbell		Stngth Coach	1.00	41,413								No	41,413		
Kalee Kopp		Asst Dir Market/Prom	1.00	34,507								No		34,507	
Jay McMillin		Asst AD/Fund Raiser	1.00	43,264								No		43,264	
Cody Van Fleet		Dir of Basketball Ops	0.75	26,516	3,000							No		26,516	3,000
Quinton Freeman		Academic Advisor	0.74	25,653								No		25,653	
Andrea Wilson		Special Asst to Director	1.00	46,010								No	44,240	1,770	
Bengal Foundation															
Donna Hayes		Exec Dir Bengal Foun	1.00	44,782								No		44,782	
Men's Sports															
Football															
John Zamberlin (A)		Hd Coach	0.38	40,056	7,942	20,000				Yes		Yes	40,056	20,000	7,942
Mike Kramer (B)		Hd Coach	0.52	69,749						Yes		Yes	67,249	2,500	
Josh Fetter (A)		Asst Coach	0.69	27,594	2,200							No	6,157	21,437	2,200
Derrick Roche (B)		Asst Coach	0.53	21,062						Yes		No	21,062		
Junior Falevai (A)		Asst Coach	0.73	25,566	2,200							No	25,566		2,200
Ruditsky Griffin (B)		Asst Coach	0.55	21,905								No	21,905		
Phil Earley (A)		Offensive Coordinator	0.70	42,193	2,200							No	9,232	32,961	2,200
Donald Bailey (B)		Offensive Coordinator	0.55	38,322						Yes		No	38,322		
John Clark (A)		Asst Coach / Video Coordin	0.86	20,303	2,350							No	16,688	3,615	2,350
Ryan Smaha (B)		Asst Coach / Video Coordin	0.53	15,797								No	15,797		
Brian Strandley (A)		Defensive Coordinator	0.73	35,082	2,200					Yes		No	7,386	27,696	2,200
Michael Rigell (B)		Asst Coach	0.51	15,162								No	15,162		
Drew Miller (A)		Asst Coach	0.73	25,566	2,200							No	25,566		2,200
Daniel Drayton (B)		Asst Coach	0.51	20,215								No	20,215		
Steve Amrine (A)		Asst Coach	0.73	25,901	4,000							No	5,453	20,448	4,000
Matthew Troxel (B)		Asst Coach	0.51	15,162								No	15,162		
Nick Whitworth (A)		Asst Coach	0.73	25,566	2,405							No	25,566		2,405
Craig Stutzmann (B)		Asst Coach	0.53	21,062								No	21,062		
Todd Bates (B)		Asst Coach	0.32	12,929								No	12,929		

Intercollegiate Athletics Compensation Report

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FY 2011 Actual Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding			
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Basketball																
Joe O'Brien		Hd Coach	0.96	98,128		25,000		2,500			Yes		Yes	98,128	25,000	2,500
Geoffrey Alexander (A)		Asst Coach	1.00	54,833	1,800			500			Yes		No	54,833		2,300
Deane Martin (B)		Asst Coach	0.03	1,765									No	1,765		
Tim Walsh		Asst Coach	1.00	45,302	1,800			500					No	45,302		2,300
Tennis																
Robert Goeltz		Hd Coach	0.43	19,021									No	19,021		
Mark Rodel		Asst Coach	0.50	8,194									No	8,194		
(A) = indicates previous coach / employee (B) = indicates current coach / employee																
Track & Field																
David Nielsen		Hd Coach	0.46	27,597									No	27,597		
Jackie Poulson		Asst Coach	0.50	13,239									No	13,239		
Cross Country																
Brian Janssen		Hd Coach	0.50	23,629	38								No	23,629		38
Women's Sports																
Basketball																
Seton Sebolewski		Hd Coach	0.96	82,614	500	5,000		500			Yes		Yes	82,614	5,000	1,000
Angela Munger (A)		Assoc Head Coach	0.93	38,353	1,200			350			Yes		No	38,353		1,550
Anthony Giannotti (B)		Assoc Head Coach	0.10	3,776									No	3,776		
Jordan Green (A)		Asst Coach	0.94	26,424	1,200			350					No	26,424		1,550
Ashley Elliott (B)		Asst Coach	0.06	1,732									No		1,732	
Holly Robertson		Asst Coach	0.04	2,494									No	2,494		
Volleyball																
Chad Teichert		Hd Coach	0.91	50,065	4,900						Yes		Yes	50,065		4,900
David Hyte		Asst Coach	1.00	35,589	3,000								No	35,589		3,000
Tennis																
Robert Goeltz		Hd Coach	0.43	19,024									No	19,024		
Mark Rodel		Asst Coach	0.50	8,194									No	8,194		
Track & Field																
David Neilsen		Hd Coach	0.45	27,597									No	27,597		
Jackie Poulson		Asst Coach	0.50	13,239									No	13,239		
Golf																
Kelly Hooper		Hd Coach	0.46	18,312									No	18,312		
Cross Country																
Brian Janssen		Hd Coach	0.50	23,629	38								No	23,629		38

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2011 Actual Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding			
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Soccer																
Allison Gibson		Hd Coach	1.00	55,640	4,250		1,070			Yes		Yes		55,640		5,320
Rebecca Hogan		Asst Coach	1.00	30,014	4,200							No		30,014		4,200
Softball																
Julia Wright		Hd Coach	0.87	40,861	1,062					Yes		Yes		40,861		1,062
Shelly Prochaska	(A)	Asst Coach	0.28	6,658								No		6,658		
Jessica Rogers	(B)	Asst Coach	0.85	20,029	3,050							No		20,029		3,050

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

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Depart/Name/Title	FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Athletic Administration:																
Jeff Tingey	Athletic Director	1.00	95,014		2,500					Yes		Yes	95,014		2,500	0%
Nancy Graziano	Assoc Athl Dir / Compliance	1.00	66,206									No	66,206			0%
Jim Kramer	Asst Athl Dir/ UBO	1.00	65,000									No	65,000			0%
Matthew Steuart	Dir Academic Services	1.00	39,603									No		39,603		0%
Elizabeth Johnson	Academic Advisor	0.50	17,254									No	17,254			New
Steve Schaack	Director Media Relations	1.00	47,902									No	47,902			0%
Jamie Schroeder	Asst Dir Media Relations	1.00	34,507									No	34,507			New
Jodi Wotowey	Head Athl Trainer	1.00	43,701	275								No	43,701		275	0%
Sara Vargas	Assist Trainer (Old)	0.32	10,898	210								No	10,898		210	0%
Daryl Finch	Assist Trainer (New)	0.77	29,198									No	29,198			New
Greg Obray	Assist Trainer (Old)	0.23	7,963	350								No	7,963		350	0%
Brandon Payne	Assist Trainer (New)	0.65	22,562									No	22,562			New
Thomas Brock	Assist Trainer	1.00	34,507									No	34,507			0%
Mark Campbell	Head Stngth Coach	1.00	41,413									No	41,413			0%
Kalee Kopp	Director of Marketing & Promc	1.00	34,507									No		34,507		0%
Jay McMillin	Asst AD/Fund Raiser	1.00	43,264									No		43,264		0%
Andrea Wilson	Special Asst to the AD	1.00	46,010									No	46,010			0%
Quinton Freeman	Football Academic Advisor	0.67	23,005									No	23,005			0%
Bengal Foundation																
Donna Hayes	Exec Dir Bengal Foun	1.00	44,782									No		44,782		0%
Men's Sports																
Football																
Mike Kramer	Hd Coach	0.91	122,862				7,200			Yes		Yes	122,862		7,200	0%
Derrick Roche	Asst Coach	1.00	40,019	220						Yes		No	40,019		220	0%
Ruditsky Griffin	Asst Coach	1.00	40,019	85								No	40,019		85	0%
Donald Bailey	Offensive Coordinator	1.00	70,013	220						Yes		No	70,013		220	0%
Ryan Smaha	Asst Coach / Video Coordin	1.00	30,014	440								No	30,014		440	0%
Michael Rigell	Asst Coach	0.67	20,010	220								No	20,010		220	0%
Daniel Drayton	Asst Coach	1.00	40,019	220								No	40,019		220	0%
Matthew Troxel	Asst Coach	1.00	30,014	220								No	30,014		220	0%
Craig Stutzmann	Asst Coach	1.00	40,019									No	40,019			0%
Todd Bates	Asst Coach	1.00	40,019	220								No	40,019		220	0%
Basketball																
Joe O'Brien	Hd Coach	0.96	98,128		2,500					Yes		Yes	98,128		2,500	0%
Deane Martin	1st Asst Coach	1.00	52,998	1,000	500					Yes		No	52,998		1,500	0%
Tim Walsh	2nd Asst Coach	1.00	45,302	1,000	500							No	45,302		1,500	0%
Tennis																
Robert Goeltz	Hd Coach	0.43	19,027									No	19,027			0%
Mark Rodel	Asst Coach	0.50	8,194									No	8,194			0%

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2012 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Track & Field																
David Nielsen	Hd Coach	0.46	27,597									No	27,597			0%
Jackie Poulson	Asst Track & Field Coach	0.50	13,239									No	13,239			0%
Cross Country																
Brian Janssen	Asst Track & Field Coach	0.50	23,629	35								No	23,629		35	0%
Women's Sports																
Basketball																
Seton Sebolewski	Hd Coach	0.96	82,614							Yes		Yes	82,614		500	0%
Anthony Giannotti	Assoc Head Coach	1.00	39,270	1,084						Yes		No	39,270		1,334	0%
Ashley Elliott	Asst Coach	1.00	28,080	1,084								No	28,080		1,334	0%
Volleyball																
Chad Teichert	Hd Coach	0.91	50,065	2,375	2,000					Yes		Yes	50,065	2,000	2,375	0%
David HYTE	Asst Coach	1.00	35,589	3,050								No	35,589		3,050	0%
Tennis																
Robert Goeltz	Hd Coach	0.43	19,027									No	19,027			0%
Mark Rodel	Asst Coach	0.50	8,194									No	8,194			0%
Track & Field																
David Neilsen	Hd Coach	0.45	27,597									No	27,597			0%
Jackie Poulson	Asst Track & Field Coach	0.50	13,239									No	13,239			0%
Golf																
Kelly Hooper	Hd Coach	0.50	20,000									No	20,000			0%
Cross Country																
Brian Janssen	Asst Track & Field Coach	0.50	23,629	35								No	23,629		35	0%
Soccer																
Allison Gibson	Hd Coach	1.00	55,640	2,800						Yes		Yes	55,640		2,800	0%
Rebecca Hogan	Asst Coach (Old)	0.04	1,261									No	1,261			0%
Stephanie Beall	Asst Coach (New)	0.92	21,850	1,000								No	21,850		1,000	New
Softball																
Julia Wright	Hd Coach	1.00	47,008	1,075						Yes		Yes	47,008		1,075	0%
Jessica Rogers	Asst Coach	1.00	23,670	2,380								No	23,670		2,380	0%

(*) These coaches receive pay for their participation in off-campus clinics or events.
 These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report

University of Idaho

FY2011 Actual Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other%	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration:															
Rob Spear	Athletic Director	1.00	169,998		15,000	1,200						yes		186,198	
John Wallace	Dir. of Compl.	1.00	74,048			624								74,672	
Becky Paull	Dir. Med. Rel	1.00	49,982			480								50,462	
Spencer Farrin	Asst. Med Rel	1.00	32,260			384								32,644	
Megan Shiflett	Asst Trainer	0.92	37,229	<		353								37,582	0
Nick Refvem	Asst Trainer	0.11	4,437	<		42								4,479	0
Max Bertman	Asst Trainer	0.68	27,425			265								27,690	
Barrie Steele	Hd Trainer	1.00	71,156			480								71,636	
Jeremy Wang	Exec Dir VSF	0.50	27,609	^		624								28,233	
Tim Mooney	Assoc AD	0.50	52,512	^		1,200				yes				53,712	
Ana Tuiaaea-Ruud	Ass Dir Acad	1.00	45,011			480							0	45,491	0
Tom Sanford	Acad. Coor	1.00	32,843			480								33,323	
Jake Scharnhorst	Strength Coach	1.00	50,003			298								50,301	
Joe Herold	Asst Stren	1.00	34,777			0								34,777	
Matt Kleffner	Sr. Assoc AD	1.00	85,945		2,500	1,200								89,645	
Sam Teevens	Video Coor.	0.92	41,472	<		353								41,825	0
Maureen Taylor Re	Asst. AD	0.57	31,545			355								31,900	
Nick Popplewell	Asst. Dir/Pro	0.32	11,723			384								12,107	
Damian Garnett	Dir. Equip Rm	1.00	45,011			480								45,491	
Megan Freshour	Asst. Equip	1.00	34,582	>		384								34,966	
Shelly Robson	Devl. Coor.	0.50	19,770	^		624				yes				20,394	
Nat Reynolds	Devl. Coor.	0.50	23,888	^		624				yes				24,512	
Scott Wallace	Ticket Mgr	0.73	32,892											32,892	
Kera Bardsley	Ticket Coor	0.42	14,176											14,176	
Men's Sports															
Football															
Robb Akey	Hd Coach	1.00	165,798		190,000	1,440				yes		yes	165,798	191,440	0
Steve Axman	Assistant	1.00	129,564		1,400	1,440				yes			129,564	2,840	0
Al Pupunu	Assistant	1.00	62,243			1,440				yew			62,243	1,440	0
Eti Ena	Assistant	1.00	62,243			1,440				yes			62,243	1,440	0
Mark Criner	Assistant	1.00	125,260			1,440				yes			125,260	1,440	0
Jeremy Thielbahr	Assistant	0.96	64,630	<		1,382				yes			64,630	1,382	0
Luther Carr	Assistant	1.00	67,111			1,440				yes			67,111	1,440	0
Patrick Libey	Assistant	1.00	67,246			1,440				yes			67,246	1,440	0
Rob Christoff	Assistant	1.00	62,051			1,440				yes			62,051	1,440	0
Dan Finn	Assistant	0.65	45,260	<		941				yes			45,260	941	0
John McDonell	Assistant	0.33	24,520			166							24,520	166	0
Mark Vaught	Dir. of FB Ops	1.00	45,323			1,440							45,323	1,440	0
Basketball															
Don Verlin	Hd Coach	1.00	134,635		60,000	1,200	5,000	8,023		yes		yes	134,635	61,200	0
Tim Murphy	Assistant	0.77	47,839		15,000	912		500		yes			47,839	15,912	0
Mike Score	Assistant	0.17	10,818	<		207				yes			10,818	207	0
Ray Lopes	Assistant	1.00	80,017		5,000	1,200		500		yes			80,017	6,200	0
Mike Freeman	Assistant	1.00	25,001		10,000	1,200		500		yes			25,001	11,200	0

Intercollegiate Athletics Compensation Report

University of Idaho

FY2011 Actual Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other%	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other
Men's Track & XC															
Wayne Phipps	Hd Coach	1.00	38,587	%		8,000	960	450				yes	38,587	8,960	0
Julie Taylor	Assistant	0.50	19,804				312						19,804	312	0
Jason Graham	Assistant	0.08	2,548	**									2,548	0	0
Golf															
Jon Reehoorn	Hd Coach	0.15	5,539	<			147						5,539	147	0
John Means	Hd Coach	0.76	27,419			5,000	729						27,419	5,729	0
Tennis															
Jeff Beaman	Hd Coach	0.50	18,137			3,000	480					yes	18,137	3,480	0
Women's Sports															
Basketball															
Jon Newlee	Hd Coach	1.00	90,001			15,000	1,104	7,000		yes		yes	90,001	16,104	0
Gavin Petersen	Assistant	1.00	50,003	<			1,104			yes			50,003	1,104	0
Jordan Green	Assistant	0.12	5,769				85			yes			5,769	85	
Christa Sanford	Assistant	1.00	35,006		500		1,104	500		yes			35,006	1,104	500
Karen Petersen	Assistant	0.82	20,500	<			905			yes			20,500	905	0
Women's Track & XC															
Yogi Teevens	Hd Coach	0.42	22,695	<			406	450				yes	22,695	406	0
Julie Taylor	Assistant	0.50	24,917				312						24,917	312	0
Jason Graham	Assistant	0.08	2,616				82						2,616	82	0
Volleyball															
Debbie Buchanan	Hd Coach	1.00	83,033		4,500	15,000	1,056			yes		yes	83,033	16,056	4,500
Steve Whitaker	Assistant	1.00	35,422		4,500	5,000	1,056						35,422	6,056	4,500
Moritz Moritz	Assistant	0.76	28,800	<	4,500	5,000	1,056						28,800	6,056	4,500
Brian Lamppa	Assistant	0.08	2,616				82						2,616	82	
Women's Soccer															
Peter Showler	Hd Coach	1.00	37,689			6,000	960			yes		yes	37,689	6,960	0
Katie Schoene	Assistant	1.00	24,856				624						24,856	624	0
Women's Golf															
Lisa Johnson	Hd Coach	1.00	42,016				960	5,232					42,016	6,192	0
Tennis															
Jeff Beaman	Hd Coach	0.50	18,137			3,000	480					yes	18,137	3,480	0
Women's Swimming															
Tom Jager	Hd Coach	0.88	47,383	<		15,000	850			yes		yes	47,383	15,850	0
Adriana Quirke	Assistant	0.90	21,303	<			443						21,303	443	0

^:50 paid by Advancement

^^includes cell phone stipend

%Amounts reflect full position; .5 FTE for 3/4 year due to Visa issues; some IH earnings not included

** Expected restructure of Track Program will result in different wages for all coaches.

Salaries do not reflect any annual leave payouts.

>Includes overtime pay

< does not include any annual leave payoff

Intercollegiate Athletics Compensation Report

University of Idaho

FY2012 Estimated Compensation

		Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			Base Salary	
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other^	Grad Rate	Winning Perform.	Other	Club Memb.	Car		Other	State Approp.	Program Revenue	All Other	Annualized Change
Athletic Administration:																	
	Rob Spear	Athletic Director	1.00	169,998		15,000							yes		186,168		0%
	John Wallace	Dir. of Compl.	1.00	74,048											75,218		0%
	Becky Paull	Dir. Med. Rel	1.00	49,982											50,372		0%
	Spencer Farrin	Asst. Med Rel	1.00	32,260											32,650		0%
	Megan Shiflett	Asst Trainer	0.98	39,652											40,161	0	0%
	Max Bertman	Asst Trainer	1.00	40,331											40,851		0%
	Barrie Steele	Hd Trainer	1.00	71,156											71,538		0%
	Jeremy Wang	Exec Dir VSF	0.20	11,110 ^ <											11,734		1%
	Tim Mooney	Assoc AD	0.50	52,512 ^							yes+				53,682		0%
	Ana Tuiaea-Ruud	Ass Dir Acad	1.00	45,011										0	45,531	0	0%
	Tom Sanford	Acad. Coord	1.00	32,843											33,363		0%
	Jake Scharnhorst	Strength Coach	1.00	50,003											50,263		0%
	Joe Herold	Asst Stren	1.00	34,777											34,777		0%
	Matt Kleffner	Sr. Assoc AD	1.00	85,945		2,500									89,615		0%
	Matt Childers	Video Coord.	0.88	34,500											34,843	0	New
	Nick Popplewell	Asst. Dir/Pro	0.32	11,723 &											12,113		0%
	Damian Garnett	Dir. Equip Rm	1.00	45,011											45,531		0%
	Megan Freshour	Asst. Equip	0.19	6,552 > <											6,626		0%
	Shelly Robson	Devl. Coord.	0.50	19,770 ^							yes				20,680		0%
	Nat Reynolds	Devl. Coord.	0.50	25,329 ^							yes				26,239		6%
	Scott Wallace	Ticket Mgr	1.00	45,011											45,531		0%
	Kera Bardsley	Ticket Coord	1.00	33,509											34,029		0%
Men's Sports																	
Football																	
	Robb Akey	Hd Coach	1.00	165,798		200,000					yes		yes	165,798	201,040	0	0%
	Steve Axman	Assistant	1.00	130,083 # <	500						yes			130,083	720	500	0%
	Al Pupunu	Assistant	1.00	62,732	650						yes			62,732	1,040	650	1%
	Eti Ena	Assistant	1.00	62,732	650						yes			62,732	1,040	650	1%
	Mark Criner	Assistant	1.00	125,777	500						yes			125,777	1,040	500	0%
	Jason Gesser	Assistant	0.94	58,872							yes			58,872	977		New
	Luther Carr	Assistant	1.00	67,995 # <	650						yes			67,995	720	650	1%
	Patrick Libey	Assistant	1.00	67,995	650						yes			67,995	1,040	650	1%
	Rob Christoff	Assistant	0.16	9,648 <							yes			9,648	156	0	0%
	Torey Hunter	Assistant	0.84	41,925							yes			41,925			New
	John McDonell	Assistant	1.00	75,003	650						yes			75,003	1,040	650	0%
	Mark Vaught	Dir. of FB Ops	1.00	45,323	2,000									45,323	1,040	2,000	0%
Basketball																	
	Don Verlin	Hd Coach	1.00	140,816		60,000	5,000	8,219			yes		yes	140,816	61,040	0	5%
	Tim Murphy	Assistant	1.00	62,504		15,000					yes+			62,504	16,040	0	0%
	Ray Lopes	Assistant	1.00	80,017		5,000					yes			80,017	6,040	0	0%
	Mike Freeman	Assistant	1.00	25,001		15,000					yes+			25,001	16,040	0	0%
Men's Track & XC																	
	Wayne Phipps	Dir. Of T&F	0.50	31,002 **		2,000		225					yes	31,002	2,520	0	61%
	Julie Taylor	Assistant	0.50	25,002 **										25,002	520	0	26%
	Jason Graham	Assistant	0.50	16,558 **										16,558	520	0	0%
Golf																	
	John Means	Hd Coach	1.00	36,005				250						36,005	1,040	0	0%

Intercollegiate Athletics Compensation Report

University of Idaho

FY2012 Estimated Compensation

																Base		
			Compensation				Contract Bonus			Other				Funding			Annualized Change	
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other		
Tennis																		
	Jeff Beaman	Hd Coach	0.50	18,137		3,000		1,040		250			yes		18,137	4,040	0	0%
Women's Sports																		
Basketball																		
	Jon Newlee	Hd Coach	1.00	90,001		15,000		1,040		4,000		yes	yes		90,001	16,040	0	0%
	Jordan Green	Assistant	1.00	50,003		370		1,040				yes+			50,003	1,040	370	0%
	Christa Sanford	Assistant	1.00	35,006		600		5,000		1,040		yes+			35,006	6,040	600	0%
	Kristi Zeller	Assistant	0.92	23,097				956				yes+			23,097	956	0	New
Women's Track & XC																		
	Wayne Phipps	Dir. Of T&F	0.50	31,002	**		2,000	520		225			yes		31,002	2,520	0	61%
	Julie Taylor	Head	0.50	25,002	**			520							25,002	520	0	26%
	Jason Graham	Assistant	0.50	16,558	**			520							16,558	520	0	0%
Volleyball																		
	Debbie Buchanan	Hd Coach	1.00	83,033		12,000	15,000	1,040			yes		yes		83,033	16,040	12,000	0%
	Steve Whitaker	Assistant	1.00	38,854		7,000	5,000	1,040							38,854	6,040	7,000	10%
	Brian Lamppa	Assistant	1.00	34,008		7,000	5,000	1,040							34,008	6,040	7,000	0%
Women's Soccer																		
	Peter Showler	Hd Coach	1.00	37,689			12,300	1,040		4,000		yes+	yes		37,689	13,340	0	0%
	Katie Schoene	Assistant	0.11	2,734	<			72							2,734	72	0	0%
	Grant Williams	Assistant	0.84	21,032				873							21,032	873		
Women's Golf																		
	Lisa Johnson	Hd Coach	1.00	42,016				960		250					42,016	1,210	0	0%
Tennis																		
	Jeff Beaman	Hd Coach	0.50	18,137		3,000		480					yes		18,137	3,480	0	0%
Women's Swimming																		
	Mark Sowa	Hd Coach	0.92	49,266		10,000		956			yes		yes		49,266	10,956	0	New
	Ashley Jahn	Assistant	0.84	21,172		5,000		873							21,172	5,873	0	New

[^].50 paid by Advancement

[^]includes cell phone stipend

** Restructure of Track Program and resolution of VISA issues for Phipps resulted in different wages for all coaches.

> Includes overtime pay

& 31.85% from Athletics; balance from Central Marketing

as of December, no longer FT employee, but will be paid through their contract: replacements not hired or listed

yes+ = receive a car stipend between \$200-\$300/month rather than a car; this amount not included in base salary

< does not include any annual leave payoff

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2011 Actual Compensation**

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other		Multi-Yr Contract	All Compensation		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car		State Approp.	Program Revenue	All Other
Athletic Administration:														
Gary Picone	Director, Athletics	1.00	69,944						No	Yes	No	40,567		29,377
Brooke Cushman	Asst. Director	1.00	53,610						No	Yes	No	31,980		21,630
Tracy Collins	Trainer	1.00	37,598						No	No	No	37,598		
Burdette Greeny	Trainer Asst.	0.56	14,400						No	No	No			14,400
Paul Thompson	Athl. Advancement	0.31	9,903						No	No	No	9,903		
Katie Savage	Admin. Asst. 1	1.00	28,371						No	No	No	28,371		
Julee King	Admin. Asst. 1	1.00	22,967						No	No	No	7,809		15,158
Paula Hasfurther	Admin. Asst. 1	1.00	10,412						No	No	No	3,540		6,872
Men's Sports														
Basketball														
Tim Walker	Head Coach	1.00	45,669	9,000					No	Yes	No	45,669	9,000	
Brandon Rinta	Head Coach	1.00	5,972						No	Yes	No	5,972		
Austin Johnson	Asst. Coach	0.16	5,000						No	No	No		5,000	
Baseball														
Vacant (Cheff)	Head Coach	1.00	24,503						No	Yes	No	24,503		
Gary Picone	Interim Head Coach		17,250						No	Yes	No	17,250		
Gus Knickrehm	Asst. Coach	1.00	37,814						No	No	No	37,814		
Allen Balmer	Asst. Coach	0.70	21,200						No	No	No	21,200		
Cross-Country														
Mike Collins	Head Coach	0.09	8,026						No	No	No	6,841	1,185	
Tennis														
Kai Fong	Head Coach	0.14	6,467						No	No	No	6,467		
Golf														
Paul Thompson	Head Coach	0.12	8,102						No	No	No	8,102		
Clifford Carrick	Asst. Coach	0.08	2,500						No	No	No		2,500	

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2011 Actual Compensation

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Depart/Name/Title	FTE	Compensation				Maximum Contract Bonuses			Perks		Multi-Yr Contract	All Compensation		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car		State Approp.	Program Revenue	All Other
Women's Sports														
Basketball														
Brian Orr		Head Coach	1.00	47,451	5,750				No	Yes	No	47,451	5,750	
Derek Pegram		Asst. Coach	0.03	1,000					No	No	No		1,000	
Cross-Country														
Mike Collins		Head Coach	0.09	8,026					No	No	No	6,841	1,185	
Track														
Mike Collins		Head Coach	0.13	11,311					No	No	No	10,124	1,187	
Volleyball														
Jennifer Greeny		Head Coach	1.00	39,137					No	Yes	No	39,137		
Latoya Harris		Head Coach	1.00	5,879					No	No	No	5,879		
Burdette Greeny		Asst. Coach	0.16	3,600					No	No	No		3,600	
Amy Flaig-Kroneman		Asst. Coach	0.06	2,000	1,500				No	No	No		3,500	
Tennis														
Kai Fong		Head Coach	0.14	6,467					No	No	No	6,467		
Golf														
Paul Thompson		Head Coach	0.18	12,003					No	No	No	12,003		
Clifford Carrick		Asst. Coach	0.08	2,500					No	No	No		2,500	

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2012 Estimated Compensation**

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other		Multi-Yr Contract	All Compensation			Base Salary
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car		State Approp.	Program Revenue	All Other	Annualized Change
Athletic Administration:															
Gary Picone	Director, Athletics	1.00	69,944						No	Yes	No	40,567		29,377	0%
Brooke Cushman	Assoc. Director	1.00	55,760						No	Yes	No	34,130		21,630	4%
Tracy Collins	Trainer	1.00	37,598						No	No	No	37,598			0%
Paul Thompson	Athl. Advancement	0.31	9,903						No	No	No	9,903			0%
Katie Savage	Admin. Asst. 1	1.00	28,371						No	No	No	28,371			0%
Paula Hasfurther	Admin. Asst. 1	1.00	31,167						No	No	No	10,597		20,570	0%
Men's Sports															
Basketball															
Brandon Rinta	Head Coach	1.00	45,669	7,000					No	Yes	No	45,669	7,000		0%
Austin Johnson	Asst. Coach	0.16	5,000	1,000					No	No	No		6,000		0%
Baseball															
Vacant (Cheff)	Head Coach	1.00	0						No	No	No	0			0%
Gary Picone	Interim Head Coach		21,000						No	Yes	No	21,000			N/A
Gus Knickrehm	Asst. Coach	1.00	37,814						No	No	No	37,814			0%
Allen Balmer	Asst. Coach	0.70	21,200	2,106					No	No	No	21,200	2,106		0%
Justin Fuller	Asst. Coach	0.43	15,000	1,016					No	No	No		16,016		New
Cross-Country															
Mike Collins	Head Coach	0.09	8,026						No	No	No	6,841	1,185		0%
Tennis															
Kai Fong	Head Coach	0.14	6,467						No	No	No	6,467			0%
Golf															
Paul Thompson	Head Coach	0.12	8,102						No	No	No	8,102			0%
Clifford Carrick	Asst. Coach	0.08	2,500						No	No	No		2,500		0%
Courtney Shrout	Asst. Coach	0.01	500						No	No	No		500		New

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2012 Estimated Compensation

Page 2

Depart/Name/Title	FTE	Compensation				Maximum Grad Rate	Contract Winning Perform.	Bonuses Other	Perks		Multi-Yr Contract	All Compensation			Base Salary Annualized Change
		Base Salary	Camps/ Clinics	Media	Equip Co & Other				Club Mbership	Car		State Approp.	Program Revenue	All Other	
Women's Sports															
Basketball															
Brian Orr	Head Coach	1.00	47,451	7,200					No	Yes	No	47,451	7,200		0%
Kyle Palmer	Asst. Coach	0.22	7,500						No	No	No		7,500		New
Cross-Country															
Mike Collins	Head Coach	0.09	8,026						No	No	No	6,841	1,185		0%
Track															
Mike Collins	Head Coach	0.13	11,311						No	No	No	10,124	1,187		0%
Volleyball															
LaToya Harris	Head Coach	1.00	43,672						No	Yes	No	43,672			0%
Marie Balmer	Asst. Coach	0.16	5,000						No	No	No		5,000		New
Tennis															
Kai Fong	Head Coach	0.14	6,467						No	No	No	6,467			0%
Golf															
Paul Thompson	Head Coach	0.18	12,003						No	No	No	12,003			0%
Clifford Carrick	Asst. Coach	0.08	2,500						No	No	No		2,500		0%
Courtney Shrout	Asst. Coach	0.01	500						No	No	No		500		New

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012**

TAB	DESCRIPTION	ACTION
<hr/>		
1	AMENDMENT TO BOARD POLICY Section II.G.1.b. – Policies Regarding Faculty – Second Reading	Motion to approve
<hr/>		
2	AMENDMENT TO BOARD POLICY Section II.I.4. – Leaves (All Employees) – First Reading	Motion to approve
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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

SUBJECT

Amendments to Board Policy, Section II. Subsection G.1. – Second Reading: proposal to allow institutional authority to offer multi-year contracts for non-tenure track faculty

REFERENCE

October, 2006	Board discussion item related to the approval of individual extended contracts approved at the same meeting. Board asked CAAP to work on a proposal for review.
December, 2011	Board approved first reading

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.G.1.b.

BACKGROUND/DISCUSSION

In December 2011 the Board approved the first reading to amend Board policy II.G.1.b. to establish parameters under which the institutions may enter into multi-year contracts for certain non-tenure faculty classifications, for a maximum term of three years.

IMPACT

Some level of job security will enhance applicant pools for national searches and encourage applicants to relocate as needed. Cost savings are anticipated as a result of minimized training and failed search costs.

ATTACHMENTS

Attachment 1 – Policy II.G.1. Policies Regarding Faculty

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There was one change from first reading per Board discussion at the December, 2011 Board meeting. In II.G.1.b. the phrase “without prior Board approval” was added to requirement (1) in the third sentence. The requirement reads in full: “no contract of appointment may exceed three (3) years without prior Board approval.”

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the amendments to Board Policy II.G.1.b., as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

February 2012

1. Letters of Employment

- a. All faculty employees serve pursuant to employment contracts. The employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-tenured faculty employees have no continued expectation of employment beyond their current contract of employment. Each faculty employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the faculty employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution. Each contract of employment must include a statement to the following effect and intent: "The terms of employment set forth in this letter (contract) of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of the University of Idaho), and the policies and procedures of (the institution)."
- b. Term of Appointment - All non-tenure faculty employees have fixed terms of employment. Except as provided herein, no contract of employment with such an employee may exceed one (1) year. The institutions may implement policies allowing for multi-year contracts for certain classifications of non-tenure track faculty members. Such policies must include, at a minimum, the following requirements: (1) no contract of appointment may exceed three (3) years without prior Board approval; (2) all multi-year employment contracts shall be approved in writing by the institution's Chief Executive Officer or designee; and (3) all multi-year contracts must be reported to the Board at the next regular meeting. Employment is subject to satisfactory annual performance review with informal review at the end of each semester.

A multi-year contract shall also state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board policy. The contract shall also state that it may be non-renewed pursuant to Section II.G.5. of Board policy.

Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) February 2012

discretion of the chief executive officer of the institution, and, where applicable, of the Board.

- c. Non-tenured faculty and tenured faculty, who serve pursuant to contracts of employment or notices (letters) of appointment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.B.2.c of Board Policy).
- d. Faculty Rank and Promotion
 - i. There are four (4) primary faculty ranks at each institution: (a) professor, (b) associate professor, (c) assistant professor, and (d) instructor. Each institution may establish additional faculty ranks, specify the title of each rank, and delineate the requirements for each faculty rank so established. Recommendations for additional faculty ranks must be submitted by the chief executive officer to the Board for approval.
 - ii. Faculty rank, including initial appointment to faculty rank and any promotion to a higher rank at an institution, is located in a department or equivalent unit.
 - iii. Each institution must establish criteria for initial appointment to faculty rank and for promotion in rank at the institution. Such criteria must be submitted to the Board for approval, and upon approval must be published and made available to the faculty.
 - iv. Persons who have made substantial contributions to their fields of specialization or who have demonstrated exceptional scholarship and competence or appropriate creative accomplishment of recognized outstanding quality may be appointed to faculty rank without satisfying established institutional criteria for initial appointment or promotion, provided that the qualifications of such individuals have been reviewed in accordance with institutional procedures and the appointment is recommended by the chief executive officer and approved by the Board.
 - v. A non-classified employee may hold faculty rank in a department or equivalent unit in which rank has previously been established by the institution. A non-classified employee may be granted rank at the time of appointment or subsequent thereto, or may be promoted in rank, if such employee meets the criteria for rank as established by the institution and approved by the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

SUBJECT

Amendment to Board Policy, Section II.I.4. – First Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.I

BACKGROUND / DISCUSSION

Board policy establishes all holidays to be observed by institutions and agencies governed by the Board. The policy provides “If a chief executive officer desires to designate a holiday that is different from those specified above, the Chief Executive Officer must notify the Executive Director.”

IMPACT

Elimination of this notification requirement and directly authorizing presidents to designate alternate holidays will align policy with current practice and eliminate unnecessary paperwork and reporting.

ATTACHMENTS

Attachment 1 – Policy II.I. Leaves – All Employees

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In February 2010, the Board revised its policy to clarify the powers delegated to the institution presidents to manage their workforce. Staff continues to review Board policy to ensure internal consistency with respect to this delegated authority. Staff finds the notification requirement in II.I.4.d. is unnecessary and recommends approval.

BOARD ACTION

I move to approve the first reading of the amendment to Board Policy II.I., as presented.

Moved by_____ Seconded by_____ Carried Yes____ No____

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GOVERNING POLICIES AND PROCEDURES**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: I. Leaves – All Employees**December-April 200812**1. Annual Leave**

For all categories of employees, annual leave shall be as set forth in the respective subsection outlining policies for that category of employee (i.e., classified, non-classified, faculty, etc.)

2. Sick Leave

- a. All employees accrue sick leave as provided for in Chapter 53, Title 67, Idaho Code, and rules of the Idaho Division of Human Resources. Sick leave shall be used in accordance with state law and internal institution or agency policies.
- b. At the employee's option, annual leave may be used in lieu of sick leave.

3. Disability, Workers' Compensation, and Family Medical Leave

Disability, Workers' Compensation, and Family Medical leave shall be in accordance with applicable state and federal law.

4. Holidays

A holiday is a day of exemption from work granted to employees and for which they are compensated as if they had actually worked.

- a. The following holidays are recognized by statute and the Board:

January 1 (New Year's Day)
Third Monday in January (Martin Luther King, Jr. Day/Human Rights Day)
Third Monday in February (Presidents' Day)
Last Monday in May (Memorial Day or Decoration Day)
July 4 (Independence Day)
First Monday in September (Labor Day)
Second Monday in October (Columbus Day)
November 11 (Veterans Day)
Fourth Thursday in November (Thanksgiving)
December 25 (Christmas)

- b. In addition, any day may be designated by the President of the United States or the Governor of Idaho for a public fast, Thanksgiving, or holiday.
- c. In the event that a holiday occurs on a Saturday, the preceding Friday is recognized as a holiday. If a holiday falls on a Sunday, the following Monday is recognized as a holiday.

GOVERNING POLICIES AND PROCEDURES**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: I. Leaves – All Employees**December April 200812

- d. ~~If a chief executive officer desires to designate a holiday that is different from those specified above, the Chief Executive Officer must notify the Executive Director. Institution chief executive officers are authorized to designate holidays different than those specified above in order to accommodate planning for academic calendars.~~

5. Other Leave

All other types of leave for classified employees shall be in accordance with Chapter 53, Title 67, Idaho Code, and the rules of the State Division of Human Resources. Other types of leave for University of Idaho classified employees shall be in accordance with the policies of the University of Idaho.

All other types of leave for non-classified employees, including faculty employees, shall be in accordance with the internal policies of each institution or agency and with the following:

a. Leave for Court Required Service

- i. An employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave with pay and any jury or witness fees may be retained by the employee.
- ii. An employee must request annual leave or leave without compensation for:
 - 1) appearing as a party in a non-job-related proceeding involving the employee;
 - 2) appearing as an expert witness when the employee is compensated for such appearance; or
 - 3) appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board or any of its institutions or agencies is a defendant or respondent.

b. Military Leave

Leave for the purpose of military service shall be in accordance with applicable state and federal law.

c. Leave Without Pay

- i. Any employee may apply for leave without pay. Leave without pay is granted at the discretion of the Chief Executive Officer. The initial grant of leave

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: I. Leaves – All Employees

December ~~April~~ 200812

- without pay may be for a period of up to one (1) calendar year. Extensions of such leave for one (1) year at a time may be granted by the Chief Executive Officer not to exceed a total of three (3) successive calendar years.
- ii. It is the Board's intent that the state salary not be duplicated to an employee serving in the Legislature. Therefore, an employee of an institution or agency who is elected or appointed to the Idaho State Legislature must be placed on leave without compensation for hours not worked during such time as the Legislature is in session. Any such employee must complete a time sheet every pay period during the session and may only be compensated for actual hours worked for the institution or agency. All hours short of forty (40) per week must be leave without compensation.
 - iii. Benefits While on Leave Without Pay. An employee who has received approval from the chief executive officer for leave without pay may continue to contribute toward and receive the benefits of any state or institutional insurance and retirement programs, if the laws, rules, regulations, policies, and procedures governing the administration of such insurance and retirement programs permit.
 - d. At the discretion of the Chief Executive Officer, an employee may be granted administrative leave with pay when the agency or institution will benefit as a result of such leave.

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: I. Leaves – All Employees

~~December~~ April 200812

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012**

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Sections V.B.D. & V. – Second Reading	Motion to approve
2	AMENDMENT TO BOARD POLICY Section V.C. – Spending Authority – Second Reading	Motion to approve
3	AMENDMENT TO BOARD POLICY Section V.N. – Grants & Contracts – Second Reading	Motion to approve
4	AMENDMENT TO BOARD POLICY Section V.R. – Establishment of Fees – Second Reading	Motion to approve
5	BOISE STATE UNIVERSITY Park & Ride Lot Purchase	Motion to approve
6	BOISE STATE UNIVERSITY Authorization for Issuance of General Revenue & Refunding Bonds	Motion to approve
7	LEWIS-CLARK STATE COLLEGE Fine Arts Building Remodel – Planning & Design	Motion to approve
8	LEWIS-CLARK STATE COLLEGE Refinance Current Student Fee Refunding Revenue Bond	Motion to approve
9	EASTERN IDAHO TECHNICAL COLLEGE City of Idaho Falls – Public Right-of-Way and Easement	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

SUBJECT

Board Policy, Section V. Subsections B., D., and V. – Second Reading

REFERENCE

October 2011	Board approved first reading
December 2011	Board held for further review

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.

BACKGROUND / DISCUSSION

At the Board's December 2011 meeting the Board deferred second reading until its next regularly scheduled meeting to give BAHR an opportunity to further review the proposed change to policy V.B.4.b.

IMPACT

Board staff identified reports required in policy which are unnecessary, duplicative or discretionary. Updating Board policy will clarify and streamline reporting requirements, and focus Board policy on reports that are most relevant to the Board's governance responsibilities. Eliminating unnecessary reports will also free up time and resources at the institutions.

ATTACHMENTS

Attachment 1 – Policy V.B. Budget Policies	Page 3
Attachment 2 – Policy V.D. Fiscal Officer, Banking & Investments	Page 11
Attachment 3 – Policy V.V. Scholarships	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

At the December, 2011 Board meeting Mr. Lewis questioned whether removal of the reporting requirement in V.B.4.b.ii. for expenditures of auxiliary revenues in excess of \$50,000 was appropriate. Board policies already have dollar thresholds, regardless of fund source, at which prior approval by either the executive director or the Board is required. For example, real and personal property and services (Policy V.I.) and construction projects (Policy V.K.). As such, staff finds that that this reporting requirement is duplicative and does not add value to any current processes or procedures. There were no changes between first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the amendments to Board Policy V. B., D., and V., as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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B. Budget Policies

1. Budget Requests

For purposes of Items 1. and 10., the community colleges (CSI, CWI and NIC) are included.

a. Submission of Budget Requests

The Board is responsible for submission of budget request for the institutions, school and agencies under its governance to the executive and legislative branches of government. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

b. Direction by the Office of the State Board of Education

The preparation of all annual budget requests is to be directed by the Office of the State Board of Education which designates forms to be used in the process. The procedures for the preparation and submission of budget requests apply to operational and capital improvements budgets.

c. Preparation and Submission of Annual Budget Requests

Annual budget requests to be submitted to the Board by the institutions, school and agencies under Board governance are due in the Office of the State Board of Education on the date established by the Executive Director.

d. Presentation to the Board

Annual budget requests are formally presented to the designated committee by the chief executive officer of each institution, school or agency or his or her designee. The designated committee will review the requests and provide recommendations to the Board for their action.

2. Budget Requests and Expenditure Authority

- a.** Budget requests must include projected miscellaneous receipts based on the enrollment of the fiscal year just completed (e.g., the FY 2003 budget request, prepared in the summer of 2001, projected miscellaneous receipts revenue based on academic year 2001 enrollments which ended with the Spring 2001 semester).

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

February 2012

- b. Approval by the Executive Director, or his or her designee, as authorized, for all increases and decreases of spending authority caused by changes in miscellaneous receipts is required.
- c. Miscellaneous receipts collected by an institution will not be allocated to another institution. The lump sum appropriation will not be affected by changes in receipts.

3. Operating Budgets (Appropriated)

a. Availability of Appropriated Funds

- i. Funds appropriated by the legislature from the State General Account for the operation of the institutions, school and agencies (exclusive of funds for construction appropriated to the Permanent Building Fund) become available at the beginning of the fiscal year following the session of the legislature during which the funds are appropriated, except when appropriation legislation contains an emergency clause.
- ii. These funds are generally allotted periodically or are disbursed on submission of expenditure vouchers to the Office of the State Controller.

b. Approval of Operating Budgets

- i. The appropriated funds operating budgets for the institutions, school and agencies under Board supervision are based on a fiscal year, beginning July 1 and ending on June 30 of the following year.
- ii. During the spring of each year, the chief executive officer of each institution, school or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director for review and formal approval before the beginning of the fiscal year.

c. Budget Transfers and Revisions

i. Chief Executive Officer Approval

- ii. The chief executive officer of each institution, agency, school, office, or department is responsible for approving all budget transfers.

iii. Allotment and Allotment Transfers

- iv. Requests for allotments or changes in allotments are submitted by the institution, school or agency to the Division of Financial Management and copies provided concurrently to the Office of the State Board of Education. (Refer to allotment form in the Fiscal Reference Manual of the Division of

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

February 2012

Financial Management.) The Office of the State Board of Education will coordinate the request for allotments and changes to allotments for the college and universities.

4. Operating Budgets (Non-appropriated -- Auxiliary Enterprises)

a. Auxiliary Enterprises Defined

An auxiliary enterprise directly or indirectly provides a service to students, faculty, or staff and charges a fee related to but not necessarily equal to the cost of services. The distinguishing characteristic of most auxiliary enterprises is that they are managed essentially as self-supporting activities, whose services are provided primarily to individuals in the institutional community rather than to departments of the institution, although a portion of student fees or other support is sometimes allocated to them. Auxiliary enterprises should contribute and relate directly to the mission, goals, and objectives of the college or university. Intercollegiate athletics and student health services should be included in the category of auxiliary enterprises if the activities are essentially self-supporting.

All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs. However, rental charges for uses of the facilities or services provided by auxiliary enterprises may be assessed to departments or programs supported by state-appropriated funds.

b. Operating Budgets

Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

5. Operating Budgets (Non-appropriated -- Local Service Operations)

a. Local Service Operations Defined

Local service operations provide a specific type of service to various institutional entities and are supported by charges for such services to the user. Such a service might be purchased from commercial sources, but for reasons of convenience, cost, or control, is provided more effectively through a unit of the institution. Examples are mailing services, duplicating services, office machine maintenance, motor pools, and central stores.

b. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

February 2012

- c. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

6. Operating Budgets (Non-appropriated -- Other)

- a. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.
- b. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

7. Agency Funds

- a. Agency funds are assets received and held by an institution, school or agency, as custodian or fiscal agent for other individuals or organizations, but over which the institution, school or agency exercises no fiscal control.
- b. Agency funds may be expended for any legal purpose prescribed by the individual or organization depositing the funds with the institution, school or agency following established institutional disbursement procedures.

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8., the community colleges (CSI, CWI and NIC) are included, except as noted in V.B.8.b. (2).

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

i. Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the Executive Director. Only technical revisions may be made to the request for a given fiscal year after

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

February 2012

the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

ii. Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the Executive Director. Substantive and fiscal revisions to a requested project are resubmitted to the Board for approval. This subsection shall not apply to the community colleges.

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions, school and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

9. Approval by the Board

Requests for approval of major capital improvement projects must be submitted for Board action. Major capital improvement projects, which are approved by the Board and for which funds from the Permanent Building Fund are requested, are placed in priority order prior to the submission of major capital budget requests to the Division of Public Works.

10. Occupancy Costs.

a. Definitions.

- i. "Auxiliary Enterprise" is an entity that exists to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services.
- ii. "Eligible Space" means all space other than auxiliary enterprise space. Occupancy costs for "common use" space (i.e. space which shares eligible and auxiliary enterprise space) will be prorated based on its use.
- iii. "Gross Square Feet" (GSF) means the sum of all areas on all floors of a building included within the outside faces of its exterior walls.
- iv. "Occupancy costs" means those costs associated with occupying eligible space including custodial, utility, maintenance and other costs as outlined in the occupancy costs formula.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

February 2012

b. Notification of New Eligible Space.

i. No institution shall acquire, build, take possession of, expand, remodel, or convert any eligible space for which occupancy costs will be requested unless prior written notification has been received by the Governor and the Joint Finance-Appropriations Committee. Written notification shall be submitted by the Office of the State Board of Education or a community college within ten business days of final project approval by the State Board of Education or its executive director, or a community college board of trustees. Written notification shall include:

- a. description of the eligible space, its intended use, and how it relates to the mission of the institution;
- b. estimated cost of the building or facility, and source(s) of funds;
- c. estimated occupancy costs; and
- d. estimated date of completion.

ii. A facility approved by the Legislature and the Governor in the Permanent Building Fund budget satisfies the notice requirement for purposes of requesting occupancy costs.

c. Sources of Funds. Institutions may request occupancy costs regardless of the source(s) of funds used to acquire or construct eligible space.

d. Required Information. Requests for occupancy costs shall include the following information: (i) projected date of occupancy of the eligible space; (ii) gross square feet of eligible space; and (iii) number of months of the fiscal year the eligible space will be occupied (i.e. identify occupancy of eligible space for a full or partial fiscal year).

e. Occupancy Costs Formula.

i. Custodial: For the first 13,000 GSF and in 13,000 GSF increments thereafter, one-half (.50) custodial FTE. In addition, 10¢ per GSF may be requested for custodial supplies.

ii. Utility Costs: \$1.75 per GSF.

iii. Building Maintenance: 1.5% of the construction costs, excluding pre-construction costs (e.g. architectural/engineering fees, site work, etc.) and moveable equipment.

iv. Other Costs:

- (1) 77¢ per GSF for information technology maintenance, security, general safety, and research and scientific safety;

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SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

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- (2) .0005 current replacement value (CRV) for insurance; and
 - (3) .0003 current replacement value (CRV) for landscape maintenance.
- v. The formula rates may be periodically reviewed against inflation.
- vi. Reversions.
 - (1) If eligible space which received occupancy costs is later:
 - a) razed and replaced with non-eligible space; or
 - b) converted to non-eligible space,then the institution shall revert back to the state the occupancy cost funding at the base level originally funded.
 - (2) If eligible space is razed and replaced with new eligible space, then the institution may retain the base occupancy costs, net the funded GSF against any additional GSF, and request funding for the difference.
- f. Unfunded Occupancy Costs. If occupancy costs for eligible space have been requested but not funded due to budgetary reasons, institutions may request occupancy costs again in the following year. If, however, occupancy costs are denied for non-budgetary reasons, no further requests for occupancy costs related to the space in question will be considered.

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 2

SECTION: V. FINANCIAL AFFAIRS

Subsection: D. Fiscal Officer, Banking, and Investments

February 2012

1. Bursars

Each institution and agency must have a fiscal officer, titled "bursar," designated by the Board. The fiscal officer is primarily responsible for receipt and remittance of money and other evidence of indebtedness and for making reports on fiscal matters directly to the Board. The Board may, from time to time, fix additional duties for the fiscal officers and fix the amount of any performance bond. The financial vice president of each of the institutions of higher education serves as the fiscal officer and/or bursar of that institution.

2. Deposits

Each institution and agency must deposit with the state treasurer all money and other evidence of indebtedness received for or on account of the state of Idaho (Section 59-1014, Idaho Code). The University of Idaho may deposit money and other evidence of indebtedness belonging to the University of Idaho in financial institutions approved by the Board of Regents (*Melgard v. Eagleson*, 31 Idaho 411 (1918)). Deposits with the state treasurer must be made daily when the amount is \$200 or more or weekly when the amount is less than \$200 in any 24-hour period. The depositor must take in exchange a receipt from the state treasurer (Section 59-1014, Idaho Code). The University of Idaho will make deposits at the intervals provided above. By resolution, the State Board of Examiners may authorize an institution or agency to make deposits with the state treasurer less frequently, but in no event less than once a month (Section 67-2025, Idaho Code). Prior approval by the Board is required if any financial institution other than the state treasurer is to receive deposits.

3. Treasurer for Non-State Monies

The Board may authorize the fiscal officer or other employee of any institution to act as treasurer for any organization or association of students or faculty at the institution and to collect, receive, deposit, and disburse money and other evidence of indebtedness on its behalf. (Section 67-2025, Idaho Code)

4. Local Depositories

Pending payment of money or other evidence of indebtedness to the state treasurer or to the person otherwise entitled to receive the same, an institution or agency may deposit the same in a suitable bank or trust company in the state of Idaho, subject to the provisions of the public depository law, whether the money is owned by the state of Idaho or otherwise.

5. Security of Funds

Any employee of any institution or agency under the governance of the Board having money or other evidence of indebtedness in his or her physical custody or administrative control must at all times see that it is safe and secure from loss or

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 2

SECTION: V. FINANCIAL AFFAIRS

Subsection: D. Fiscal Officer, Banking, and Investments

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theft. A cash receipt should be generated and a reasonable effort made for immediate deposit of the funds with the state treasurer or a suitable financial institution.

6. Misappropriation a Felony

Any employee of an institution or agency under the governance of the Board charged with receipt, safe-keeping, transfer, or disbursement of money or other evidence of indebtedness who willingly and wrongfully uses or keeps the same may be guilty of a felony under Sections 18-5701 and 18-5702, Idaho Code. (See *also* Section 59-1014, Idaho Code.)

7. Investments

a. Investment Objectives:

Each institution investing funds shall maintain a written investment policy in accordance with the following objectives, in priority:

- i. Preservation of capital
- ii. Maintenance of liquidity
- iii. Achieve a fair rate of return

b. Each institution's investment policy shall include provisions designed to comply with the Board's Investment policy by establishing guidelines for:

- i. Specific investment and overall portfolio maturity
- ii. Ratings and ratings downgrades
- iii. Concentration limits
- iv. Periodic portfolio reviews
- v. Other standards consistent with the standard of conduct in managing and investing institutional funds under the Uniform Prudent Management of Institutional Funds Act (Section 33-5003, Idaho Code)

c. General Account funds may not be invested by the Board or any institution or agency under its governance.

d. Permanent Endowment funds are invested by the Permanent Endowment Fund Investment Board.

e. Other funds within the control of an institution may be invested in the following vehicles without prior Board approval:

- i. FDIC passbook savings accounts
- ii. certificates of deposit
- iii. U.S. Government securities

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GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 2

SECTION: V. FINANCIAL AFFAIRS

Subsection: D. Fiscal Officer, Banking, and Investments

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- iv. federal funds repurchase agreements
 - v. reverse repurchase agreements
 - vi. federal agency securities
 - vii. large money market funds
 - viii. bankers acceptances
 - ix. corporate bonds of A grade or better
 - x. mortgage-backed securities of A grade or better
 - xi. commercial paper of prime or equivalent grade
 - xii. For the state of Idaho:
 - 1) general obligations or revenue bonds or other obligations for which the faith and credit of the state are pledged for the payment of principal and interest
 - 2) general obligations or revenue bonds of any county, city, metropolitan water district, municipal utility district, school district or other taxing district
 - 3) bonds, notes or other similar obligations issued by public corporations of the state of Idaho including, but not limited to, the Idaho state building authority, the Idaho housing authority and the Idaho water resource board
 - 4) tax anticipation notes and registered warrants
 - 5) tax anticipation bonds or notes and income and revenue anticipation bonds or notes of taxing districts
 - 6) revenue bonds of institutions of higher education
 - xiv. State of Idaho run investment funds for state agencies and other governmental entities.
- f. All investments must meet the ratings criteria (if applicable) in Section 7(e) at the time of acquisition.
- g. Authority to make investments in any other form requires prior Board approval. Such Board approval may be in the form of general authority to invest or reinvest cash, securities, and other assets obtained and becoming a part of foundation trusts such as the Consolidated Investment Trust of the University of Idaho. An annual report on the Consolidated Investment Trust shall be submitted to the Board upon request.

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: D. Fiscal Officer, Banking, and Investments

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College and University License Plates (Idaho Code § 49-418A)

1. Funds from the college and university special license plate program shall be used only as follows:
 - a. To fund scholarships for Idaho residents attending the institution. Each institution may either create a new scholarship or fund existing scholarships so long as the scholarship recipients are Idaho residents as defined by Idaho Code and the rules of the Board.
 - b. To contribute to academic programs. Provided, however, that this use of such funds shall be on the following conditions:
 - (1) Such funds must be matched in at least equal amounts to non-state, non-federal, and non-local governmental funds.
 - (2) Such use requires prior approval of the Board.
2. Each institution participating in the college and university license plate program shall, upon request, present a detailed report to the Board of all recipients and distributions of all funds from said program.

Said report shall include, at a minimum; a complete accounting of the receipts; a complete accounting of the disbursements; what scholarships were funded and in what amounts; a brief description of the scholarship requirements or criteria; a list of the recipients of scholarships funded; the academic programs to which contributions were made and in what amounts; the amount and source of non-governmental matching funds contributed to academic programs in conjunction with the license plate funds; and any projected future use of said funds.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

SUBJECT

Board Policy V.C. – Spending Authority - second reading

REFERENCE

December 2011

Board approved first reading of changes to Spending Authority policy

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.C.
Section 67-3516, Idaho Code

BACKGROUND / DISCUSSION

Board policy currently places limitations on institution and agency spending authority, irrespective of legislative spending authority. The policy also duplicates Idaho Code with regard to non-cognizable funds, while at the same time referencing certain undefined exceptions.

IMPACT

Current policy has the effect of requiring Board approval of spending authority which has already been granted by the Legislature (e.g. Board approval in October of prior-year carryover authority). Current policy also unnecessarily duplicates Idaho Code in regard to non-cognizable funds.

ATTACHMENTS

Attachment 1 – Board Policy Section V.C.

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes from the first reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy Section V.C., as presented in attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

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C. Spending Authority

1. Monies Subject to Appropriation

a. Legal Spending Authority Required

- i. No institution or agency may expend, encumber, or otherwise use monies subject to appropriation without a specific appropriation or other spending authority under Idaho law (hereinafter "spending authority").
- ii. No institution or agency may expend, encumber, or otherwise use monies other than for the purposes and in the amounts authorized pursuant to the spending authority.
- iii. Any expenditure, encumbrance, or other use of monies without spending authority, in excess of the spending authority, or contrary to the purposes authorized by the spending authority, is void.
- iv. Each institution and agency is responsible for determining that spending authority exists to expend, encumber, or otherwise use monies under its control.
- v. Any person expending, encumbering, or otherwise using such monies other than pursuant to spending authority is subject to statutory penalties and disciplinary action. (See, for example, Sections 18-5701, 18-5702, and 59-1013, Idaho Code.)

b. General Fund and Special Accounts

- i. All General Fund monies are subject to annual or continuing appropriations by the Idaho Legislature.
- ii. Certain special account monies, such as direct federal appropriations, state endowment income and trust accounts, and miscellaneous receipts, are the subject of continuing or perpetual spending authority. (See, for example, Sections 67-3608 and 67-3611, Idaho Code (miscellaneous receipts); Section 67-3607 and Section 33-3301 et seq., Sections 33-2909 and 33-2910, Sections 33-2913 and 33-2914, Sections 33-2911 and 33-2912, Sections 66-1106 and 66-1107, Idaho Code (state endowment income and trust accounts).)

c. University of Idaho

The University of Idaho and the Board of Regents of the University of Idaho, by virtue of their constitutional status and unique standing under federal or state law, may expend certain monies which are not General Fund monies without the

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SECTION: V. FINANCIAL AFFAIRS
Subsection: C. Spending Authority

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overall supervision and control of any other branch, department, office, or board of Idaho state government. (*See, for example, State ex rel. Black v. State Board of Education*, 33 Idaho 415 (1921).)

d. Non-cognizable Funds

Non-cognizable funds may not be expended without prior approval by the Division of Financial Management pursuant to Section 67-3516(2), Idaho Code.

2. Monies Not Subject to Appropriation

- a. Monies under the direct control of the institutions and agencies by virtue of auxiliary enterprises, local service operations, federal, state, and private gifts, and grants and contracts, may be expended in such amounts and for such purposes as authorized by the Board without express legislative spending authority.
- b. Institutional agency funds may be expended in accordance with the provision and controls of the depositor and are not subject to Board authorization.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

SUBJECT

Grants and Contracts, Board Policy, Section V.N. – second reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.N.

BACKGROUND / DISCUSSION

In December 2011 the Board approved the first reading to amend Board policy Section V.N.

The University of Idaho provided comments and suggested changes for second reading as follows:

1. Paragraph 3.a.(1): Add language to allow for reduction of F&A where mandated by federal law, program or agency. Restructure sub-paragraph to clarify that all points address federal grants and contracts.
2. Paragraph 3.a.(2)-(3): Recommend that all state agencies pay the same rate, including for grants or contracts between the Board and an institution and between agencies governed by the Board and an institution. Use language from the definition of “state” in the Idaho Tort Claims Act as a comprehensive description of state agencies entitled to the 20% rate.
3. Paragraph 3.a.(4): Recommend using language from the definition of “political subdivision” in the Idaho Tort Claims Act as a comprehensive description of the other state entities that get the preferred 20%, this clearly eliminates non-governmental entities.
4. Paragraph 3.a.(5): Recommend adding the phrase “which represents the institution's full cost of doing business” at the end of the sentence to describe the rationale behind the requirement.

IMPACT

Updating this Board policy will clarify and streamline approval and reporting requirements, which benefits staff for the Board and the institutions. Similarly, revising the indirect cost recovery policy will help facilitate grants management at the institutions and agencies.

ATTACHMENTS

Attachment 1 – Board Policy V.N. – redline

Page 3

Attachment 2 – Board Policy V.N. – clean

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff concurs with all suggested changes from University of Idaho except applying 20% indirect rate between the Board office (or agencies governed by the Board) and an institution.

Staff also revised reporting dates in paragraph 2 and 3.b.(2) from June to August.

Staff recommends approval of the policy revisions as submitted.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy Section V.N., as presented in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: N. Grants and Contracts

~~December~~February ~~2008~~2012

N. Grants and Contracts

1. Approval of Grant and Contract Applications

All applications for grants and contracts in excess of one million dollars (\$1,000,000) that require the institution or agency to dedicate current funds or facilities or will obligate the institution or agency or state to dedicate future funding or facilities require approval by the executive director. Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application may be approved by the chief executive officer of the institution or agency or his or her designee. When requests for approval of such applications are presented to the executive director the following information shall be included:

- a. Agency to which application is made.
- b. Amount of the proposal.
- c. Period of the grant or contract.
- d. Purpose of the grant or contract.
- e. Nature of obligations including amount of funds involved or facilities to be committed.

2. Acceptance of Grants and Contracts

Grants and contracts accepted by an institution or agency shall be reported to the Board in ~~June~~August of each year, when the amount of the grant or contract award exceeds one million dollars (\$1,000,000). The following information must be provided:

- a. Name of grantor or contract.
- b. Amount of the grant or contract.
- c. Grant or contract period.
- d. Purpose of the grant or contract.
- e. Indicate nature of institution or agency's obligations in the form of dedicated funding or dedication of significant facilities.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: N. Grants and Contracts

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3. Facilities and Administrative Indirect Cost Recovery

- a. The following indirect cost recovery rates will be used by institutions and agencies under the governance of the Board for grant and contract services:

i. For grants and contracts with the federal government:

- 1) The indirect cost recovery rates are those negotiated between the institution or agency and the federal government.
- 2) The indirect cost recovery rate may vary from one classification (e.g. research, instruction, public service/outreach, etc.) to another, but institutions and agencies are encouraged to maximize indirect cost recovery rates.
- 3) Institutions or agencies may accept indirect cost recovery rates below the institution's/agency's negotiated rate when federal laws, federal programs or policies of the federal agencies limit the rate.

ii. For grants and contracts with or administered by the Office of the State Board of Education, the Division of Professional-Technical Education, or the Division of Vocational Rehabilitation, no indirect cost recovery is allowed.

iii. Except as provided above, for grants and contracts with a State of Idaho office, department, agency, authority, commission, board, institution, hospital, college, university or other instrumentality thereof, the indirect cost recovery rate is twenty percent (20%) of the total direct cost; provided however, if the funding is federal pass-through, then paragraph (1) applies.

iv. For grants and contracts with any political subdivision of the State of Idaho as defined in Idaho Code §6-902(2):

- 1) the indirect cost recovery rate is no less than twenty percent (20%) of the total direct cost unless the funding is federal pass through;
- 2) If the funding is federal pass-through, then paragraph (1) applies.

v. For grants and contracts with private entities, whether for-profit or non-profit, indirect cost recovery shall be charged at the full indirect cost recovery rate proposed to the federal government at the last rate negotiation which represents the institution's full cost of doing business.

b. Reduction or Waiver of Cost Recoveries

- i. Notwithstanding the indirect cost recovery rates established above, for good cause, the chief executive officer or his or her designee of the institution or agency is authorized to reduce or waive indirect cost recoveries.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

Subsection: N. Grants and Contracts

~~December~~February ~~2008~~2012

- ii. Discretionary reductions or waivers of indirect costs must be reported to the Board office in ~~June~~August of each year.

4. Restrictions on Contract Services

- a. Research or consultant entities of agencies and institutions under the governance of the Board may not bid on contract services when it appears that the contract services are reasonably available from the private sector.
- b. If the product of contract work is to be privileged or its dissemination restricted, the agency or institution may not undertake the contract work without the written approval of the chief executive officer of the agency or institution.

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ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

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ATTACHMENT 2

SECTION: V. FINANCIAL AFFAIRS

Subsection: N. Grants and Contracts

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N. Grants and Contracts

1. Approval of Grant and Contract Applications

All applications for grants and contracts in excess of one million dollars (\$1,000,000) that require the institution or agency to dedicate current funds or facilities or will obligate the institution or agency or state to dedicate future funding or facilities require approval by the executive director. Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application may be approved by the chief executive officer of the institution or agency or his or her designee. When requests for approval of such applications are presented to the executive director the following information shall be included:

- a. Agency to which application is made.
- b. Amount of the proposal.
- c. Period of the grant or contract.
- d. Purpose of the grant or contract.
- e. Nature of obligations including amount of funds involved or facilities to be committed.

2. Acceptance of Grants and Contracts

Grants and contracts accepted by an institution or agency shall be reported to the Board in August of each year, when the amount of the grant or contract award exceeds one million dollars (\$1,000,000). The following information must be provided:

- a. Name of grantor or contract.
- b. Amount of the grant or contract.
- c. Grant or contract period.
- d. Purpose of the grant or contract.
- e. Indicate nature of institution or agency's obligations in the form of dedicated funding or dedication of significant facilities.

3. Facilities and Administrative Indirect Cost Recovery

Idaho State Board of Education
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ATTACHMENT 2

SECTION: V. FINANCIAL AFFAIRS

Subsection: N. Grants and Contracts

February 2012

- a. The following indirect cost recovery rates will be used by institutions and agencies under the governance of the Board for grant and contract services:
 - i. For grants and contracts with the federal government:
 - 1) The indirect cost recovery rates are those negotiated between the institution or agency and the federal government.
 - 2) The indirect cost recovery rate may vary from one classification (e.g. research, instruction, public service/outreach, etc.) to another, but institutions and agencies are encouraged to maximize indirect cost recovery rates.
 - 3) Institutions or agencies may accept indirect cost recovery rates below the institution's/agency's negotiated rate when federal laws, federal programs or policies of the federal agencies limit the rate.
 - ii. For state grants and contracts with or administered by the Office of the State Board of Education, the Division of Professional-Technical Education, or the Division of Vocational Rehabilitation, no indirect cost recovery is allowed.
 - iii. Except as provided above, for grants and contracts with a State of Idaho office, department, agency, authority, commission, board, institution, hospital, college, university or other instrumentality thereof, the indirect cost recovery rate is twenty percent (20%) of the total direct cost; provided however, if the funding is federal pass-through, then paragraph (1) applies.
 - iv. For grants and contracts with any political subdivision of the State of Idaho as defined in Idaho Code §6-902(2):
 - 1) the indirect cost recovery rate is no less than twenty percent (20%) of the total direct cost unless the funding is federal pass through;
 - 2) If the funding is federal pass-through, then paragraph (1) applies.
 - v. For grants and contracts with private entities, whether for-profit or non-profit, indirect cost recovery shall be charged at the full indirect cost recovery rate proposed to the federal government at the last rate negotiation which represents the institution's full cost of doing business.
- b. Reduction or Waiver of Cost Recoveries
 - i. Notwithstanding the indirect cost recovery rates established above, for good cause, the chief executive officer or his or her designee of the institution or agency is authorized to reduce or waive indirect cost recoveries.
 - ii. Discretionary reductions or waivers of indirect costs must be reported to the Board office in August of each year.

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SECTION: V. FINANCIAL AFFAIRS

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4. Restrictions on Contract Services

- a. Research or consultant entities of agencies and institutions under the governance of the Board may not bid on contract services when it appears that the contract services are reasonably available from the private sector.
- b. If the product of contract work is to be privileged or its dissemination restricted, the agency or institution may not undertake the contract work without the written approval of the chief executive officer of the agency or institution.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

SUBJECT

Board Policy V.R. - Professional Fees; Self-Support Certificate and Program Fees – second reading

REFERENCE

December 2010	Board approved first reading of changes to Self-Support Fee policy
February 2011	Second reading pulled from agenda by unanimous consent and returned to CAAP for further review
December 2011	Board approved first reading of changes to Professional Fee and Self-Support Fee policy

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.a.iv - v.

BACKGROUND / DISCUSSION

In December 2011 the Board approved the first reading to amend Board policy on Professional Fees and Self-support Fees.

Professional Fees

Several institutions expressed concern about first reading changes to the Professional Fee policy. First, under V.R.3.a.iv.1)a) staff originally proposed changing the policy to read that professional fees may be assessed for a degree which qualifies a student to practice a profession for which credentialing or licensing to practice is required. Institutions were concerned that certain fields which may otherwise meet the criteria for a professional fee, would not be eligible because credentialing or licensing is common but not required. Staff re-wrote the paragraph in an attempt to distinguish professional degree programs from academic degrees. The primary distinction is that a professional degree program trains an individual for a particular profession or career, whereas an academic degree imparts new knowledge and educates broadly in a field or discipline. The former also usually has some ultimate certification or licensing process, but policy would not require such to be eligible for the fee.

Institutions also expressed concern about the prior accreditation requirement. Staff added a suggested change to provide that a new program may also be eligible if it is “actively seeking accreditation.”

Staff also clarified the following:

- For purposes of this fee, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master’s, specialist or doctoral degree.

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- The program must be consistent with traditional academic offerings of the institution by serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.
- Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited, except those that are designated to cover the cost of identified consumables associated with a specific course.
- Upon Board approval of a fee, any subsequent fee increases require prior Board approval.

Self-Support Program Fees:

Staff incorporated a minor edit to V.R.3.a.v.1)c) at the suggestion of an institution which simply reorders the words to change emphasis.

Staff also clarified the following:

- For purposes of this fee, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master’s, specialist or doctoral degree.
- If a Self-support program fee is requested for a new program, an institution may front program start-up costs with appropriated or local funds, but all such funding shall be repaid from program revenue within three years of program start-up.
- Upon Board approval of a fee, any subsequent fee increases require prior Board approval.

IMPACT

The proposed revisions help distinguish professional fee from self-support fee programs, and establish a clear process for program approval.

ATTACHMENTS

Attachment 1- Board Policy Section V.R. – redline
Attachment 2 - Board Policy Section V.R. – clean

Page 3
Page 11

STAFF COMMENTS AND RECOMMENDATIONS

First reading changes are marked-up in red. Second reading changes are marked-up in blue. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy Section V.R.3.a.iv. Professional Fees, and Section V.R.3.a.v. Self-Support Certificate and Program Fees, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: R. Establishment of Fees**February 201~~1~~²**1. Board Policy on Student Tuition and Fees**

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees**a. Initial Notice**

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

b. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: R. Establishment of Fees**February 201⁴²**3. Definitions and Types of Tuition and Fees**

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

a. General and Professional-Technical Education Tuition and Fees

Tuition and fees approved by the State Board of Education. Revenues from these fees are deposited as required by Section V, Subsection Q.

i. Tuition fees— Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho

Tuition fees are the fees charged for any and all educational costs at Boise State University, Idaho State University, Lewis Clark State College and University of Idaho. Tuition fees include, but are not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

ii. Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

iii. Part-time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

iv. Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

v. Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty

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percent (50%) of the total of the tuition fee, matriculation fee, facility fee, and activity fee.

vi. Employee/Spouse Fee

The fee for eligible participants shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. Eligibility shall be determined by each institution. Employees at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Special course fees may also be charged.

vii. Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

viii. In-Service Teacher Education Fee

The fee shall not exceed one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

- (1) The student must be an Idaho certified teacher or other professional employee at an Idaho elementary or secondary school.
- (2) The costs of instruction are paid by an entity other than an institution.
- (3) The course must be approved by the appropriate academic unit(s) at the institution.
- (4) The credit awarded is for professional development and cannot be applied towards a degree program.

ix. Workforce Training Credit Fee

This fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: R. Establishment of Fees**February 201~~1~~²

courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

b. Institutional Local Fees – Approved by the Board

Institutional local fees are both full-time and part-time student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

i. Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

ii. Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

iii. Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

iv. Professional Fees

To designate an academic professional fee for a Board approved program, *all* of the following criteria must be met:

1) ~~Credentialing or Licensure~~ Requirement:

- a) A professional fee may be assessed for an academic professional program if ~~graduates of the professional program obtain a specialized~~

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: R. Establishment of Fees**February 2014²

higher education degree that qualifies them to practice a professional service or to be eligible for profession for which credentialing or licensing to practice is required a professional service the program trains an individual for a specific profession or career. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master's, specialist or doctoral degree. A defining characteristic of an eligible program is one which will involve practical training in the application of knowledge to a singular and specific career, industry or profession as opposed to a general academic degree which imparts new knowledge and educates broadly in a field or discipline.

- b) The program leads to a certificate or degree that where the degree is at least the minimum required for entry to the practice of a profession.
- 2) Accreditation Requirement ~~(if applicable)~~: The program ~~meets the requirements of is accredited~~ (or actively seeking accreditation if a new program) by a national/specialized/ or professional accrediting agency ~~as defined by the State Board of Education.~~
- 3) Extraordinary Program Costs: ~~The~~ An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver of non-professional programs at the institution. ~~Institutions will be required to provide documentation to support the reported cost of the program. A reduction in appropriated funding in support of the program is not a sufficient basis alone for making a claim for extraordinary program costs.~~
- 4) The program must may include support from appropriated funds.
- 5) The program is consistent with traditional academic offerings of the institution by serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.
- 6) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited, except those that are designated to cover the cost of identified consumables associated with a specific course.
- 7) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.

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~~Institutions will propose professional fees for Board approval based on the costs to deliver the program.~~

v. Self-Support ~~Certificate and Academic~~ Program Fees

- 1) Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master's, specialist or doctoral degree. To bring a Self-support program fee to the Board for approval, the following criteria must be met:
 - a) An institution shall follow the program approval guidelines set forth in policy III.G.
 - b) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.
 - c) The Self-support program shall be distinct from the traditional offerings of the institution by ~~serving a being delivered fully online, being offered off-campus, or being designed specifically for working professionals or other populations~~ that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.
 - d) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.
 - e) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.
- 2) If a Self-support program fee is requested for a new program, an institution may front program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.
- 23) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall ~~be reported annually to require prior approval by the Board at the same time~~ institutions submit proposals for tuition and fees.

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- 34) Institutions shall annually audit Self-support academic programs to ensure that program revenue is paying for all program costs, direct and indirect, and that no appropriated funds are supporting the program.
- 45) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

~~Self-support certificates and programs are a defined set of specific courses that must all be successfully completed in order to earn the certificate. Such programs must be encapsulated, separate and distinct from the regular courses of the institution. Institutions may offer self-support certificates and programs if the fees assessed cover all costs of the program and no appropriated funds are used to support the program. In addition, students pay a fee for the entire program and may not enroll for program courses on an individual course-by-course basis. Students enrolled in the self-support programs may take courses outside of the program as long as they pay the required tuition and fees for those courses. Institutions will establish such fees on an individual program basis according to anticipated expenditures. Self-support certificate and program fees are retained by the institution.~~

vi. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

vii. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

c. Institutional Local Fees and Charges Approved by Chief Executive Officer

These local fees and charges are assessed to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts and shall only be expended for the purposes for which they were collected.

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****Subsection: R. Establishment of Fees**February 201⁴²**i. Continuing Education**

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

ii. Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution.

iii. Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

1. Board Policy on Student Tuition and Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees

a. Initial Notice

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

b. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

a. General and Professional-Technical Education Tuition and Fees

Tuition and fees approved by the State Board of Education. Revenues from these fees are deposited as required by Section V, Subsection Q.

i. Tuition fees– Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho

Tuition fees are the fees charged for any and all educational costs at Boise State University, Idaho State University, Lewis Clark State College and University of Idaho. Tuition fees include, but are not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

ii. Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

iii. Part-time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

iv. Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

v. Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of the tuition fee, matriculation fee, facility fee, and activity fee.

vi. Employee/Spouse Fee

The fee for eligible participants shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. Eligibility shall be determined by each institution. Employees at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Special course fees may also be charged.

vii. Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

viii. In-Service Teacher Education Fee

The fee shall not exceed one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

- (1) The student must be an Idaho certified teacher or other professional employee at an Idaho elementary or secondary school.
- (2) The costs of instruction are paid by an entity other than an institution.
- (3) The course must be approved by the appropriate academic unit(s) at the institution.
- (4) The credit awarded is for professional development and cannot be applied towards a degree program.

ix. Workforce Training Credit Fee

This fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

b. Institutional Local Fees – Approved by the Board

Institutional local fees are both full-time and part-time student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

i. Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

ii. Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

iii. Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

iv. Professional Fees

To designate an academic professional fee for a Board approved program, *all* of the following criteria must be met:

1) General Characteristics of Eligible Programs

- a) A professional fee may be assessed for an academic professional degree program. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master's, specialist or doctoral degree. A defining characteristic of an eligible program is one which will involve practical training in the application of knowledge to a

singular and specific career, industry or profession as opposed to a general academic degree which imparts new knowledge and educates broadly in a field or discipline.

- b) The program leads to a certificate or degree that is at least the minimum required for entry to the practice of a profession, usually geared towards some ultimate credential or license.
- 2) Accreditation Requirement: The program is accredited (or actively seeking accreditation if a new program) by a specialized or professional accrediting agency.
- 3) Extraordinary Program Costs: An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver non-professional programs at the institution. A reduction in existing appropriated funding in support of the program is not a sufficient basis alone for making a claim for extraordinary program costs.
- 4) The program may include support from appropriated funds.
- 5) The program is consistent with traditional academic offerings of the institution by serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.
- 6) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited, except those that are designated to cover the cost of identified consumables associated with a specific course.
- 7) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.

v. Self-Support Academic Program Fees

- 1) Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. (For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master's, specialist or doctoral degree.) To bring a Self-support program fee to the Board for approval, all of the following criteria must be met:

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 2

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

February 2012

- a) An institution shall follow the program approval guidelines set forth in policy III.G.
 - b) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.
 - c) The self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services, and features as full-time, tuition-paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.
 - d) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.
 - e) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.
- 2) If a Self-support program fee is requested for a new program, an institution may front program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.
 - 3) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.
 - 4) Institutions shall annually audit Self-support academic programs to ensure that program revenue is paying for all program costs, direct and indirect, and that no appropriated funds are supporting the program.
 - 5) Students enrolled in Self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

vi. **Contracts and Grants**

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

vii. **Student Health Insurance Premiums or Room and Board Rates**

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions.

Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

c. Institutional Local Fees and Charges Approved by Chief Executive Officer

These local fees and charges are assessed to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts and shall only be expended for the purposes for which they were collected.

i. Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

ii. Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution.

iii. Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

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BOISE STATE UNIVERSITY

SUBJECT

Community Park and Ride Property Purchase

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2

BACKGROUND/DISCUSSION

Boise State University's (BSU) Campus Master Plan envisions a reduction of interior surface parking lots to provide for more efficient, higher-density redevelopment. According to the Master Plan, as development proceeds, displaced parking spots will be relocated to parking structures on the perimeter of campus. However, structure parking costs considerably more to develop and operate than surface parking and these costs are passed on to end users, in this case students and employees. One way to continue to provide lower cost parking options is to develop off-site park and ride lots.

The University has applied for and been awarded a Federal Transportation Administration (FTA) grant for the development of a community park and ride parking lot and bus storage facility. Other agencies dedicated to enhancing regional transportation have committed supplemental funding by redirecting federal transportation grants from other projects to this project. The sum of federal grant funds, \$1,944,879, plus a local match from the University of \$274,152 combine to total \$2,219,031 in project funds.

The facility will be owned and managed by the University, but grant restrictions require that the parking lot be available to the community on the same terms as University students and employees.

Working with a consultant and the regional transportation authority, the University analyzed dozens of potential locations and through collective prioritization selected an optimal location. Following the FTA process, the University completed the appropriate environmental review and site appraisal for the preferred site. These documents have been approved by the grantor and under the terms of the grant the University may now proceed with purchase negotiations.

The preferred site is located just west of Vista on West Elder Street, near Vista and I-84. The site consists of 2 parcels. The two parcels (parcel numbers R2320000190 and R2320000200), which are owned by a Midwest hotel company, total 2.31 acres and are valued at \$1,410,000. These parcels are currently for sale on the open market.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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The University requests authorization to extend an offer to purchase both parcels for a total price not to exceed \$1,410,000. If the purchase is approved by the Board, final purchase remains contingent upon FTA approval and execution of the grant.

The total amount of available funding far exceeds the maximum purchase price of \$1,410,000. The balance of the funds will be used for the design and construction of a community park and ride parking lot including University shuttle storage and maintenance. The University will return to the Board at a later date for required approvals related to this portion of the project.

IMPACT

The University will commit \$274,152 to the project to be combined with federal grant funds of \$1,944,879 for a total project budget of \$2,219,031.

STAFF COMMENTS AND RECOMMENDATIONS

This is a request by BSU for approval for the purchase of real property. Intended use of the property is for an off-campus community park and ride parking lot. The appraised value for both parcels is \$1.41M. The 2011 assessed value is \$541,700 for parcel R2320000190 and \$399,100 for parcel R2320000200; down from \$637,300 and \$469,600, respectively, from last year when BSU identified the properties.

BOARD ACTION

I move to approve the request by Boise State University to purchase two parcels of real property totaling 2.31 acres (parcels R2320000190 and R2320000200) in connection with the development of a community park and ride parking lot and bus storage facility for an amount not to exceed \$1,410,000, and to authorize the University's Vice President for Finance and Administration to execute all necessary documents on behalf of the Idaho State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

BOISE STATE UNIVERSITY

SUBJECT

Authorization for issuance of general revenue and refunding bonds

REFERENCE

December 2010	Bronco Stadium future projects update
February 2011	Board approved request to begin preliminary design
September 2011	Board approved construction of Dona Larsen Park Track and Field and related facilities
October 2011	Bronco Stadium Expansion Project, Phase I Update
December 2011	Board approved construction of Bronco Stadium Expansion Project, Phase I, Football Complex

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.10., V.F.
Section 33-3804, Idaho Code

BACKGROUND/DISCUSSION

In December 2011 the Board authorized Boise State University to proceed with construction of Phase I of the Bronco Stadium Expansion project. This request pertains to financing of the football complex. The University requests the Board's approval to issue approximately \$_____ in tax-exempt general revenue and refunding bonds ("Series 2012A Bonds") pursuant to a Supplemental Bond Resolution. \$17.5 million of the proceeds of the series 2012A Bonds will be used to partially finance the construction of the Bronco Stadium Expansion Project, Phase I, Football Complex. The cost in excess of the bonds will be funded by donations. Remaining bond proceeds will be used to cover the cost of issuance.

The Football Complex is an addition to the Bronco Stadium facilities and consists of approximately 69,000 gross square feet of all-sports training and hydrotherapy facilities, a strength training and cardiovascular room, football team locker room, football team meeting rooms, football coaches' offices, football coach and staff locker rooms, academic study areas, a recruiting lounge, equipment storage and checkout, loading dock, and other infrastructure support spaces. The improvements provided by this new facility are needed to support the development of the football program, provide facilities that are more comparable to our conference peers, and to enhance recruiting.

The total budget for the Football Complex is \$22 million. Bidding is scheduled to begin in February or March 2012 with anticipated construction completion in summer 2013.

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With the assistance of its bond underwriter, the University periodically reviews outstanding bond issues to assess whether market conditions warrant refinancing to take advantage of lower interest rates. The University is evaluating refunding of the Series 2003 and Series 2004A in an aggregate principal amount of \$7,185,000. In the event that market conditions are no longer favorable at the time of the meeting, no refunding bonds will be issued.

Principal Amount

Approximately \$_____

Maturities

To be determined the day of pricing.

Amortization Plan

The amortization schedule for the Series 2012A bonds reflects (level debt service).

Interest Rates

To be determined the day of pricing.

Source of Security

General Revenue pledge of the University, excluding appropriated funds, grants, contract revenues and restricted gifts.

Ratings

Rating agency updates were conducted the week of January 9, 2012, in anticipation of the 2012A issuance. The University's current ratings of A1/A+ were reaffirmed by Moody's Investors Service and Standard & Poor's, respectively (see Attachments 3 and 4).

Documents to be Provided at the Board Meeting

Once pricing is concluded, the University will provide the following at the Board meeting:

1. Bond sizing analysis showing final amounts, interest rates and maturities on the bonds;
2. Final Supplemental Bond Resolution showing rates and maturities of the bonds; and

BUSINESS AFFAIRS AND HUMAN RESOURCES
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3. Insert of new Appendix A to Bond Purchase Agreement showing bond rates and maturities.

Bond pricing will occur on the 16th day of February, 2012. Agenda consideration after 2:00 pm MST is requested.

IMPACT

Cost estimates based on the design development documents indicate construction costs of \$16,976,825. Contingencies, architectural and engineering fees, commissioning, testing, and other administrative and soft costs bring the estimated total project cost to \$22,000,000.

Current project funding sources include:

Private Gifts and Pledges	\$ 4,500,000
Bond Proceeds from New Debt	<u>\$17,500,000</u>
Total	<u>\$22,000,000</u>

This project will be procured through the standard process using the State of Idaho's Division of Public Works and the State of Idaho Department of Administration, Division of Purchasing, as appropriate.

The refunding of the Series 2003 and Series 2004A in the aggregate principal amount of \$7,185,000¹ would result in a debt service net present value savings in the amount of approximately \$400,000.²

STAFF COMMENTS AND RECOMMENDATIONS

Board approval of this bond issuance would bring BSU's total projected annual debt service to approximately \$18.6M for the first six years, and decreasing thereafter. However, refunding savings from the 2012A issuance are not reflected in total debt service amounts, so projected amounts are conservatively overstated. BSU's current debt service as a percent of operating budget is 6.1%. This bond issuance would increase that ratio to 6.5%. The Board has informally considered 8% as a debt service ceiling.

Debt projection revenue assumptions include:

1. 0% student growth from student fees; \$25 new strategic facilities fee in FY2013
2. 2% base reduction in FY2013; no increase in appropriated funds in out-years
3. Gifts and auxiliary revenues flat at FY2011 levels

¹ Exact series and amounts will be available at the Board meeting.

² Exact amount will be available at the Board meeting.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

4. 3% decrease in federal grants in FY2013
5. 5.5% interest rate for 30 years

The Series 2012A Bonds would be secured by Pledged Revenues on a parity with the other Bonds. Pledged Revenues include:

- (i) student fees;
- (ii) sales and service revenues;
- (iii) revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University;
- (iv) various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage and printing;
- (v) Investment Income (as defined in APPENDIX C); and
- (vi) other revenues as the Board shall designate as Pledged Revenues.

Pledged Revenues do not include State appropriations, which by law cannot be pledged. Pledged Revenues also exclude restricted gift and grant revenues and federal interest subsidy payments made to the University with respect to the Series 2010B Bonds or any future Bonds. Under the Resolution, the University has covenanted to maintain Revenues Available for Debt Service at least equal to 110% of Debt Service on the outstanding Bonds for each fiscal year.

The Board approved BSU's request to proceed with construction of this project in December 2011. The project cost estimate of \$22M has remained unchanged, making this request for approval of financing consistent with previous representations by BSU.

As part of this issuance, the University also stands to benefit from the refinancing of two outstanding bond issues.

Staff recommends approval.

ATTACHMENTS

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Attachment 2 - Draft Bond Purchase Agreement	Page 27
Attachment 3 - Moody's 2012A Rating Report	Page 51
Attachment 4 - Standard & Poor's 2012A Rating Report	Page 61
Attachment 5 – Debt Service Projection	Page 69
Attachment 6 – Ten Year Debt Projection	Page 70
Attachment 7 - Preliminary Official Statement	Page 71

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

BOARD ACTION

I move to approve the finding that the Bronco Stadium Expansion Phase I is economically feasible and necessary for the proper operation of the University and to approve a Supplemental Resolution for the Series 2012A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance and sale of (i) General Revenue Bonds, Series 2012A, in the principal amount of up to \$_____; authorizing the execution and delivery of a Bond Purchase Agreement and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2012A Bonds.

and to direct Board staff to provide written notification of final Board approval to the Joint Finance-Appropriations Committee within ten business days.

Roll call vote is required.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Sale of

Boise State University
\$_____ General Revenue Project and Refunding Bonds,
Series 2012A

Adopted February 16, 2012

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SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION authorizing the issuance and sale of \$_____ General Revenue Project and Refunding Bonds, Series 2012A of Boise State University; authorizing the execution and delivery of a Bond Purchase Agreement, an Escrow Agreement and a Continuing Disclosure Undertaking; and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2012A Bonds.

* * * * *

WHEREAS, Boise State University (the “*University*”) is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the constitution and laws of the State of Idaho; and

WHEREAS, the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University (the “*Board*”), is authorized, pursuant to Title 33, Chapter 38 and Title 57, Chapter 5, Idaho Code, to issue bonds to finance and refinance “projects,” as defined in such act; and

WHEREAS, on September 17, 1992, the Board adopted a Resolution providing for the Issuance of General Revenue Bonds, as supplemented and amended (the “*Resolution*”); and

WHEREAS, the Board has determined that refunding (i) all or a portion of the University’s Student Union and Housing System Refunding Revenue Bonds, Series 2003 (the portion of such bonds to be refunded being referred to herein as the “*Series 2003 Refunded Bonds*”) and (ii) all or a portion of the University’s General Revenue Bonds, Series 2004A maturing on the dates shown below (the portion of such bonds to be refunded being referred to herein as the “*Series 2004A Refunded Bonds*” and, collectively with the Series 2003 Refunded Bonds, the “*Refunded Bonds*”), as provided herein and in the hereinafter defined Escrow Agreement, will result in interest rate savings to the University; and

WHEREAS, the Board has determined to issue its \$_____ General Revenue Project and Refunding Bonds, Series 2012A (the “*Series 2012A Bonds*”) pursuant to Title 33, Chapter 38, Idaho Code, and Title 57, Chapter 5, Idaho Code (collectively, the “*Act*”), and the Resolution, for the purpose of financing a portion of the cost of acquisition and construction of a football office and training facility and related facilities (the “*Series 2012A Project*”), refunding the Refunded Bonds, and paying costs of issuance of the Series 2012A Bonds;

WHEREAS, in satisfaction of Section 33-3805 of the Act, the Board has determined that the Series 2012A Project is necessary for the proper operation of the University and is economically feasible;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY AS FOLLOWS:

ARTICLE I**DEFINITIONS**

Section 101. Definitions. (a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“Bond Purchase Agreement” means the Bond Purchase Agreement dated February 16, 2012, between the Board and the Underwriter, pursuant to which the Series 2012A Bonds are to be sold.

“Bond Register” means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the Series 2012A Bonds.

“Book-Entry System” means the book-entry system of registration of the Series 2012A Bonds described in Section 210 of this Supplemental Resolution.

“Cede & Co.” means Cede & Co., as nominee of DTC.

“Continuing Disclosure Undertaking” means the Continuing Disclosure Undertaking with respect to the Series 2012A Bonds.

“DTC” means The Depository Trust Company, New York, New York.

“DTC Participants” means those financial institutions for whom the Securities Depository effects book-entry transfers and pledges of securities deposited with the Securities Depository.

“Escrow Account” means the account created under the Escrow Agreement for the refunding of the Refunded Bonds.

“Escrow Agent” means U.S. Bank National Association, as escrow agent under the Escrow Agreement.

“Escrow Agreement” means the Escrow Agreement between the University and the Escrow Agent, providing for the refunding of the Refunded Bonds.

“Representation Letter” means the Blanket Representations Letter from the University to DTC dated June 18, 1999.

“*Resolution*” means the Resolution Providing for the Issuance of General Revenue Bonds, adopted by the Board on September 17, 1992, as previously amended and supplemented, and as further amended and supplemented by this Supplemental Resolution.

“*Securities Depository*” means DTC or any successor Securities Depository appointed pursuant to Section 211.

“*Series 2012A Project Account*” means the account created by Section 302 of this Supplemental Resolution.

“*Trustee*” means U.S. Bank National Association, Salt Lake City, Utah, and its successors and permitted assigns under the Resolution, as paying agent, trustee, and registrar for the Series 2012A Bonds.

“*Underwriter*” means Barclays Capital Inc.

The terms “*hereby*,” “*hereof*,” “*hereto*,” “*herein*,” “*hereunder*,” and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.

Section 102. Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

ARTICLE II

AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2012A BONDS

Section 201. Authorization of Series 2012A Bonds, Principal Amount, Designation and Series. In order to provide funds to finance the Cost of Acquisition and Construction of the Series 2012A Project, refunding the Refunded Bonds, and pay costs of issuance of the Series 2012A Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution, a Series of General Revenue Bonds is hereby authorized to be issued in the aggregate principal amount of \$_____. Such Series of Bonds shall be designated “General Revenue Project and Refunding Bonds, Series 2012A.” The Series 2012A Bonds shall be issued only in fully-registered form, without coupons.

The Series 2012A Bonds shall be issued in denominations of \$5,000 or any integral multiple thereof. The Series 2012A Bonds are secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution, equally and ratably with all Bonds issued under the Resolution.

Section 202. Finding and Purpose. The Board hereby finds, determines and declares that (i) in satisfaction of Section 57-504 of the Act, the refunding of the Refunded Bonds, as provided hereunder and in the Escrow Agreement, will result in debt service savings, (ii) in satisfaction of Section 33-3805 of the Act, the Series 2012A Project is necessary for the proper operation of the

University and is economically feasible, and (iii) the requirements of Article VII of the Resolution will have been complied with upon the delivery of the Series 2012A Bonds.

Section 203. Issue Date. The Series 2012A Bonds shall be dated the date of their original issuance and delivery.

Section 204. Series 2012A Bonds. (a) The Series 2012A Bonds shall bear interest at the rates and mature on the dates and in the principal amounts as follows:

APRIL 1 OF THE YEAR	AMOUNT MATURING	INTEREST RATE
	\$	%

(c) The Series 2012A Bonds shall bear interest from their dated date, payable on October 1, 2012, and semiannually thereafter on each April 1 and October 1. Interest shall be calculated on the basis of a 12-month, 360-day year.

Section 205. Sale of Series 2012A Bonds. The Series 2012A Bonds authorized to be issued herein are hereby sold to the Underwriter at an aggregate purchase price equal to \$_____, representing the principal amount of the Series 2012A Bonds, plus original issuance premium of \$_____, on the terms and conditions set forth in the Bond Purchase Agreement. To evidence the acceptance of the Bond Purchase Agreement, the Bursar is hereby authorized to execute and deliver, on behalf of the Board and the University, the Bond Purchase Agreement, in the form presented at this meeting.

The use of the final Official Statement (the “*Official Statement*”) of the University in connection with the sale of the Series 2012A Bonds, in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the Bursar shall sign such Official Statement and deliver such Official Statement to the Underwriter for distribution to prospective purchasers of the Series 2012A Bonds and other interested persons, which signature shall evidence such approval. The use of the Preliminary Official Statement dated February 1, 2012, by the Underwriter and the actions of the University, including the certification by the Bursar deeming the Preliminary Official Statement final pursuant to Rule 15c2-12 of the Securities Exchange Commission adopted pursuant to the Securities Exchange Act of 1934, as amended (“*Rule 15c2-12*”) in connection with the offering of the Series 2012A Bonds, are hereby acknowledged, approved and ratified.

In order to comply with subsection (b)(5) of Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the Series 2012A Bonds that the University shall have executed and delivered the Continuing Disclosure Undertaking. The Continuing Disclosure Undertaking is hereby ratified and approved in all respects, and the Bursar

is hereby authorized to execute and deliver the Continuing Disclosure Undertaking in substantially the form set forth in APPENDIX E to the Official Statement.

The Bursar of the University, the President of the Board (the “*President*”), and the Secretary of the Board (the “*Secretary*”) are, and each of them is, hereby authorized to do or perform all such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

Section 206. Execution and Delivery of Series 2012A Bonds. The Series 2012A Bonds shall be manually executed on behalf of the University by the President of the Board and the Bursar of the University, and attested by the Secretary of the Board. The Series 2012A Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution.

Section 207. Redemption of Series 2012A Bonds. (a) On _____ or on any date thereafter, at the election of the University, the Series 2012A Bonds maturing on or after April 1, _____, shall be subject to redemption, in whole or in part, as selected by the University, upon notice as provided in Section 4.3(A) of the Resolution and this section, at a price of 100% of the principal amount of the Series 2012A Bonds to be redeemed, plus accrued interest to the redemption date.

(b) The Series 2012A Bonds maturing on April 1, _____ shall be subject to redemption in part by operation of sinking fund installments, upon notice as provided in Section 4.3(A) of the Resolution and this section, at a redemption price equal to 100% of the principal amount of the Series 2012A Bonds to be redeemed, together with accrued interest to the date of redemption, on the dates and in the Mandatory Redemption Amounts as follows:

APRIL 1 OF THE YEAR	MANDATORY REDEMPTION AMOUNT
	\$

*

*Stated maturity.

If less than all of a Series 2012A Bond that is subject to mandatory sinking fund redemption is to be redeemed pursuant to optional redemption, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

Section 208. Form of Series 2012A Bond. The Series 2012A Bonds are hereby authorized to be issued in the form set forth in *Exhibit A* attached hereto and incorporated herein by this reference.

Section 209. Submittal to Attorney General. There shall promptly be submitted to the Attorney General of the State of Idaho by the Secretary of the Board, a certified copy of this Supplemental Resolution, together with the proceedings relating to their adoption, in order that the Attorney General may examine and pass upon the validity of the Series 2012A Bonds and the regularity of such proceedings, in the manner and with the effect specified in the Act.

Section 210. Book-Entry-Only System. (a) The Series 2012A Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the Series 2012A Bonds, except in the event that the Trustee issues Replacement Bonds, as provided below. It is anticipated that during the term of the Series 2012A Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the Series 2012A Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the Series 2012A Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal of and interest on the Series 2012A Bonds and all notices with respect to the Series 2012A Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the Series 2012A Bonds, and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the book-entry system of the Securities Depository, the University shall execute, and the Trustee shall authenticate and deliver, one or more Series 2012A Bond certificates (the “*Replacement Bonds*”) to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners’ interests in the Series 2012A Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one Series 2012A Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to Series 2012A Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

- (i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;
- (ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the Series 2012A Bonds;
- (iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the Series 2012A Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the Series 2012A Bonds.

(d) The Representation Letter previously executed and delivered by the University to DTC is for the purpose of effectuating the initial Book-Entry System for the Series 2012A Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of this Bond Resolution, which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of the Resolution, the terms of the Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

Section 211. Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities, or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the Trustee, with the written consent of the University, may appoint a successor Securities Depository, provided the Trustee receives written evidence satisfactory to the Trustee with respect to the ability of the successor Securities Depository to discharge its responsibilities. Any such successor Securities Depository shall be a securities depository that is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the Series 2012A Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of Series 2012A Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

ARTICLE III

CREATION OF ACCOUNTS, APPLICATION OF BOND PROCEEDS

Section 301. Creation of Accounts. There is hereby established in the Construction Fund a Project Account designated as "Series 2012A Project Account," to be held by the University.

Section 302. Application of Proceeds of Series 2012A Bonds. (a) The proceeds of the sale of the Series 2012A Bonds (net of a \$_____ fee paid to the Underwriter for its services with respect to the Series 2012A Bonds) shall be deposited as follows:

(i) \$_____ into the Series 2012A Project Account for the payment of costs of issuance of the Series 2012A Bonds and the Costs of Acquisition and Construction of the Series 2012A Project; and

(ii) \$_____ into the Escrow Account to refund the Refunded Bonds.

Before any payment is made from the Series 2012A Project Account, the University shall execute a Written Certificate as required by Section 5.4(E) or 5.4(F), as applicable, of the Resolution.

ARTICLE IV

REFUNDING

Section 401. Refunding of Refunded Bonds. The Refunded Bonds shall be refunded with a portion of the proceeds of the Series 2012A Bonds, as provided in Section 302 hereof and in the Escrow Agreement. The Series 2003 Refunded Bonds are irrevocably called for redemption on April 1, 2013. The Series 2004A Refunded Bonds are irrevocably called for redemption on April 1, 2014. Notice of defeasance of the Series 2001 Refunded Bonds shall be given as provided in the Escrow Agreement and the applicable bond resolutions.

Section 402. Approval of Escrow Agreement. The Escrow Agreement between the University and the Escrow Agent, in substantially the form presented to the Board at the time of adoption of this Supplemental Resolution, is hereby authorized and approved, and the Bursar is hereby authorized, empowered and directed to execute and deliver the Escrow Agreement on behalf of the Board and the University, with such changes to the Escrow Agreement from the form attached hereto as are approved by the Bursar, her execution thereof to constitute conclusive evidence of such approval. The Bursar is hereby authorized to perform all such acts as may be necessary or advisable to comply with the Escrow Agreement or to carry out or give effect to the Escrow Agreement.

ARTICLE V

MISCELLANEOUS

Section 501. Other Actions With Respect to the Series 2012A Bonds. The officers and employees of the University shall take all action necessary or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the issuance of the Series 2012A Bonds, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the Series 2012A Bonds. All actions heretofore taken in connection therewith are hereby ratified, approved and consummated. If the President of the Board or the Bursar shall be unavailable to execute the Series 2012A Bonds or the other documents that they are hereby authorized to execute, the same may be executed by the President, the Bursar, or any Vice President of the Board or the University.

Section 502. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in the Resolution should be contrary to law, such covenant or

covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of the Resolution, this Supplemental Resolution or the Series 2012A Bonds, but the holders of the Series 2012A Bonds shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 503. Conflicting Resolutions; Effective Date. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

ADOPTED AND APPROVED this 16th day of February, 2012.

BOARD OF TRUSTEES OF BOISE STATE
UNIVERSITY

President

ATTEST:

Secretary

[SEAL]

EXHIBIT A

[FORM OF SERIES 2012A BONDS]

R-_____

\$_____

UNITED STATES OF AMERICA
STATE OF IDAHO

BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT AND REFUNDING BONDS,
SERIES 2012A

INTEREST RATE	MATURITY DATE	DATED DATE	CUSIP
_____%	April 1, ____	_____, 2012	_____

Registered Owner:

Principal Amount:----- DOLLARS-----

KNOW ALL MEN BY THESE PRESENTS that Boise State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "*University*"), for value received, hereby promises to pay, from the Bond Fund (as defined in the hereinafter defined Resolution), to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on October 1, 2012, and semiannually on each April 1 and October 1 thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

THIS BOND IS AN OBLIGATION OF THE UNIVERSITY PAYABLE SOLELY IN ACCORDANCE WITH THE TERMS HEREOF AND IS NOT AN OBLIGATION, GENERAL, SPECIAL, OR OTHERWISE OF THE STATE OF IDAHO, DOES NOT CONSTITUTE A DEBT, LEGAL, MORAL, OR OTHERWISE, OF THE STATE OF IDAHO, AND IS NOT ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT HEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE REVENUES, FEES, AND CHARGES PLEDGED THERETO IN THE RESOLUTION. The principal of, interest on, and redemption price of the Bonds is payable solely from Pledged Revenues, which consist principally of revenues from certain student fees and enterprises, as more particularly set forth in the Resolution. Pursuant to the Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund to provide for the prompt payment of the principal of, interest on, and redemption price of the Bonds. For a more particular description of the Bond

Fund, the revenues to be deposited therein, and the nature and extent of the security for the Bonds, reference is made to the provisions of the Resolution.

Principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall appear on the registration books of the University (the "*Bond Register*") maintained by U.S. Bank National Association, Salt Lake City, Utah (the "*Trustee*"). Interest shall be paid to the registered owner whose name appears on the Bond Register on the 15th day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid to such registered owner on the due date, by check or draft of the Trustee or by wire or other transfer, at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the principal corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of the General Revenue Project and Refunding Bonds, Series 2012A (the "*Series 2012A Bonds*") of the University issued in the aggregate principal amount of \$_____ for the purpose of financing a portion of the cost of acquisition and construction of a football office and training facility and related facilities, refunding certain outstanding Bonds of the University, and paying costs of issuance of the Series 2012A Bonds. The Series 2012A Bonds are issued pursuant to and in full compliance with the constitution and statutes of the State of Idaho, particularly Title 33, Chapter 38, Idaho Code, Title 57, Chapter 5, Idaho Code, and a Resolution Providing for the Issuance of General Revenue Bonds, duly adopted and authorized by the Board of Trustees of the University (the "*Board*") on September 17, 1992, as previously supplemented and amended, and as further supplemented by a Supplemental Resolution adopted by the Board on February 16, 2012, authorizing the issuance of the Series 2012A Bonds (collectively, the "*Resolution*").

On _____ or on any date thereafter, at the election of the University, the Series 2012A Bonds maturing on or after April 1, _____, shall be subject to redemption, in whole or in part, as selected by the University, upon notice as provided in Section 4.3(A) of the Resolution and this section, at a price of 100% of the principal amount of the Series 2012A Bonds to be redeemed, plus accrued interest to the redemption date.

The Series 2012A Bonds maturing on April 1, _____ shall be subject to redemption in part by operation of sinking fund installments, upon notice as provided in Section 4.3(A) of the Resolution and this section, at a redemption price equal to 100% of the principal amount of the Series 2012A Bonds to be redeemed, together with accrued interest to the date of redemption, on the dates and in the Mandatory Redemption Amounts as follows:

APRIL 1
OF THE YEAR

MANDATORY
REDEMPTION AMOUNT

\$

*

*

Stated maturity.

Notice of redemption shall be given by mailing notice to the registered owner thereof not less than 35 days nor more than 60 days prior to the redemption date at the address shown on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Provided that funds for the redemption price, together with interest to the redemption date, are on deposit at the place of payment at such time, the Series 2012A Bonds shall cease to accrue interest on the specified redemption date and shall not be deemed to be outstanding as of such redemption date.

The Series 2012A Bonds are initially issued in the form of a separate certificated, fully-registered Bond for each maturity and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (“DTC”).

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF DTC TO THE UNIVERSITY OR ITS AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE, OR PAYMENT, AND ANY CERTIFICATE ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

Upon any partial redemption of this Bond, Cede & Co., in its discretion, may request the Trustee to authenticate a new Bond or shall make an appropriate notation with respect to this Bond indicating the date and amount of prepayment, except in the case of final maturity, in which case this Bond must be presented to the Trustee prior to payment.

The Series 2012A Bonds shall not be transferable or exchangeable except as set forth in the Resolution. This Bond is transferable by the registered owner hereof in person or by his attorney duly authorized in writing, upon presentation and surrender of this Bond at the principal corporate trust office of the Trustee. Upon such transfer, a new Series 2012A Bond, of the same denomination, maturity, and interest rate will be issued to the transferee in exchange therefor.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond have happened, been done, and performed, and that the issuance of this Bond and the other Series 2012A Bonds of this issue does not violate any constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

IN WITNESS WHEREOF, the Board has caused this Bond to be executed by the President of the Board and countersigned and attested by the Bursar of the University, and the official seal of the University to be imprinted hereon, as of this ____ day of February, 2012.

BOISE STATE UNIVERSITY

By _____
President,
Board of Trustees

By _____
Bursar

[SEAL]

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Boise State University General Revenue Project and Refunding Bonds, Series 2012A, described in the within-mentioned Resolution.

U.S. BANK NATIONAL ASSOCIATION,
as Trustee

By _____
Authorized Signature

Date of Authentication: _____.

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face the within Bond shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM	—	as tenants in common	UNIF TRAN MIN ACT—
TEN ENT	—	as tenants by the entirety	_____ Custodian _____
JT TEN	—	as joint tenants with right	(Cust) (Minor)
		of survivorship and not as	under Uniform Transfers to Minors Act of
		tenants in common	_____
			(State)

Additional abbreviations may also be used
though not in the list above.

For value received _____ hereby sells,
assigns and transfers unto

INSERT SOCIAL SECURITY OR
OTHER IDENTIFYING NUMBER OF ASSIGNEE

(Please Print or Typewrite Name and Address of Assignee)

the within Bond of BOISE STATE UNIVERSITY, and hereby irrevocably constitutes and appoints
_____ Attorney to register the transfer of said Bond on
the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____ Signature: _____

Signature Guaranteed: _____

NOTICE: Signature(s) must be guaranteed by an “eligible guarantor institution” meeting the requirements of the Trustee, which requirements include membership or participation in STAMP or such other “signature guarantee program” as may be determined by the Trustee in addition to, or in substitution for, STAMP, all in accordance with the Securities and Exchange Act of 1934, as amended.

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

VALIDATION CERTIFICATE

I hereby certify that I have examined a certified copy of the record of proceedings taken preliminary to and in the issuance of the within bond; that such proceedings and such bond conform to and show lawful authority for the issuance thereof in accordance with the provisions of Title 33, Chapter 38, Idaho Code, as amended. Such bond has been issued in accordance with the Constitution and laws of the State of Idaho and shall in any suit, action or proceeding involving its validity be conclusively deemed to be fully authorized by Title 33, Chapter 38, Idaho Code, and to have been issued, sold, executed, and delivered in conformity with the Constitution and laws of the State of Idaho and to be valid and binding and enforceable in accordance with its terms, and such bond is incontestable for any cause.

Hon. Lawrence Wasden
Attorney General

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BOISE STATE UNIVERSITY
 \$ _____
 GENERAL REVENUE PROJECT AND REFUNDING BONDS,
 SERIES 2012A

BOND PURCHASE AGREEMENT

February 16, 2012

Boise State University
 Attn: Stacy Pearson, Vice President
 for Finance and Administration
 1910 University Drive
 Boise, Idaho 83725

Ladies and Gentlemen:

The undersigned, Barclays Capital Inc., as underwriter (the “*Underwriter*”), hereby offers to enter into this Bond Purchase Agreement (the “*Purchase Agreement*”) with Boise State University (the “*University*”), which, upon the acceptance by the University of this offer, shall be in full force and effect in accordance with its terms and shall be binding upon the University and the Underwriter.

This offer is made subject to your acceptance and approval on or before 5:00 p.m. Mountain Time on the date hereof, and until so accepted will be subject to withdrawal by the Underwriter upon notice delivered to the University by the Underwriter at any time prior to the execution and acceptance hereof by the University. Terms not otherwise defined herein shall have the same meanings as are set forth in the hereinafter defined Resolution.

ARTICLE I

Section 1.1. Purchase and Sale. Upon the terms and conditions and upon the basis of the representations, warranties and covenants herein set forth, the Underwriter hereby agrees to purchase from the University, and the University hereby agrees to sell to the Underwriter, all, but not less than all, of the University’s \$_____ General Revenue Project and Refunding Bonds, Series 2012A (the “*Bonds*”), for a purchase price of \$_____, representing the principal amount of the Bonds, plus original issue premium of \$_____ (the “*Purchase Price*”). In consideration for its services, the University agrees to pay to the Underwriter a fee of \$_____ (the “*Underwriter’s Fee*”).

Section 1.2. The Bonds. The Bonds are being issued for the purpose of financing a portion of the cost of acquisition and construction of a football office and training facility, refunding certain of the University's outstanding bonds (the "*Refunded Bonds*"), and paying costs of issuance of the Bonds.

The Bonds shall be dated as of their date of delivery, shall bear interest at the rates, mature in the amounts and on the dates as set forth in SCHEDULE I hereto, and shall be subject to redemption prior to maturity as set forth in the Supplemental Resolution (defined below). The Bonds shall be issued pursuant to the Resolution Providing for the Issuance of General Revenue Bonds, adopted September 17, 1992, as previously supplemented and amended (the "*Master Resolution*"), and as further supplemented by a Supplemental Resolution adopted February 15, 2012 (the "*Supplemental Resolution*" and, together with the Master Resolution, the "*Resolution*") by the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University (the "*Board*"), substantially in the form heretofore delivered to the Underwriter, with only such changes therein as shall be mutually agreed upon between us.

The Bonds will be payable from and secured by a pledge of certain revenues of the University (as defined in the Resolution, the "*Pledged Revenues*"), on a parity with all bonds now outstanding under the Resolution and any additional bonds hereafter issued under the Resolution.

Section 1.3. Official Statement; Continuing Disclosure. (a) The Bonds shall be offered pursuant to an Official Statement of even date herewith (which, together with the cover page and all appendices thereto, and with such changes therein and supplements thereto which are consented to in writing by the Underwriter is herein called the "*Official Statement*").

(b) The University has previously deemed the Official Statement "final" as of its date for purposes of paragraph (b)(1) of Rule 15c2-12 of the Securities and Exchange Commission ("*Rule 15c2-12*"), and the University hereby authorizes the use of the Official Statement by the Underwriter in connection with the public offering and sale of the Bonds. The University agrees to provide to the Underwriter, on or prior to the Closing Date, and in any event not later than seven business days after the date hereof, sufficient copies of the Official Statement to enable the Underwriter to comply with the requirements of Rule 15c2-12 and Rule G-32 of the Municipal Securities Rulemaking Board.

(c) If at any time prior to 25 days after the "end of the underwriting period" (as defined below), any event shall occur, or any preexisting fact shall become known, of which the University has knowledge which might or would cause the Official Statement as then supplemented or amended to contain any untrue statement of a material fact or omit to state any material fact necessary in order to make the statements therein, in light of the circumstances under which they were made, not misleading, the University, at its expense, shall notify the Underwriter, and if, in the opinion of the Underwriter, such event requires the preparation and publication of a supplement or amendment to the Official Statement, the University will (i) supplement or amend the Official Statement in a form and in a manner approved by the Underwriter and (ii) provide the Underwriter with such certificates and legal opinions as shall be

requested by the Underwriter in order to evidence the accuracy and completeness of the Official Statement as so supplemented or amended. If the Official Statement is so supplemented or amended prior to the Closing (defined below), such approval by the Underwriter of a supplement or amendment to the Official Statement shall not preclude the Underwriter from thereafter terminating this Purchase Agreement, and if the Official Statement is so amended or supplemented subsequent to the date hereof and prior to the Closing, the Underwriter may terminate this Purchase Agreement by written notification delivered to the University by the Underwriter at any time prior to the Closing if, in the judgment of the Underwriter, such amendment or supplement has or will have a material adverse effect on the marketability of the Bonds.

(d) For purposes of this Purchase Agreement, the “end of the underwriting period” shall mean the day of the Closing, or, if the University has been notified in writing by the Underwriter on or prior to the date of the Closing that the “end of the underwriting period” within the meaning of Rule 15c2-12 will not occur on the date of the Closing, such later date on which the “end of the underwriting period” within such meaning has occurred. In the event that the University has been given notice pursuant to the preceding sentence that the “end of the underwriting period” will not occur on the date of the Closing, the Underwriter agrees to notify the University in writing of the date it does occur as soon as practicable following the “end of the underwriting period” for all purposes of Rule 15c2-12; *provided, however*, that if the Underwriter has not otherwise so notified the University of the “end of the underwriting period” by the 90th day after the Closing, then the “end of the underwriting period” shall be deemed to occur on such 90th day unless otherwise agreed to by the University.

(e) In order to enable the Underwriter to comply with the requirements of paragraph (b)(5) of Rule 15c2-12 in connection with the offering of the Bonds, the University covenants and agrees with the Underwriter that it will execute and deliver a Continuing Disclosure Undertaking with respect to the Bonds (the “*Continuing Disclosure Undertaking*” and, collectively with this Purchase Contract, the hereinafter defined Escrow Agreement, and the Resolution, the “*Bond Documents*”) in substantially the form attached as APPENDIX E to the Preliminary Official Statement dated February 1, 2012 (the “*Preliminary Official Statement*”), on or before the Closing Date.

Section 1.4. Public Offering. The Underwriter agrees to make an initial public offering of all the Bonds at the public offering prices set forth on the inside cover page of the Official Statement. The Underwriter may, however, change such initial offering prices or yields as it may deem necessary in connection with the marketing of the Bonds and offer and sell the Bonds to certain dealers (including dealers depositing the Bonds into investment trusts) and others at prices lower than the initial offering prices or yields set forth on the inside cover page of the Official Statement. The Underwriter also reserves the right (a) to over-allot or effect transactions that stabilize or maintain the market prices of the Bonds at levels above those which might otherwise prevail in the open market and (b) to discontinue such stabilizing, if commenced, at any time without prior notice.

Section 1.5. Closing. The “*Closing Date*” shall be March 7, 2012, or such other date as the University and the Underwriter shall mutually agree upon. The delivery of and payment for

the Bonds and the other actions described in Sections 1.5 and 3.1 of this Purchase Agreement are referred to herein as the “*Closing*.” The Closing shall take place at the offices of Chapman and Cutler LLP in Salt Lake City, Utah. On the Closing Date, the University will deliver the Bonds or cause the Bonds to be delivered to or for the account of The Depository Trust Company (“*DTC*”), duly executed and authenticated. The University will also deliver to the Underwriter at the Closing the other documents described below and, subject to the terms and conditions hereof, the Underwriter will accept such delivery and pay the purchase price of the Bonds as set forth in Paragraph 1.1 hereof in federal funds payable to the order of the University. The Bonds will be registered in the name of Cede & Co., as nominee of DTC.

ARTICLE II

REPRESENTATIONS AND WARRANTIES OF THE UNIVERSITY

To induce the Underwriter to enter into this Purchase Agreement, the University represents and warrants to the Underwriter as follows:

Section 2.1. The University has been duly organized and is validly existing under the Constitution and laws of the State of Idaho and has all power and authority to consummate the transactions contemplated by this Purchase Agreement and the Official Statement, including the execution, delivery and approval of all documents and agreements referred to herein or therein.

Section 2.2. The execution and delivery of the Bonds and the Bond Documents, the adoption of the Resolution, and compliance with the provisions on the University’s part contained therein, will not conflict with or constitute a breach of or default under any constitutional provision, administrative regulation, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the University is a party or to which the University is or to which any of its property or assets are otherwise subject, nor will any such execution, delivery, adoption or compliance result in the creation or imposition of any lien, charge or other security interest or encumbrance of any nature whatsoever upon any of the property or assets of the University to be pledged to secure the Bonds or under the terms of any such law, regulation or instrument, except as provided by the Bonds and the Resolution.

Section 2.3. (a) By all necessary official action of the University taken prior to or concurrently with the acceptance hereof, the University has duly authorized (i) the adoption of the Resolution and the issuance and sale of the Bonds, (ii) the execution and delivery of, and the performance by the University of the obligations on its part, contained in the Bonds and the Bond Documents, (iii) the distribution and use of the Preliminary Official Statement and the execution, distribution and use of the Official Statement for use by the Underwriter in connection with the public offering of the Bonds, and (iv) the consummation by it of all other transactions described in the Official Statement, the Bond Documents and any and all such other agreements and documents as may be required to be executed, delivered and/or received by the University in order to carry out, give effect to, and consummate the transactions described herein and in the Official Statement.

(b) This Purchase Agreement has been duly authorized, executed and delivered, the Resolution has been duly adopted, and this Purchase Agreement and the Resolution constitute the legal, valid and binding obligations of the University, enforceable in accordance with their terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights; and the Continuing Disclosure Undertaking, when duly executed and delivered, will constitute the legal, valid and binding obligation of the University, enforceable in accordance with its terms.

(c) The Bonds, when issued, delivered and paid for in accordance with the Resolution and this Purchase Agreement, will have been duly authorized, executed, issued and delivered by the University and will constitute the valid and binding obligations of the University, enforceable against the University in accordance with their terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights; upon the issuance, authentication and delivery of the Bonds as aforesaid, the Resolution will provide, for the benefit of the holders, from time to time, of the Bonds, the legally valid and binding pledge of and lien it purports to create as set forth in the Resolution.

(d) All authorizations, approvals, licenses, permits, consents and orders of any governmental authority, legislative body, board, agency or commission having jurisdiction of the matter which are required for the due authorization of, which would constitute a condition precedent to, or the absence of which would materially adversely affect the approval or adoption, as applicable, of the Bond Documents, the issuance of the Bonds or the due performance by the University of its obligations under the Bond Documents and the Bonds, have been duly obtained.

Section 2.4. Except as disclosed in the Preliminary Official Statement and the Official Statement, there is no litigation, action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, government agency, public board or body, pending or, to the best knowledge of the University, threatened against the University: (i) affecting the existence of the University or the titles of its officers to their respective offices, (ii) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the Bonds, (iii) in any way contesting or affecting the validity or enforceability of the Bonds or the Bond Documents, (iv) contesting the exclusion from gross income of interest on the Bonds for federal income tax purposes, (v) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (vi) contesting the powers of the University or any authority for the issuance of the Bonds, the adoption of the Resolution or the execution and delivery of the Bond Documents, nor, to the best knowledge of the University, is there any basis therefor, wherein an unfavorable decision, ruling or finding would materially adversely affect the validity or enforceability of the Bonds or the Bond Documents.

Section 2.5. The University is not in breach of or in default under any existing constitutional provision, law, court or administrative regulation, judgment, decree or order, or any loan agreement, indenture, bond, note, resolution mortgage, lease, sublease, agreement, or other instrument to which the University is a party or by which it or its property is or may be bound, and no event has occurred or is continuing which, with the passage of time or the giving of notice, or both, would constitute a default or an event of default thereunder, in either case in

any manner or to such extent as could have a material adverse effect on the financial condition of the University or the transactions contemplated by this Purchase Agreement and the Official Statement, or would have an adverse effect on the validity or enforceability in accordance with their respective terms of the Bonds or the Bond Documents, or would in any way adversely affect the existence or powers of the University, or would in any way adversely affect the tax-exempt status of interest on the Bonds.

Section 2.6. The Bonds and the Resolution conform to the descriptions thereof contained in the Preliminary Official Statement and the Official Statement under the captions, “THE SERIES 2012A BONDS” and “SECURITY FOR THE SERIES 2012A BONDS”; the proceeds of the sale of the Bonds will be applied generally as described in the Preliminary Official Statement and the Official Statement under the caption, “ESTIMATED SOURCES AND USES OF FUNDS.” The University has the legal authority to apply, and will apply or cause to be applied, the proceeds from the sale of the Bonds as provided in and subject to all of the terms and provisions of the Resolution, and will not take or omit to take any action which action or omission will adversely affect the exclusion from gross income for federal income tax purposes of the interest on the Bonds.

Section 2.7 The Preliminary Official Statement, as supplemented and amended through the date hereof, did not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. At the time of the University’s acceptance hereof and (unless the Official Statement is amended or supplemented pursuant to paragraph (c) of Section 1.3 of this Purchase Agreement) at all times subsequent thereto during the period up to and including the date of Closing, the Official Statement does not and will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. If the Official Statement is supplemented or amended pursuant to paragraph (c) of Section 1.3 of this Purchase Agreement, at the time of each supplement or amendment thereto and (unless subsequently again supplemented or amended pursuant to such paragraph) at all times subsequent thereto to and including the date that is 25 days after the “end of the underwriting period,” the Official Statement as so supplemented or amended will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which made, not misleading.

Section 2.8. The University will furnish such information and execute such instruments and take such action in cooperation with the Underwriter, at no expense to the University, as the Underwriter may reasonably request (a) to (i) qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and other jurisdictions in the United States as the Underwriter may designate and (ii) determine the eligibility of the Bonds for investment under the laws of such states and other jurisdictions and (b) to continue such qualifications in effect so long as required for the distribution of the Bonds (provided, however, that the University will not be required to qualify as a foreign corporation or to file any general or special consents to service of process under the laws of any jurisdiction) and will advise the Underwriter immediately of receipt by the University of any written notification with respect to

the suspension of the qualification of the Bonds for sale in any jurisdiction or the initiation or threat of any proceeding for that purpose.

Section 2.9. The University has not failed during the previous five years to comply with any previous undertakings in a written continuing disclosure contract or agreement under Rule 15c2-12.

Section 2.10. (a) The financial statements of, and other financial information regarding, the University in the Preliminary Official Statement and in the Official Statement fairly present the financial position and results of the University as of the dates and for the periods therein set forth. The financial statements of the University have been prepared in accordance with generally accepted accounting principles consistently applied, and except as noted in the Preliminary Official Statement and in the Official Statement, the other historical financial information set forth in the Preliminary Official Statement and in the Official Statement has been presented on a basis consistent with that of the University's audited financial statements included in the Preliminary Official Statement and in the Official Statement. Except as described in the Preliminary Official Statement, since June 30, 2011, there has been no material adverse change in the condition, financial or otherwise, of the University from that set forth in the audited financial statements as of and for the period ended that date; and except as described in the Preliminary Official Statement, the University, since June 30, 2011, has not incurred any material liabilities, directly or indirectly, except in the ordinary course of the University's operations.

(b) Prior to the Closing, the University will not take any action within or under its control that will cause any adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the University. The University will not, prior to the Closing, offer or issue any bonds, notes or other obligations for borrowed money or incur any material liabilities, direct or contingent, except in the ordinary course of business, without the prior approval of the Underwriter.

Section 2.11. Each representation, warranty or agreement stated in any certificate signed by any officer of the University and delivered to the Underwriter at or before the Closing shall constitute a representation, warranty or agreement by the University upon which the Underwriter shall be entitled to rely.

ARTICLE III

CLOSING CONDITIONS

Section 3.1. The Underwriter has entered into this Purchase Agreement in reliance upon the representations and warranties herein and the performance by the University of its obligations hereunder, both as of the date hereof and as of the Closing Date. The Underwriter's obligations under this Purchase Agreement are and shall be subject to the following conditions:

(a) The representations and warranties of the University contained herein shall be true, complete and correct in all material respects at the date hereof and on the Closing Date, as if made on the Closing Date. At the time of Closing (i) the Official Statement, the Resolution and this Purchase Agreement shall be in full force and effect and shall not have been amended, modified or supplemented, except as therein permitted or as may have been agreed to in writing by the Underwriter, and (ii) the proceeds of sale of the Bonds shall be paid to the Trustee of the Bonds for deposit or use as described in the Official Statement. On the Closing Date, no “Event of Default” shall have occurred or be existing under the Resolution nor shall any event have occurred which, with the passage of time or the giving of notice, or both, shall constitute an Event of Default under the Resolution, nor shall the University be in default in the payment of principal or interest on any of its obligations for borrowed money.

(b) The Underwriter shall have the right to terminate this Purchase Agreement by written notification delivered to the University by the Underwriter, if at any time on or prior to the Closing Date:

(i) the Official Statement shall have been amended, modified or supplemented without the consent of the Underwriter;

(ii) any event shall occur, or any information shall become known, which makes untrue any statement of a material fact in the Official Statement or makes an omission of a fact that should be included in the Official Statement in order to make the statements in the Official Statement, in light of the circumstances under which they were made, not misleading,

(iii) any material adverse change in the affairs or financial condition of the University shall have occurred since the date of this Purchase Agreement (except for changes which the Official Statement discloses are expected to occur) that, in the reasonable judgment of the Underwriter, materially adversely affects the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds;

(iv) any legislation, ordinance, rule or regulation shall be introduced in, or be enacted by any governmental body, department or agency of the State of Idaho (the “State”), or a decision by any court of competent jurisdiction within the State shall be rendered which materially adversely affects the market price of the Bonds;

(v) a stop order, ruling, regulation or official statement by, or on behalf of, the Securities and Exchange Commission or any other governmental agency having jurisdiction of the subject matter shall be issued or made to the effect that the issuance, offering or sale of obligations of the general character of the Bonds, or the issuance, offering or sale of the Bonds, including all underlying obligations, as contemplated hereby or by the Official Statement, is in violation or would be in violation of any provision of the federal securities laws, including the

Securities Act of 1933, as amended and as then in effect (the “*Securities Act*”), or that the Resolution needs to be qualified under the Trust Indenture Act of 1939, as amended and as then in effect (the “*Trust Indenture Act*”);

(vi) legislation shall be enacted by the Congress of the United States of America, or a decision by a court of the United States of America shall be rendered, to the effect that the Bonds or obligations of the general character of the Bonds are not exempt from registration under the Securities Act, or that the Resolution is not exempt from qualification under the Trust Indenture Act;

(vii) legislation shall have been passed by or introduced in the Congress of the United States or recommended to the Congress for passage by the President of the United States or the United States Department of the Treasury or the Internal Revenue Service or any member of the United States Congress, or the State Legislature, or a decision shall have been rendered by a court of the United States or of the State or by the Tax Court of the United States, or a ruling or an official statement (including a press release) or proposal shall have been made or a regulation shall have been proposed or made by or on behalf of the Treasury Department of the United States or the Internal Revenue Service or other federal or State authority, with respect to federal or State taxation upon revenues or other income of the general character to be derived by the University pursuant to the Resolution, or with respect to federal or State taxation of interest received on securities of the general character of the Bonds or which would have the effect of changing, directly or indirectly, the federal or State tax consequences of receipt of interest on securities of the general character of the Bonds in the hands of the owners thereof, which in the opinion of the Underwriter would adversely affect the market price of the Bonds or the ability to enforce contracts for the sale of the Bonds, or other action or events shall have transpired which may have the purpose or effect, directly or indirectly, of changing the federal income tax consequences or State income tax consequences of any of the transactions contemplated in connection herewith, or any other action or events shall have occurred which, in the judgment of the Underwriter, materially adversely affect the market for the Bonds or the market price generally of obligations of the general character of the Bonds;

(viii) additional material restrictions not in force as of the date hereof shall have been imposed upon trading in securities generally by any governmental authority or by any national securities exchange, which in the reasonable judgment of the Underwriter, materially adversely affect the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds;

(ix) a general banking moratorium shall have been established by federal, State or New York authorities, or there shall have occurred a general suspension of trading in securities on the New York Stock Exchange or any other national securities exchange, the establishment of minimum or maximum prices

on any such national securities exchange, the establishment of material restrictions (not in force as of the date hereof) upon trading securities generally by any governmental authority or any national securities exchange, or any material increase of restrictions now in force (including, with respect to the extension of credit by, or the charge to the net capital requirements of, the Underwriter), or a disruption in securities settlement, payment or clearance services shall have occurred, which in the reasonable judgment of the Underwriter, materially adversely affects the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds;

(x) there shall have occurred any new material outbreak of hostilities (including, without limitation, an act of terrorism) or new material other national or international calamity or crisis, or any material adverse change in the financial, political or economic conditions affecting the United States, including, but not limited to, an escalation of hostilities that existed prior to the date hereof, the effect of which would, in the reasonable opinion of the Underwriter, affect materially or adversely the ability of the Underwriter to market the Bonds;

(xi) there shall have occurred any downgrading or published negative credit watch or similar published information from a rating agency that at the date of this Purchase Agreement has published a rating (or has been asked to furnish a rating on the Bonds) on any of the University's debt obligations, which action reflects a change or possible change, in the ratings accorded any such obligations of the University (including any rating to be accorded the Bonds); or

(xii) any action, suit or proceeding described in Section 2.4 or 3.1(c)(4) shall have been commenced which, in the reasonable judgment of the Underwriter, materially adversely affects the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds.

(c) At or prior to the Closing for the Bonds, the Underwriter shall receive the following documents:

(1) The approving opinion of Chapman and Cutler LLP ("*Bond Counsel*"), dated the date of Closing, in substantially the form included as APPENDIX F to the Official Statement;

(2) (A) The opinion of Chapman and Cutler LLP, as Disclosure Counsel, dated the date of Closing and addressed to the Underwriter, in substantially the form attached hereto as *Exhibit A* and (B) the opinion of Hawley Troxel Ennis & Hawley LLP ("*Underwriter's Counsel*"), dated the date of Closing and addressed to the Underwriter, in substantially the form attached hereto as *Exhibit C*;

(3) The opinion of Kevin D. Satterlee, counsel to the University, in substantially the form attached hereto as *Exhibit B*;

(4) The University's certificate or certificates signed by its Vice-President for Finance and Administration dated the date of the Closing to the effect that (A) no litigation is pending or, to its knowledge, threatened: (i) to restrain or enjoin the collection of Pledge Revenues under the Resolution; (ii) in any way contesting or affecting any authority for the issuance of the Bonds, the validity of the Bonds, the Resolution, this Purchase Agreement, the exemption from federal income taxation of interest on the Bonds; or (iii) in any way contesting the powers or operation of the University; (B) to the best of her knowledge, the descriptions and information contained in the Preliminary Official Statement and the Official Statement relating to the University and its operational and financial and other affairs and the application of the proceeds of sale of the Bonds are correct in all material respects, as of their respective dates and as of the date of Closing; (C) such descriptions and information, as of the respective dates of the Preliminary Official Statement and Official Statement, did not, and, as of the date of Closing, do not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading; (D) at the time of the Closing, no default or event of default has occurred and is continuing which, with the lapse of time or the giving of notice, or both, would constitute a default or an event of default under the Resolution, this Purchase Agreement or any other material agreement or material instrument to which the University is a party or by which it is or may be bound or to which any of its property or other assets is or may be subject; (E) the Resolution of the University authorizing or approving the execution of this Purchase Agreement, the Continuing Disclosure Undertaking, the Official Statement, and the form of the Bonds has been duly adopted by the University and has not been modified, amended or repealed; (F) no event affecting the University has occurred since the respective dates of the Preliminary Official Statement and Official Statement that either makes untrue, as of the date of Closing, any statement or information relating to the same and contained in the Preliminary Official Statement or Official Statement or that should be disclosed therein in order to make the statements and information therein, in light of the circumstances under which they were made, not misleading; and (G) the representations of the University herein are true and correct in all material respects as of the date of Closing;

(5) A copy of the transcript of all proceedings of the University, including the Supplemental Resolution, relating to the authorization and issuance of the Bonds, certified by appropriate officials of the University;

(6) A certificate of the University relating to matters affecting the tax-exempt status of interest on the Bonds, including the use of proceeds of sale of the Bonds and matters relating to arbitrage rebate pursuant to Section 148 of

the Code and the applicable regulations thereunder, in form and substance satisfactory to Bond Counsel;

(7) Satisfactory evidence that the Bonds are rated “A1” and “A+” by Moody’s Investors Service, Inc. and Standard & Poor’s, respectively;

(8) Copies of the Official Statement related to the Bonds executed on behalf of the University;

(9) An executed counterpart of the Continuing Disclosure Undertaking;

(10) A specimen Bond;

(11) An executed copy of Internal Revenue Service Form 8038-G and evidence of filing thereof;

(12) An executed counterpart of the Escrow Agreement between the University and U.S. Bank National Association with respect to the refunding of the Refunded Bonds;

(13) Escrow verification report issued by _____ (the “*Verifier*”);
and

(14) Such additional legal opinions, certificates, proceedings, instruments and other documents as the Underwriter or Bond Counsel may reasonably request;

If the University shall be unable to satisfy the conditions contained in this Purchase Agreement, or if the obligations of the Underwriter shall be terminated for any reason permitted by this Purchase Agreement, this Purchase Agreement shall terminate and neither the Underwriter nor the University shall be under further obligation hereunder, except as further set forth in Article IV hereof. However, the Underwriter may, in its sole discretion, waive one or more of the conditions imposed by this Purchase Agreement and proceed with the Closing. Acceptance of the Bonds and payment therefor by the Underwriter shall be deemed a waiver of noncompliance with any of the conditions herein.

ARTICLE IV

FEES AND EXPENSES

All expenses and costs of the University incident to the performance of its obligations in connection with the authorization, issuance and sale of the Bonds to the Underwriter, including the costs of printing of the Bonds; advertising costs; the costs of posting, printing, duplicating and mailing the Preliminary Official Statement and the Official Statement; the fees of

consultants, the rating agencies, and the Verifier; the initial fee of the Trustee in connection with the issuance of the Bonds; and the fees and expenses of Bond Counsel, Disclosure Counsel, and counsel for the University, shall be paid out of funds made available by the University. All out-of-pocket expenses of the Underwriter (except for any expenses of the University advanced by the Underwriter for which the Underwriter will be reimbursed by the University), including advertising expenses in connection with the public offering of the Bonds, travel and other expenses, and the fees and expenses of Underwriter's Counsel, shall be paid by the Underwriter. To facilitate the Closing, the University hereby authorizes the Underwriter to net from the Purchase Price of the Bonds the Underwriter's Fee and reduce the Purchase Price payable to the University by an equal amount.

ARTICLE V

GENERAL PROVISIONS

Section 5.1. Notices. Any notice or other communication to be given to the University under this Purchase Agreement may be given by delivering the same in writing to the University's address set forth above, and any such notice or other communication to be given to the Underwriter may be given by delivering the same in writing to Barclays Capital Inc., 701 Fifth Avenue, Suite 7101, Seattle, Washington 98104.

Section 5.2. Entire Agreement. This Purchase Agreement, when executed by the University, shall constitute the entire agreement between the University and the Underwriter, and is made solely for the benefit of the University and the Underwriter (including the successors or assigns of the Underwriter). No other person shall acquire or have any right hereunder by virtue hereof.

Section 5.3. No Recourse. No recourse shall be had for any claim based on this Purchase Agreement, or any Resolution, certificate, document or instrument delivered pursuant hereto, against any member, officer or employee, past, present or future, of the University or of any successor body of the University.

Section 5.4. Execution in Counterparts. This Purchase Agreement may be executed in any number of counterparts, all of which, taken together, shall be one and the same instrument, and any parties hereto may execute this Purchase Agreement by signing any such counterpart.

Section 5.5. Severability. The invalidity or unenforceability of any provision hereof as to any one or more jurisdictions shall not affect the validity or enforceability of the balance of this Purchase Agreement as to such jurisdiction or jurisdictions, or affect in any way such validity or enforceability as to any other jurisdiction.

Section 5.6. Waiver or Modification. No waiver or modification of any one or more of the terms and conditions of this Purchase Agreement shall be valid unless in writing and signed by the party or parties making such waiver or agreeing to such modification.

Section 5.7. Governing Law. This Purchase Agreement shall be governed by and construed in accordance with the laws of the State of Idaho.

Section 5.8. Effective Date. This Purchase Agreement shall become effective upon its execution by the Underwriter and the acceptance and approval hereof by the University.

BARCLAYS CAPITAL INC.

By _____
Director

ACCEPTED:

BOISE STATE UNIVERSITY

By _____
Vice President for Finance and
Administration

SCHEDULE I

[ATTACH FINAL NUMBERS FROM UNDERWRITER]

EXHIBIT A

OPINION OF DISCLOSURE COUNSEL

[TO BE DATE CLOSING DATE]

Barclays Capital Inc.
 701 Fifth Avenue, Suite 7101
 Seattle, Washington 98104-7016

Re: \$ _____
 Boise State University
 General Revenue Project and Refunding Bonds,
 Series 2012A

Ladies and Gentlemen:

We have acted as disclosure counsel in connection with the purchase by Barclays Capital Inc. (the “*Underwriter*”) of \$ _____ General Revenue Project and Refunding Bonds, Series 2012A (the “*Bonds*”) issued on this date by Boise State University (the “*University*”). The Bonds are being issued pursuant to the terms of the Resolution Providing for the Issuance of General Revenue Bonds, adopted September 17, 1992, as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented by a Supplemental Resolution adopted February 15, 2012 (the “*Supplemental Resolution*” and, collectively with the Master Resolution, the “*Resolution*”). Capitalized terms used herein without definition shall have the meanings specified in the Preliminary Official Statement dated February 1, 2012, relating to the Bonds (the “*Preliminary Official Statement*”) and the Official Statement dated February 15, 2012, relating to the Bonds (the “*Official Statement*”).

Based upon our examination of such documents and questions of law as we have deemed relevant in connection with the offering and sale of the Bonds under the circumstances described in the Official Statement, we are of the opinion that, under existing law, the Bonds are not required to be registered under the Securities Act of 1933, as amended, and the Resolution is not required to be qualified under the Trust Indenture Act of 1939, as amended.

We have rendered legal advice and assistance to the University as to the requirements of Rule 15c2-12 prescribed under the Securities Exchange Act of 1934, as amended (the “*Rule*”), in connection with the preparation of its Continuing Disclosure Undertaking dated as of the date hereof (the “*Undertaking*”) for purposes of the Rule. Based upon our examination of the Undertaking, the Rule and such other documents and matters of law as we have considered necessary, we are of the opinion that, under existing law, the Undertaking complies in all

material respects with the applicable requirements of the Rule; *provided, however*, no view is expressed regarding the items comprising Annual Financial Information (as defined in the Undertaking).

We have rendered assistance to the University in connection with, and have participated in the preparation of, the Preliminary Official Statement and the Official Statement and certain other matters related to the subject financing. Rendering such assistance involved, among other things, discussions and inquiries concerning various legal and related subjects and a limited review of certain documents, opinions and certificates of officers of the University and other appropriate persons. We also participated in telephone conferences with your representatives and other persons involved in the preparation of information for the Preliminary Official Statement and the Official Statement, during which the contents of the Preliminary Official Statement and the Official Statement and related matters were discussed and revised. The purpose of our professional engagement was not to establish or confirm factual matters set forth in the Preliminary Official Statement or Official Statement, and we have not undertaken any obligation to verify independently any of the factual matters set forth therein, except that in our capacity as Bond Counsel in connection with the issuance of the Bonds, we have reviewed the information contained in the Preliminary Official Statement and Official Statement under the captions, "INTRODUCTION" (apart from the information contained under the caption, "–Boise State University"), "THE SERIES 2012A BONDS (apart from the information relating to The Depository Trust Company and its book-entry only system), "SECURITY FOR THE SERIES 2012A BONDS" (apart from the information contained under the captions, "–Pledged Revenues" and "–Historical Revenues Available for Debt Service"), and "TAX MATTERS," and in APPENDICES C, D, E and F, solely to determine whether such information accurately summarizes the matters described therein. Subject to the foregoing, the summary descriptions in the Preliminary Official Statement and the Official Statement under such captions and in such appendices, as of the respective dates of the Preliminary Official Statement and Official Statement and as of the date hereof, insofar as such descriptions purport to describe or summarize the matters to which such descriptions relate, are accurate summaries of such provisions in all material respects. While we are not passing upon, and do not assume responsibility for, the accuracy, completeness or fairness of the statements contained in the Preliminary Official Statement or the Official Statement, except as described in this paragraph, based upon our limited review of documents and participation in conferences as aforesaid, without independent verification, no facts have come to our attention which lead us to believe that the Preliminary Official Statement or the Official Statement (apart from (i) the information relating to The Depository Trust Company and its book-entry only system and (ii) the financial statements or other financial, operating, statistical or accounting data contained therein, as to all of which we do not express any opinion or belief) contained as of its date or contains as of the date hereof any untrue statement of a material fact or omitted or omits to state a material fact (other than, with respect to the Preliminary Official Statement, any information that is permitted to be omitted from the Preliminary Official Statement pursuant to the Rule) necessary in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading.

This letter is solely for the benefit of the Underwriter. No attorney-client relationship has existed or exists between our firm and the Underwriter in connection with the Bonds or by virtue of this letter. This opinion is given as of the date hereof and we assume no obligation to revise

or supplement this opinion to reflect any facts or circumstances that may hereafter come to our attention or any changes in law that may hereafter occur.

Respectfully submitted,

EXHIBIT B

OPINION OF COUNSEL TO BOISE STATE UNIVERSITY

[TO BE DATE CLOSING DATE]

Boise State University
1910 University Drive
Boise, Idaho 83725

Chapman and Cutler LLP
201 South Main Street, Suite 2000
Salt Lake City, Utah 84111

Barclays Capital Inc.
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104-7016

Re: \$ _____
Boise State University
General Revenue Project and Refunding Bonds,
Series 2012A

Ladies and Gentlemen:

As counsel to Boise State University (the “*University*”), I have reviewed certain documents in connection with the issuance and sale by the University of its \$_____ General Revenue Project and Refunding Bonds, Series 2012A (the “*Bonds*”), including the Resolution Providing for the Issuance of General Revenue Bonds, adopted on September 17, 1992, by the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University (the “*Board*”), as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented and amended by the Supplemental Resolution of the Board adopted February 15, 2012, authorizing the issuance and sale of the Bonds (the “*Supplemental Resolution*,” and, together with the Master Resolution, the “*Resolution*”); the Preliminary Official Statement dated February 1, 2012 (the “*Preliminary Official Statement*”); the Official Statement dated February 15, 2012 (the “*Official Statement*”); the Bond Purchase Agreement, dated February 15, 2012, between the University and Barclays Capital Inc. (the “*Purchase Agreement*”); the Continuing Disclosure Undertaking with respect to the Bonds (the “*Continuing Disclosure Undertaking*”); the Escrow Agreement dated the date hereof between the University and U.S. Bank National Association (the “*Escrow Agreement*”); and such other documents as I deemed necessary to render this

opinion. Capitalized terms used but not defined in this opinion have the meanings assigned to such terms in the Resolution. This opinion is rendered pursuant to the Purchase Agreement.

Based upon my examination, it is my opinion that:

1. The University is an institution of higher education and a body politic of the State of Idaho, duly and validly created and existing pursuant to the laws of the State of Idaho, with full legal right, power, and authority (i) to issue bonds of the University pursuant to the Resolution; (ii) to adopt the Resolution; (iii) to enter into the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking; (iv) to pledge the Pledged Revenues (as defined in the Resolution) to secure the payment of the principal of and interest on the Bonds; and (v) to carry out and consummate the transactions contemplated by the Resolution, the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking.

2. The meeting of the Board on February 15, 2012, at which the Supplemental Resolution was duly adopted by the Board, was called and held pursuant to law, all public notices required by law were given, and the actions taken at the meeting, insofar as such actions relate to the Bonds, were legally and validly taken.

3. The adoption of the Resolution by the Board, the execution and delivery of the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking, and the performance by the University of the transactions contemplated thereby will not conflict with or constitute a breach of, or default under, any commitment, note, agreement or other instrument to which the University is a party or by which it or any of its property is bound, or any provision of the Idaho Constitution or laws or any existing law, rule, regulation, ordinance, judgment, order or decree to which the University or the Board is subject.

4. Based upon conferences with, and representations of officials of, the University, the statements in the Preliminary Official Statement and the Official Statement under the captions, "INTRODUCTION-Boise State University," "SECURITY FOR THE SERIES 2012A BONDS," "THE UNIVERSITY," and "LITIGATION," and in "APPENDIX B-SCHEDULE OF STUDENT FEES," are true and correct in all material respects and did not, as of their respective dates, and do not contain an untrue statement or omission of a material fact (other than, with respect to the Preliminary Official Statement, any information that is permitted to be omitted from the Preliminary Official Statement pursuant to the Rule), it being understood that, in rendering this opinion, I am not expressing an opinion with respect to financial, statistical or operating data contained under these captions of the Preliminary Official Statement and the Official Statement.

5. Except as described in the Official Statement, there is no action, suit, proceeding, official inquiry or investigation, at law or in equity, pending which (i) questions the existence or powers of the Board or the University or the title to office of any present official of the Board or the University; (ii) seeks to prohibit, restrain or enjoin the sale, issuance or delivery of any of the Bonds or the execution and delivery of the

Purchase Agreement, the Escrow Agreement, or the Continuing Disclosure Undertaking; (iii) affects the collection of the Pledged Revenues pledged or to be pledged to pay the principal of and interest on the Bonds, or the pledge of the revenues and other funds and accounts under the Resolution; (iv) contests the completeness or accuracy of the Preliminary Official Statement or the Official Statement; or (v) contests any authority for the issuance of the Bonds, and the adoption of the Resolution, or the execution and delivery of the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking, or the validity of any proceedings taken by the University in connection with the issuance or sale of the Bonds.

Very truly yours,

Kevin D. Satterlee
University Counsel

EXHIBIT C

OPINION OF UNDERWRITER'S COUNSEL

[UNDERWRITER'S COUNSEL TO PROVIDE FORM OF OPINION]

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New Issue: MOODY'S ASSIGNS Aa3 RATING TO BOISE STATE UNIVERSITY'S (ID) \$24.475 MILLION SERIES 2012A GENERAL REVENUE PROJECT AND REFUNDING BONDS; OUTLOOK IS STABLE

Global Credit Research - 25 Jan 2012

UNIVERSITY WILL HAVE A TOTAL OF \$241.2 MILLION PRO-FORMA RATED DEBT OUTSTANDING

BOISE STATE UNIVERSITY, ID
Public Colleges & Universities
ID

Moody's Rating

ISSUE	RATING
General revenue Project and Refunding Bonds, Series 2012A	Aa3
Sale Amount \$24,475,000	
Expected Sale Date 02/14/12	
Rating Description Revenue: Public University Broad Pledge	

Moody's Outlook STA

Opinion

NEW YORK, January 25, 2012 --Moody's Investors Service has assigned a Aa3 underlying rating to Boise State University's (the "University" or "BSU") \$24.475 million General Revenue and Refunding Bonds, Series 2012A. At this time, we have also affirmed the outstanding debt listed under the RATED DEBT section of the report. The rating outlook is stable.

SUMMARY RATING RATIONALE

The Aa3 rating reflects Boise State University's favorable market position with improved selectivity and strong out-of-state student population, healthy operating margins despite cuts in state support, satisfactory average debt service coverage, and strong management team that engages in short and long-term planning. The Aa3 rating also incorporates the University's relatively high balance sheet and operating leverage and potential future capital projects.

STRENGTHS

*Strong market position as a leading public university with an urban location. Total full-time equivalent (FTE) enrollment was 15,215 in fall 2011, a marginal decline over the prior year. The selectivity has been improving, and was 54% for fall 2011 as management aims to improve student quality.

*Excellent operating margins due to increased net tuition and fee revenue as well as grants. The three-year average operating margin was 5.3% in FY 2011 (4.1% in FY 2010), well above the FY 2010 median of 1.7% for Aa3 rated public universities.

*Growing expendable financial resources provide adequate coverage of pro-forma debt and operations,

at 0.79 and 0.72 times respectively.

*Historically strong philanthropic support, with total gift revenue at \$23.3 million as of FY 2011.

CHALLENGES

*Relatively leveraged for its operating revenue base of \$292 million. Pro-forma debt to operating revenue is 0.84 times based on FY 2011 financials, well above the 0.51 FY 2010 median

for Aa3 public universities.

*State appropriations have declined, and represented only 25.4% of total operating revenue in FY 2011, down from 34.6% in FY 2008.

*Relatively small with respect to balance sheet and operating revenue. Cash and investments were \$125 million in FY 2011, compared to the FY 2010 median for Aa3 public universities of \$186 million; operating revenue was \$292 million in FY 2011 versus the \$422.4 million FY 2010 median for Aa3 rated public universities.

DETAILED CREDIT DISCUSSION

USE OF PROCEEDS: Bond proceeds will be used to finance a portion of the costs of acquisition and construction of a football office and training facility and to refinance most of the University's outstanding Student Union and Housing System Refunding Revenue Bonds, Series 2003 and a portion of the General Revenue Bonds, Series 2004. Proceeds will also be used to pay the costs of issuance.

LEGAL SECURITY: The Series 2012A bonds are secured by a pledge of revenues that includes student fees, sales and service revenue, revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University; various miscellaneous revenue sources (including non-auxiliary advertising, vending in non-auxiliary buildings, postage and printing); investment income and other pledged revenues designated by the Board. Pledged revenues exclude State appropriations and restricted Fund Revenues. To fund additional capital needs, the University implemented a Strategic Facility fee in 2006, which has increased from \$25 in FY 2006 to \$232 for FY 2011. Net revenues available for debt service were \$113.8 million in FY 2011, which provided 722% coverage of debt service and 639% coverage of pro-forma maximum annual debt service of \$17.8 million. Under the resolution, BSU has a debt service covenant to maintain Revenues Available for Debt Service at least equal to 110% of Debt Service on the outstanding bonds, and an additional bonds test of at least 1.1 times. There is no debt service reserve fund.

DEBT STRUCTURE: The Series 2012A bonds will be tax-exempt, fixed-rate debt with a 30-year amortization. There is level debt service from 2019-2042, and maximum annual debt service (\$4.4 million) occurs in 2017.

BSU has \$240.5 million of pro-forma General Revenue Bonds, including \$14.1 million of taxable debt. Following this partial refunding of Series 2003 Student Union and Housing Bonds (secured by the net revenues of the housing, dining and student union system, mandatory student fees, and certain investment income and other funds) there will only be \$665,000 of Student Union and Housing Bonds outstanding for Series 2002 and Series 2003 to be paid by FY 2013. In addition, BSU has a \$1.96 million bank note payable for the Bronco Stadium Expansion and \$2.4 million of capital leases.

INTEREST RATE DERIVATIVES: None.

MARKET POSITION: STABLE MARKET POSITION AS URBAN UNIVERSITY FOCUSED ON STEM DISCIPLINES WITH STRONG OUT-OF-STATE DRAW

Boise State University is an urban university located in Boise (rated Aa1), a regional center with a sizable

and diverse economic base that includes technology, higher education, and healthcare. As outlined in its new strategic plan developed this year, BSU plans to focus on STEM (science, technology, engineering and mathematics) programs to better serve the region and help graduates obtain jobs. The University is primarily undergraduate at 92% of enrollment, but three new doctoral degrees were recently added in educational technology, bimolecular science and material science engineering. BSU aims to be a "metropolitan research university" and is working to build private partnerships in their STEM focus areas in order to increase research dollars. As of FY 2011, grants and contracts represented 13.3% of total operating revenue, versus 10.2% in FY 2007, indicating that there has been some growth in these areas, though with \$20 million of research expense in FY 2011, still relatively low compared to other research universities.

Moody's expects BSU to see stable to growing enrollment moving forward. Total full-time equivalent (FTE) enrollment grew about 5% in fall 2009 and fall 2010, likely due to the national recession when more students returned to university. However, FTE enrollment dropped nearly 1% to 15,215 students in fall 2011, which management attributes to a decline in teachers enrolling for supplemental courses following a state legislative change for teacher certifications. In addition, over the past four years management decided to increase admissions standards. In fall 2011, the acceptance rate was 54%, down significantly from 68.7% in fall 2008. This policy change is related to the creation of a community college, the College of Western Idaho, in 2009 that serves students who had previously completed two-year degrees at BSU. If a student is not yet academically prepared to attend BSU, the admissions staff will recommend they attend CWI. There are currently 8,000 students attending CWI and now that two years have passed since it opened in January 2009, BSU will begin to see transfer students.

Future enrollment growth may also result from an increased emphasis on improving retention rates, at a low 69.2% as of fall 2011, potential growth in virtual learning, and the University's membership in the Big East football conference, which will increase the University's national reputation. Management aims to increase the number of students who graduate in four years, and offers a four-year guarantee, whereby the University will pay a students' remaining tuition costs if they are to blame for the student's inability to graduate in four years (i.e. through lack of course offerings). By offering new delivery methods through virtual learning, the University hopes to better serve its students, and the president hopes that every department will use virtual learning such that 3-4 core courses are online.

Boise State also benefits from a significant regional draw, with 34% of first-year matriculants from outside the State. Management indicated that it is not actively looking to increase the number of out-of-state students, but rather matriculation has grown organically as other nearby states' economies struggle. The majority of out-of-state students come from California, Oregon, Utah and Arizona. BSU's tuition is competitive, with an in-state rate of \$5,566 and an out-of-state rate of \$15,966.

OPERATING PERFORMANCE: CONSISTENTLY HEALTHY OPERATING MARGINS DESPITE DECLINE IN STATE SUPPORT

Boise State University has generated consistently healthy operating margins, with a 5.3% three-year average operating margin and a 17.8% operating cash flow margin in FY 2011. Moody's expects that the University will continue to have strong operating margins given its conservative budgeting practices and reduced reliance on State appropriations.

State appropriations decreased from 34.6% of total operating revenue in FY 2008 to 25.4% in FY 2011. BSU's FY 2012 state general fund appropriation was \$68 million, a 3.5% decrease from FY 2011, but management does not anticipate holdbacks for FY 2012 and indicated that the State of Idaho (rated Aa1, stable) revenues are expected to be slightly higher for FY 2013. BSU has compensated for cuts in state funding through increased net tuition revenue, auxiliaries and grants and contracts. Tuition, room and board for in-state students has increased 5% last year and 9.6% in fall 2010, primarily to compensate for declining state aid. Management indicated that though the Board tries to avoid such significant increases, they may be necessary moving forward. There is a Board policy not to increase total tuition, facility,

technology and activity fees in any single fiscal year by more than 10% unless it grants special approval, thereby potentially limiting BSU's ability to compensate for any additional state cuts or raise fees used for debt service.

As of FY 2011, tuition and auxiliaries represented 50.5% of total operating revenue, up from 45% in FY 2009. Moody's considers BSU's steadily increasing net tuition revenue per student, which was \$6,289 in FY 2011, to be a credit positive, though they are below the \$8,153 FY 2010 average for public universities at the Aa3 rating level. A new revenue stream will come from BSU joining the Big East Conference; these revenues will firstly go to support the athletic program. Athletics also pays into the academic facilities fund. This annual payment was \$600,000 in FY 2011.

Boise State's robust budgeting practices, which include detailed budget templates used by each department to track revenue and expenses, and significant transparency, is considered to be a credit positive. The University is in the fifth year of its internal funding model, which links financial resources to strategic initiatives, and will tie tightly to the new strategic plan. This strong budget and expense management helped the University manage through periods of declining and unpredictable state funding. Beginning in September 2010, all state institutions must engage in interim reporting and provide full accrual quarterly reports to the Audit and Business Affairs committees of the State Board of Education.

Moody's maintains an Aa1 issuer rating on the State of Idaho reflecting a history of conservative fiscal management, strong population growth and in-migration from working professionals and retirees, and strong growth in high-tech and business services. The rating also incorporates manufacturing losses and slow growth in major metropolitan areas, as well as the highly cyclical nature of the technology industry that dragged down Idaho's economy during the national recession. For more information, please see Moody's report dated January 19, 2012.

BALANCE SHEET: FINANCIAL RESOURCES PROVIDE ADEQUATE CUSHION FOR DEBT; FUTURE CAPITAL PLANS

BSU's expendable financial resources grew 18% last year to \$195 million in FY 2011, providing satisfactory coverage of pro-forma direct debt at 0.79 times and of operations at 0.72 times. The University is relatively leveraged, with pro-forma debt to operating revenue of 0.84 times, well above the FY 2010 median for Aa3 rated universities of 0.51 times. The University has invested significantly in capital projects recently, with 11 buildings added over the past ten years, to meet their needs for academic programs and ongoing maintenance. Management anticipates this level of capital investments will slow down, though there are several capital projects in varying stages of planning, including additional phases of the stadium expansion, a science and engineering building, an alumni center (funded by the alumni association), and an arts and humanities center. The University aims to fund its capital projects with gifts, University funding and state support, though Moody's recognizes that if it does not meet its funding targets, debt could be needed. Management indicates, however, that there are currently no additional debt plans within the next two years.

BSU ultimately decided not to proceed with its plans for privatized housing announced in June, 2009. Instead, it funded \$18.7 million of housing construction for the Lincoln project with reserves and savings from prior bonds sales. 148 beds opened in January 2011 and the remaining 212 beds will open summer 2012. Other ongoing construction projects include the College of Business and Economics, funded through student fee revenue bond proceeds, student fees and private donations, which is on schedule to complete this summer, and a biomedical research vivarium, funded with federal grants, scheduled to complete this year. This new sale supports the first phase of the Stadium expansion, and includes a target of \$10.5 million of gift revenue; to date they have received \$3.5 million in cash and \$6.1 in pledges. Moody's notes that historically the University has only proceeded with a new capital project if there is sufficient available funding.

Investment income represents 1.9% of BSU's operating revenue. BSU's endowment is primarily invested with its Foundation, which saw a 21.4% return for FY 2011. The foundation's investments of \$73.8 million

as of December 31, 2011 include 52% in equities, 24% in traditional fixed income, 9% in hedge funds, 2.7% in private equity/venture capital, 6.8% commodities and other alternatives, and 4% in cash. BSU Foundation's investment advisor is Mercer Investment Consulting, formerly Hammond Associates. Moody's notes some concentration in the Foundation's investments with 12.4% of the portfolio in one fixed income fund.

The University had satisfactory monthly liquidity of \$86 million in FY 2011, representing 126 days of operating expenses on hand.

GOVERNANCE AND MANAGEMENT

Moody's considers BSU's conservative budgeting and short and long-term planning to be a credit positive. The University has budget templates for all departments that roll up to the dean and Vice President level. Budget increases or decreases are not across the board, but dependent on the department and transparent such that all members of the University community can see the resource expenses of different departments. In addition, departments are able to reallocate funds from savings in one area to apply to a different initiative. The University is currently in the process of a new strategic planning process and engages in benchmarking.

The eight members of the Board of Trustees also serve as the Idaho State Board of Education. Seven members of the combined boards are appointed by the Governor and serve for five-year terms. The elected State Superintendent of Public Instruction serves ex officio as the eighth member of the Board for a four-year term.

There are several new additions to the senior staff, including a new Vice President of Student Affairs hired in July 2011, a new athletic director who joined in January 2012, and a new Treasurer. Other recent additions to the executive team include the Provost and VP for Academic Affairs who was promoted in 2010, and an interim VP for University Advancement who started in May 2011 and has been with the University since fall 2007.

Outlook

The stable outlook reflects Moody's expectation that Boise State University will continue to see healthy operating margins, adequate balance sheet coverage of debt and operations, and stable enrollment with a strong out-of-state student draw.

WHAT COULD CHANGE THE RATING UP

Material growth in financial resources providing ample coverage of any additional leverage; increased diversity of revenue streams, including grants and philanthropic support.

WHAT COULD CHANGE THE RATING DOWN

Pressure on student market; substantial decline in balance sheet cushion or significant debt issuance; prolonged declines in operating performance.

KEY INDICATORS (FY 2011 financial data and fall 2011 enrollment data)

Full-Time Equivalent (FTE) Enrollment: 15,215 students

Freshmen Selectivity: 54.2%

Freshmen Matriculation: 52.7%

Total Pro-Forma Direct Debt: \$245.5 million

Expendable Financial Resources: \$195 million

Total Financial Resources: \$258 million

Expendable Financial Resources-to-Pro-Forma Debt: 0.79 times

Expendable Financial Resources-to-Operations: 0.72 times

Three-Year Average Operating Margin: 5.3%

Operating Cash Flow Margin: 17.8%

Three-Year Average Debt Service Coverage: 2.56 times

Reliance on Student Charges (Net Tuition, Fees, and Auxiliary Revenues): 50.5%

Reliance on Government Appropriations: 25.4%

State of Idaho: Aa1, Stable

RATED DEBT

General Revenue Bonds: Series 2004A, 2009A, 2010A, 2010B and 2012A: Aa3 (Series 2004A to be partially refunded with this new sale)

General Revenue Bonds: Series 2005A, 2007A, 2007B and 2007C: Aa3, insured by National Public Finance Guarantee Corp, formerly MBIA (current financial strength rating of Baa2

with a negative outlook)

Student Union and Housing System Bonds, Series 2002, 2003: Aa3 (Series 2003 to be mostly refunded with this new sale)

CONTACTS:

Boise State University: Stacy Pearson, Vice President of Finance and Administration, 208-426-1200; Jo Ellen DiNucci, Associate Vice President of Finance and Administration, 208-426-1200

Financial Advisor: Richard King, Director, Barclays Capital, 206-344-5838

The principal methodology used in this rating was U.S. Not-for-Profit Private and Public Higher Education published in August 2011. Please see the Credit Policy page on www.moodys.com for a copy of this methodology.

REGULATORY DISCLOSURES

Although this credit rating has been issued in a non-EU country which has not been recognized as endorsable at this date, this credit rating is deemed "EU qualified by extension" and may still be used by financial institutions for regulatory purposes until 30 April 2012. Further information on the EU endorsement status and on the Moody's office that has issued a particular Credit Rating is available on www.moodys.com.

For ratings issued on a program, series or category/class of debt, this announcement provides relevant regulatory disclosures in relation to each rating of a subsequently issued bond or note of the same series or category/class of debt or pursuant to a program for which the ratings are derived exclusively from existing ratings in accordance with Moody's rating practices. For ratings issued on a support provider, this announcement provides relevant regulatory disclosures in relation to the rating action on the support

provider and in relation to each particular rating action for securities that derive their credit ratings from the support provider's credit rating. For provisional ratings, this announcement provides relevant regulatory disclosures in relation to the provisional rating assigned, and in relation to a definitive rating that may be assigned subsequent to the final issuance of the debt, in each case where the transaction structure and terms have not changed prior to the assignment of the definitive rating in a manner that would have affected the rating. For further information please see the ratings tab on the issuer/entity page for the respective issuer on www.moodys.com.

Information source used to prepare the rating are the following: parties involved in the ratings, parties not involved in the ratings, public information, confidential and proprietary Moody's Investors Service's information, and confidential and proprietary Moody's Analytics' information.

Moody's considers the quality of information available on the rated entity, obligation or credit satisfactory for the purposes of issuing a rating.

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Analysts

Emily Schwarz
Lead Analyst
Public Finance Group
Moody's Investors Service

Karen Kedem
Backup Analyst
Public Finance Group
Moody's Investors Service

Contacts

Journalists: (212) 553-0376
Research Clients: (212) 553-1653

Moody's Investors Service, Inc.
250 Greenwich Street
New York, NY 10007
USA



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January 31, 2012

Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

Primary Credit Analyst:

Jessica Lukas, Chicago (1) 312 233 7004; jessica_lukas@standardandpoors.com

Secondary Contact:

Carlotta R Mills, San Francisco (1) 415-371-5020; carlotta_mills@standardandpoors.com

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Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

Credit Profile

US\$24.47 mil gen rev proj & refund bonds ser 2012A

Long-Term Rating

A+/Stable

New

Boise St Univ gen rev ser 2005A, 2007A, 2007B, 2007C (MBIA)

Unenhanced Rating

A+(SPUR)/Stable

Affirmed

Boise St Univ Gen Rev bonds ser 2007A

Long-Term Rating

A+/Stable

Affirmed

Rationale

Standard & Poor's Ratings Services assigned its 'A+' long-term rating to Boise State University (BSU), Idaho's series 2012A general revenue project and refund bonds. At the same time, Standard & Poor's affirmed its 'A+' long-term and underlying ratings (SPUR) on BSU's debt outstanding. The outlook on all ratings is stable.

The 'A+' rating reflects our assessment of the university's:

- Consistently positive adjusted financial operations on a full-accrual basis;
- Good revenue diversity with 24% of fiscal 2011 revenues coming from appropriations from Idaho (AA/Stable), 28% from net tuition, and 17% from auxiliary operations;
- Continued growth in student enrollment that is supported by a wide array of program offerings; and
- Adequate financial resources ratios for the rating category, with unrestricted net assets for fiscal 2011 equal to 35% of operating expenses and 42% of pro forma debt.

Offsetting factors in our view include:

- A constrained state economy and budget that affects the university's operations and capital funding; and
- A manageable but somewhat above-average maximum annual debt service (MADS) burden of about 6.1% of 2011 operating expenses, with potential additional debt during the outlook period.

Total pro forma debt will be about \$241 million (including \$2.0 million of capital leases and \$1.8 million in bank notes payable), producing an above-average but manageable 6.1% MADS burden in our view. All of BSU's outstanding bonds are parity general revenue debt secured by pledged revenues, which include all available revenues of the university (including tuition, student fees, and auxiliary revenue, but specifically excluding state appropriations and restricted revenues). Due to the broad scope of pledged revenues, Standard & Poor's views this as an unlimited student-fee obligation. In fall 2006, the university instituted a strategic facility fee to fund construction related to its master plan. In fiscals 2009-2011, the student fee was \$210; in fiscal 2012, management reports that it was raised to \$232. This student fee is internally dedicated to debt service. There is no debt service reserve fund. All of BSU's debt is fixed rate and the university has no swap contracts.

Despite the challenged funding environment, BSU has continued the construction outlined in its campus master plan.

Projects currently underway include: Lincoln Avenue housing, the College of Business and Economic building, and the Vivarium. The Environmental Research building opened during fiscal 2011. Management reports that it does not expect to issue any additional debt during the outlook period, but may issue additional debt for various capital projects during the next 36 months.

Outlook

The stable outlook reflects our expectation that the university will maintain stable enrollment, continue to generate balanced operating results on a full-accrual basis, manage through a continued period of uncertain state appropriations, and that fund raising will continue to progress. We expect that future debt will have dedicated associate revenue streams and that any new debt will be accompanied by a commensurate increase in resources.

A positive rating action during the outlook period would require substantial improvement in the university's financial resource ratios relative to the rating category, growth in the endowment, and improvement in student demand/selectivity metrics relative to peer institutions. Credit factors that could lead to a negative rating action during the two year outlook period include significant operating deficits on a full-accrual basis, erosion of financial resource ratios relative to the rating category, or issuance of debt that would significantly increase the university's debt burden.

Enterprise Profile

The university

BSU, founded in 1932, has the largest student enrollment of any post-secondary institution in Idaho (15,215 full-time equivalent (FTE) students in fiscal 2012, fairly steady with fiscal 2011). The university offers 73 master's degrees and four doctoral degrees. The university's applied-technology programs were transferred to a new community college, the College of Western Idaho (CWI), which opened its doors in January 2009. About 700 FTE students were transferred to the new college. In the fall of 2010, approximately 45 CWI students transferred to BSU; and in fall of 2011, this number was 77. Management expects this to increase significantly in future years. Non-resident enrollment represented approximately 19% of total students enrolled in fall 2011, compared to 16% the prior year.

Enrollment and demand: Continued growth

The university's applied-technology programs and related headcount were transferred to a new community college, CWI, which opened its doors in January 2009. Despite this transfer of students, total headcount at BSU has continued to grow -- increasing 11.6% during the past five years to 19,664 in fall 2011, from 17,614 in fall 2005. FTE enrollment in fall 2011 was 15,215, about flat with the previous year. The majority of students are undergraduates (about 88%), although graduate enrollment has increased about 154% in three years to 2,296 FTE in fall 2011 from 904 FTE in fall 2007.

Undergraduate student quality, as measured by the average entering freshman's ACT score, was about 22.4 in fiscal 2011 (the U.S. average is about 21, the Idaho average is 21.8). The majority of students (about 80% in fiscal 2012) are Idaho residents. First-year applications in fall 2011 were 7,845, a 22.8% increase from the previous year -- and, during the past four years, applications are up almost 70%. According to management, BSU's strategic recruitment plan; rising tuition costs in surrounding states such as California, Oregon and Washington; and the university's

The university's trend of operating surpluses on a full-accrual basis continued in fiscal 2011 with an adjusted operating surplus of about \$16.0 million, compared to surpluses of \$8.5 million in fiscal 2010, \$8.9 million in fiscal 2009, and \$11.6 million in fiscal 2008. The modest decrease in the fiscal 2009 operating surplus was the result of

Financial operations

Financial Profile

constitution and statutes.

education in the state and is a general contributor to the overall economic development and a significant driver of role in the state's economy compared with that of other state (RFRs), although BSU is the largest institution of higher appropriations, and no history of extraordinary support. In addition, we based our assessment on BSU's "limited" state's limited involvement with the day-to-day operations of the university, history of annual operating extraordinary government support on our assessment of BSU's "limited" link with the state of Idaho, given the In accordance with our criteria for government-related entities (GREs), we based our view of a "low" likelihood of

Government-related entity (GRE)

2012. The Robert Kusur, Ph.D., the university's current president, took office as BSU's sixth leader on July 1, 2003. Dr. Martin F. Schimpf, Ph.D., has served as Boise State University's provost and vice president of Academic Affairs since 2010 and has been with the university since 1990. The university operates under a formal strategic plan and campus master plan; the draft strategic plan for 2012 to 2017 has been drafted and is expected to be completed in February

The governor appoints seven of the members of the combined boards for five-year terms. The elected State Superintendent of Public Instruction serves ex officio as the eighth member of the board for a four-year term.

Rehabilitation.

Clark State College in Lewistown, and the State Board for Professional-Technical Education and Vocational University of Idaho, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis standards is vested with the BSU Board, which also serves as the Idaho State Board of Education, the Regents of the The responsibility for overall management and determination of university policy and

Management

lower utilization. During the past five years, management reports that occupancy rates have averaged around 95%. units were not utilized in 2009 due to anticipated closures for some construction projects; this contributed to the and 96% for apartments; comparable rates in fall 2009 were 92% and 90%, respectively. Per management, some completed in fall 2012. Management reports that current occupancy rates for fall 2011 were 95% for residence halls project, when complete, will add 360 beds (for a combined total of 2,560 beds) for upper classmen when it is BSU currently provides 2,200 beds on campus in residence halls and apartments. The Lincoln Avenue housing compared with 66.1% in fall 2010. standards have helped the university control growth; the university accepted 54.2% of applicants in fall 2011, is still a solid ratio, reflecting the university's academic niche. Management reports that increasing admission increases. In fall 2011, BSU's matriculation rate was what we consider low compared to previous years at 53%, but increasing national visibility and recognition are the key factors that have contributed to its significant application

slower revenue growth related to flat research and auxiliary revenue, and faster expense-base growth related to an increase in employee health benefits, a salary increase in light of the state holdback in appropriation revenue, and the cost of additional scholarships and fellowships. During fiscal 2011, the university imposed \$3.2 million in departmental "holdbacks" or reduced budgets. The university carried this forward for use in fiscal 2012. Management reports that it expects fiscal 2012's net assets to be more than fiscal 2011, as total revenues are projected to exceed budget, while closely-managed expenses are expected to come in at budget. Management reports that it will continue to manage state funding reductions through enrollment increases, tuition increases, and continued cost containments.

State appropriations and tuition

BSU's revenue base is fairly diverse in our view. The university receives among the largest portions of state appropriation funding allocated to public institutions. In fiscal 2011, BSU's largest revenue sources included:

- State appropriations (24% of total operating revenues);
- Net student fees (28%);
- Auxiliary income (17%); and
- Grants and contracts (13%).

After several years of appropriation increases, the state reduced BSU's appropriation 13% in fiscal 2010 to \$72.1 million, (net of a \$6.2 million holdback), due to the state's lower-than-projected revenues. In fiscal 2011, BSU's state funding was reduced another 4% to \$70.5 million in total appropriations, which included \$1.3 million in American Recovery and Reinvestment Act (ARRA) funding. Per management, in fiscal 2011 the appropriation reduction was offset by a 9.0% student fee increase and continuing cost containment. In fiscal 2012, BSU expects state appropriations to decrease another 3.5% to \$68.0 million. Management intends to offset this decrease with a 5.0% increase in tuition. Despite the increase, we consider tuition reasonable at \$5,566 annually for the 2011-2012 academic year for an Idaho student.

Financial resources

We consider the university's financial resource ratios adequate for the rating category, with adjusted unrestricted net assets of \$101.9 million or 35% of operating expenses and 41% of pro forma debt as of June 30, 2011. Also as of June 30 2011, the university's foundation had \$142.9 million in total investments; of that amount, approximately \$8.3 million was unrestricted and is included in the above financial resource ratios. The foundation's funds are invested in 27% international equities, 27% domestic equities, 8% real assets, 24% fixed-income, with the remainder in hedge funds and private equity. Management reported a 21.4% return for the year ended June 30, 2011, compared to a 10.8% return for the year ended June 30, 2010, and compared to a negative 24.0% for fiscal 2009. The university does not utilize an annual endowment draw for general operations.

The university recently completed its first comprehensive capital campaign, "Destination Distinction," the proceeds of which will be used for capital projects, endowed professorships, and scholarships. The university raised more than \$185 million, surpassing its \$175 million goal. Management reports that BSU is already in the planning stages of its next campaign.

Retirement plans

The university's retirement plan is run through the state-created Public Employee Retirement System of Idaho (PERSI). Post-employment benefits are provided through a defined benefit plan administered by the university. Other post-employment benefit (OPEB) obligations in fiscal 2011 were \$3.1 million.

Related Criteria And Research

- USPF Criteria: Higher Education, June 19, 2007
- General Criteria: Rating Government-Related Entities: Methodology And Assumptions, Dec. 9, 2010

Ratings Detail As of January 31, 2012

Boise St Univ stud union & hsg rev bnds ser 2002

Unenhanced Rating	A+(SPUR)/Stable	Affirmed
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Boise St Univ stud union & hsg sys ridg rev bnds ser 2003

Unenhanced Rating	A+(SPUR)/Stable	Affirmed
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Boise St Univ Std University Fee & Housing Sys ser 2002 (MBIA)

Unenhanced Rating	A+(SPUR)/Stable	Affirmed
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Many issues are sub-rated by bond insurance.

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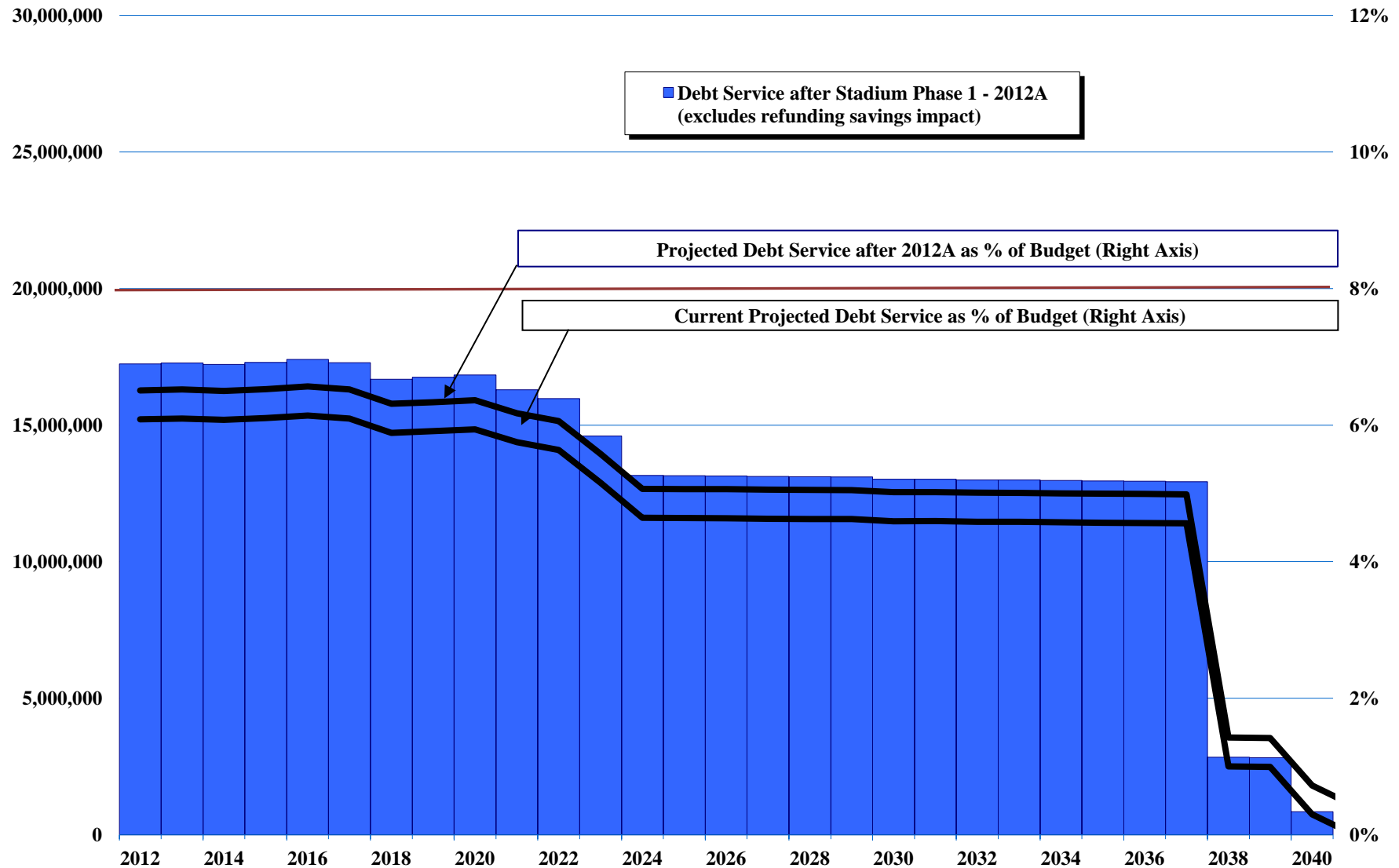
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Boise State University
Debt Service to Budget
February 2012



Boise State University Ten Year Debt Projection February 2012												
		FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Total
1	Future Buildings	Est. Debt Financed										
2	Stadium Expansion Phase 1	\$17,500,000	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$12,040,943
3												
4												
5	Future Debt Financing	\$17,500,000	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$1,204,094	\$12,040,943
6	Current University Debt Service		\$17,241,393	\$17,278,436	\$17,219,913	\$17,296,115	\$17,404,328	\$17,280,565	\$16,682,665	\$16,752,426	\$16,830,173	\$170,280,194
7	Total Projected Debt Service after Stadium Phase 1 project		\$18,445,487	\$18,482,530	\$18,424,007	\$18,500,209	\$18,608,422	\$18,484,659	\$17,886,759	\$17,956,520	\$18,034,267	\$182,321,137
8	Operating Budget (less direct loans, includes 0% growth in State support)		\$284,086,705	\$283,426,163	\$283,426,163	\$283,426,163	\$283,426,163	\$283,426,163	\$283,426,163	\$283,426,163	\$283,426,163	\$283,426,163
9	Current Debt Service as a % of Operating Budget (6/8)		6.1%	6.1%	6.1%	6.1%	6.1%	6.1%	5.9%	5.9%	5.9%	5.7%
10	Future Debt Service as a % of Operating Budget (7/8) 8% is the University's planned cap.		6.5%	6.5%	6.5%	6.5%	6.6%	6.5%	6.3%	6.3%	6.4%	6.2%

Assumptions:

- 11 *Student Revenue*
- 12 *General Fund*
- 13 *Donations, Sales*
- 14
- 15
- 16
- 17
1. 0% student growth from student fees, \$25 new SFF in 2013, hedging against enrollment decline
2. 2% base reduction in 2013, no increase in appropriated funds in future, appears to be conservative at this time
3. Gifts and auxilliary revenues hold at 2011 levels
4. Loss of stimulus funding in 2012 and decrease in Federal grants of 3% in 2013, appears to be conservative at this time
5. New debt at 5.5% for 30 years
6. Refunding savings from 2012A is not reflected in total debt service amounts, as such, actual debt service will be less than amount shown on line 7.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

Attachment 7 – The Preliminary Official Statement dated February 2, 2012

is included as a separate file:

“BAHR-Finance Agenda, Tab 6, Attachment 7”

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Detailed planning and design phase for the Fine Arts Building remodel project

REFERENCE

August 2010

Board approved recommendation to the Permanent Building Fund Advisory Council a list of major capital projects, including LCSC's request for the upgrade of Fine Arts Building, for consideration in FY2012 budget process.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.3. "Construction Projects" (December 2011).

BACKGROUND / DISCUSSION

The Fine Arts Building at Lewis-Clark State College (LCSC) was constructed in 1912 and was initially used as a men's dormitory. In subsequent years it supported various instructional operations including music programs, and later, science programs. The facility is a two story wood-framed building with exterior brick veneer and a day-lighted basement. The building was remodeled in 1962 to add an external metal spiral fire escape, and again in 2004 to provide restrooms and an ADA-accessible elevator. Total gross square footage for the facility is 12,144 sq. ft. While the building's classic exterior contributes to the historical heritage of LCSC, its antiquated classroom, office, and support spaces are useable today only as short-term, temporary space due to lack of adequate plumbing, electrical/lighting, fire suppression, and HVAC systems.

The proposed project would reconfigure the space within the older section of the building (that portion not upgraded in the 2004 remodel) to provide modern classroom, office, and common area space, with functional HVAC, energy efficient windows, modern lighting/electrics, and fire safety systems. The total estimated cost of the project is \$1.9M, of which agency funds (private fund-raising) will contribute \$200K, and \$1.7M will be sourced from the Permanent Building Fund (PBF). \$200K (all from PBF) has been allocated for the design phase of the project. The Division of Public Works (DPW) selected this project from among the list of Board-recommended capital projects in its FY2012 proposal to the Legislature, and the Legislature approved funding for the project (DPW project #2012-150).

The winning architect/design team in the ensuing DPW competition was Castellaw Kom Architects (CKA) based in Lewiston, teamed with Hummel Architects based in Boise. The architects have completed their conceptual schematic design work on the facility, and have produced a basic plan which

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

should provide well laid-out classroom, office, and common areas within the project's allocated construction budget. Conceptual diagrams of the revised building space are provided in the attachments to this tab. LCSC's planning team has worked closely with DPW's Project Manager and the architects on the preliminary concept design work, and the Permanent Building Fund Advisory Council (PBFAC) will vote on a motion to proceed into the detailed planning and design phase at its February 7, 2012 meeting. The project is estimated to be completed in time for full use of the facility by the start of classes in the fall of 2013. The remodeled facility will be the home of LCSC's Business Division, which currently operates out of spaces in the basement of the Administration Building and in other space scattered across campus.

IMPACT

This project, for which PBFAC funding has already been approved, is on track and ready to proceed into planning and design. Completion of the project will restore usability and efficiency to this once-elegant facility.

ATTACHMENTS

Attachment 1- Photographs of building exterior/interior

Page 3

Attachment 2 – Architect team's schematic diagrams

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

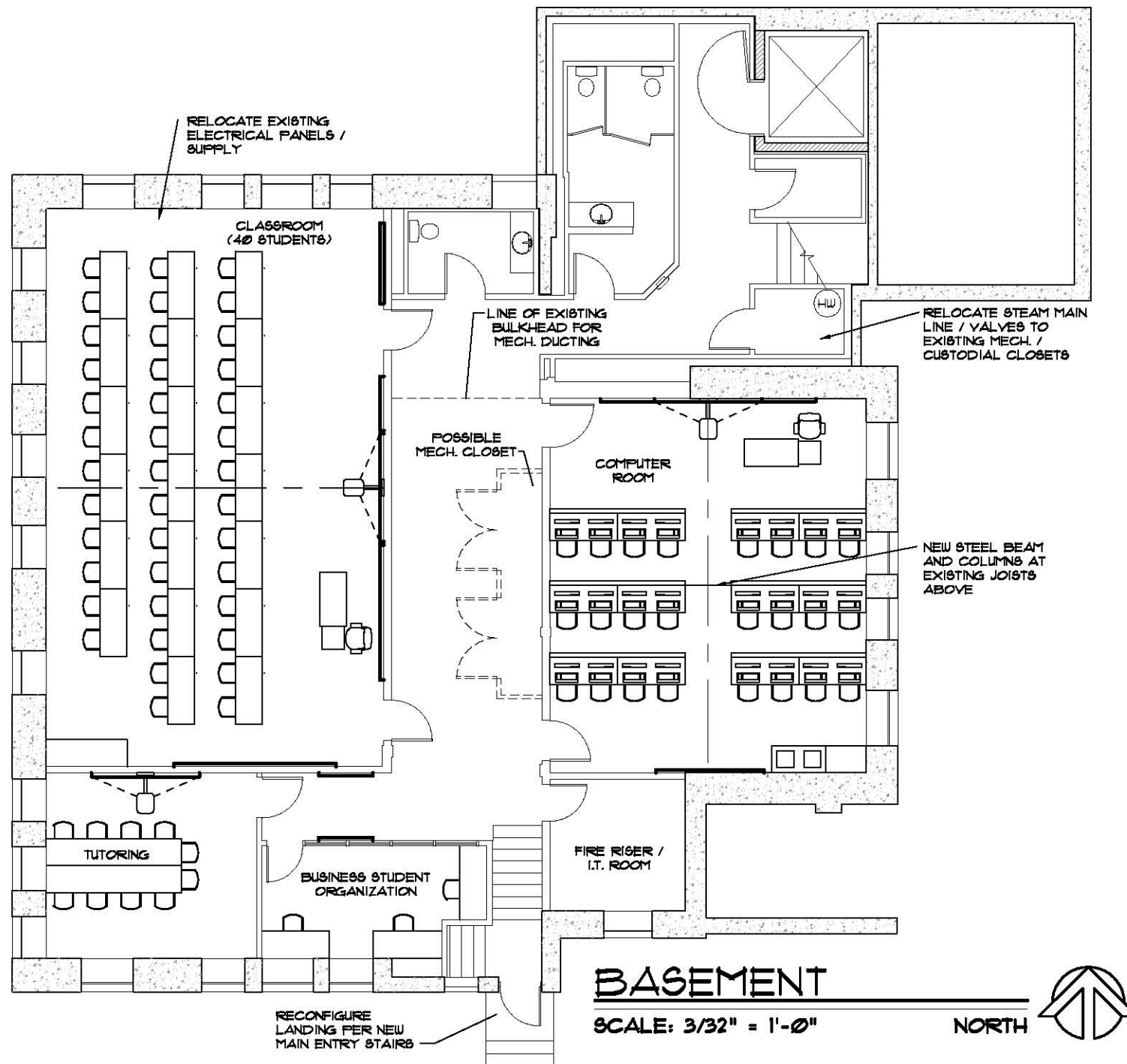
Staff toured the Fine Arts Building with the PBFAC last September. The older section of the building is functionally obsolete in its current condition. Staff recommends approval.

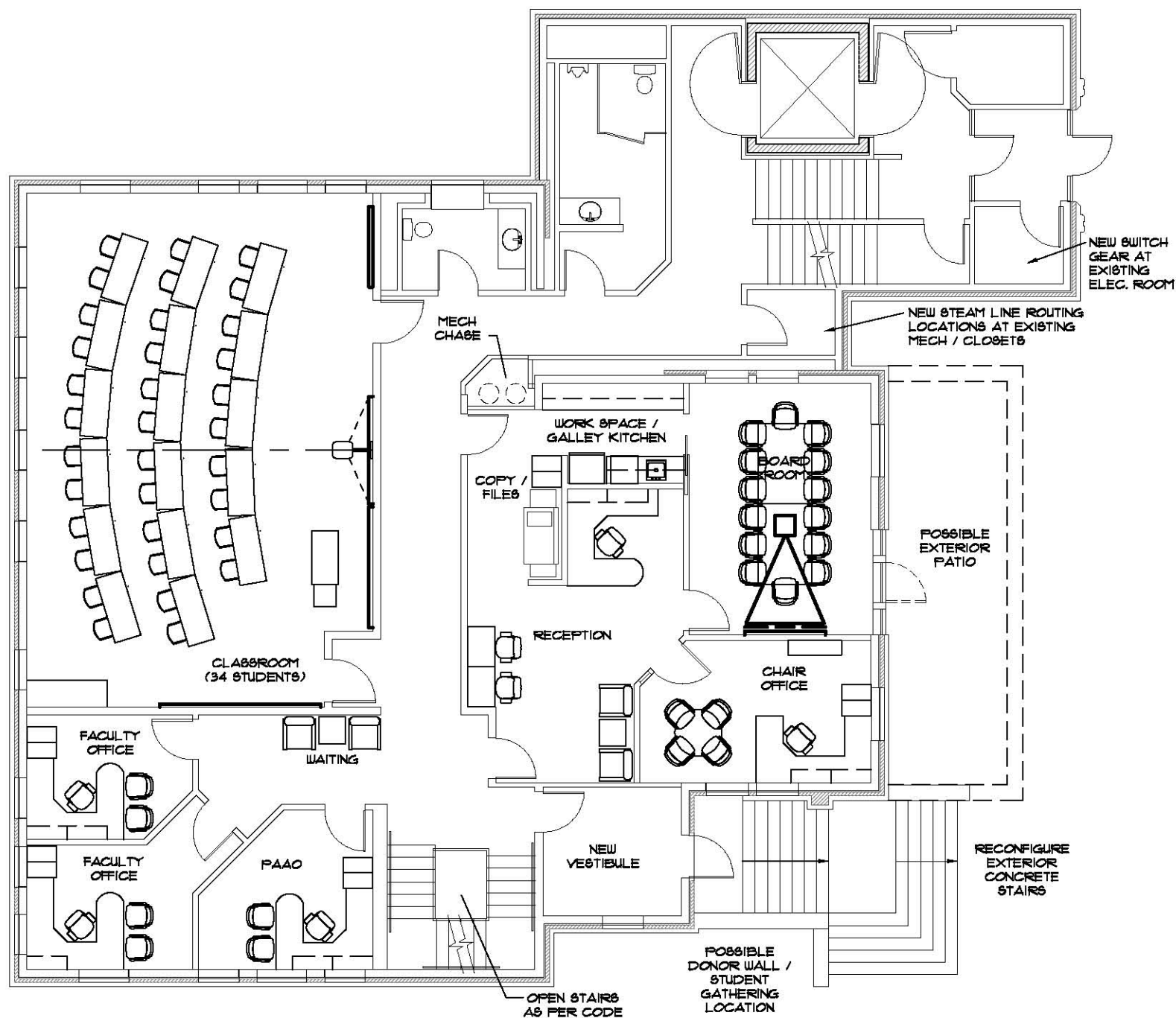
BOARD ACTION

I move to approve the continuation of the Lewis-Clark State College Fine Arts Building remodel ("design-bid-build") project into the detailed planning and design phase, as recommended by the Division of Public Works and the Permanent Building Fund Advisory Council, with an estimated design budget of \$200,000 which has been sourced from the Idaho Permanent Building Fund.

Moved by _____ Seconded by _____ Carried Yes _____ No _____





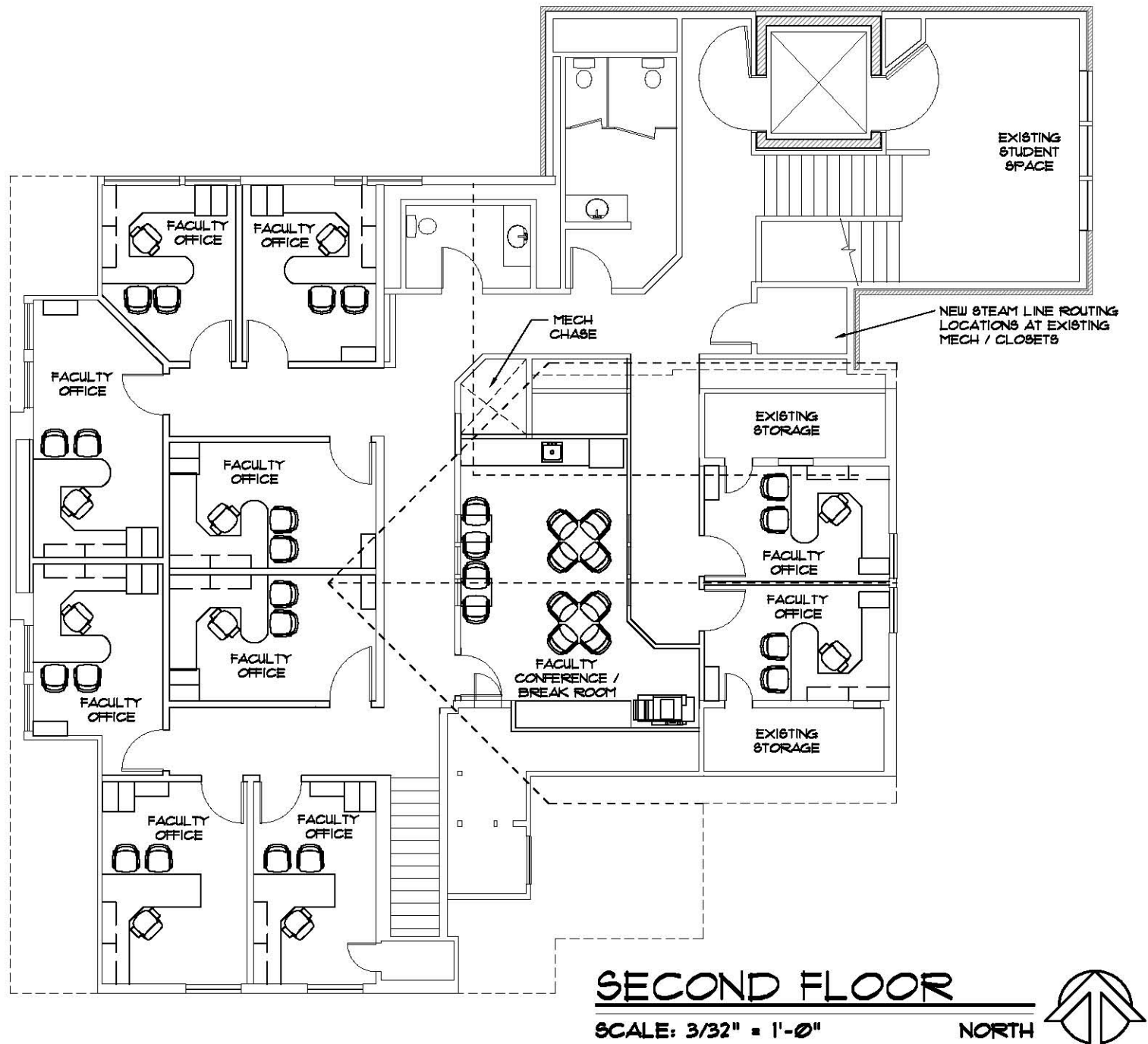


FIRST FLOOR

SCALE: 3/32" = 1'-0"

NORTH





BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

LEWIS-CLARK STATE COLLEGE

SUBJECT

Student Fee Refunding Revenue Bond--total amount to be refinanced is \$3,000,000

REFERENCE

March 1998	The Board approved a resolution authorizing LCSC to issue a maximum of \$6,500,000 (the actual issuance was \$6,335,000) in revenue and refunding bonds to finance improvements to the Student Union Building and to pay off a \$1,525,000 line of credit held by First Security Bank.
------------	--

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.F.1. ("General Powers")

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) is seeking approval to refinance the balance (\$3,730,000) of its current revenue bonds. If approved, the College plans to enter into an agreement with Wells Fargo Bank N.A., who would hold the resulting note.

The impetus for the refinancing is the favorable current interest rate environment. The coupon rate on LCSC's current bonds ranges from 5.13% to 5.2% over the remaining six (6) year life. While the exact interest rate resulting from the refinance will not be determined until the note is executed, it is expected to be at or below 3%, based on initial discussions with Wells Fargo Bank. The refinancing is expected to yield interest savings exceeding \$60,000 annually over the remaining six (6) year term.

The bond provisions require that payoff notification be given at least 30 and not more than 45 days in advance of each semi-annual payment date. The next payment date is April 1, 2012, so Board approval is being sought in order for the refinancing to be finalized in time to meet that date.

Associated with the current revenue bonds is a reserve fund, which currently totals \$635,841. The fund is invested primarily in government securities at nominal yields. The refinance will allow LCSC to extinguish this fund, and apply the monies therein against debt principal to reduce the refinanced balance. This application will further reduce interest costs and benefit the institution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

IMPACT

As noted above, Board approval of the proposed refinancing will result in estimated annual interest savings of \$60,000+ for the next six years. The restructured debt will be issued at \$3,000,000, not including an origination fee of .5% (\$15,000). It should be noted that the first three (3) months of interest savings will offset this fee. Payments will be made monthly over an amortized term of not more than 72 months.

ATTACHMENTS

Attachment 1: Board Authorizing Resolution (DRAFT)

Page 3

Attachment 2: Loan Agreement and Documents (to be provided at meeting)

STAFF COMMENTS AND RECOMMENDATIONS

LCSC has identified an opportunity to take advantage of historically low interest rates by refinancing the balance of its current revenue bonds. The college stands to reduce both the debt principal and interest through this refinancing. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to refinance the current revenue bond financing for the Student Union Building and related facilities through a new five or six year note from Wells Fargo Bank, N.A. for a total of \$3,000,000 at an interest rate not to exceed four (4) percent (secured by student fees) by signing a Board Authorizing Resolution and Board Office Certification in substantial conformance with Attachment 1 as presented; and to authorize the college's Vice President for Finance & Administration to execute any necessary documents on behalf of the Board of Trustees.

Motion by _____ Seconded by _____ Carried Yes ___ No ___

AUTHORIZING RESOLUTION

A RESOLUTION OF THE STATE BOARD OF EDUCATION ACTING AS THE BOARD OF TRUSTEES OF LEWIS-CLARK STATE COLLEGE, AUTHORIZING THE EXECUTION AND DELIVERY OF A LOAN AGREEMENT AND PROMISSORY NOTE WITH WELLS FARGO BANK, NATIONAL ASSOCIATION AND RELATED DOCUMENTS WITH RESPECT TO THE REFINANCING OF CERTAIN REVENUE BONDS; AUTHORIZING THE EXECUTION AND DELIVERY OF DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AND AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION.

WHEREAS, THE STATE BOARD EDUCATION ACTING AS BOARD OF TRUSTEES OF LEWIS-CLARK STATE COLLEGE (the “College”), a body politic and corporate and institution of higher education duly organized, existing and authorized by the Constitution and laws of the State of Idaho, to borrow money and issue notes or bonds to finance and refinance the acquisition and construction of facilities for student and College programs in Lewiston, Idaho through promissory notes; and

WHEREAS, the College desires to refinance certain revenue bonds through a Loan Agreement and Promissory Note in the amount of up to \$3,000,000 at a to be determined rate of interest with Wells Fargo Bank, National Association (the “Bank”);

WHEREAS, in order to refinance the Project, the College proposes to enter into the Agreement, Note, and related documents with the Bank (the “Financing Documents”), the form of which have been presented to the Board of Trustees at this meeting; and

WHEREAS, the Board of Trustees of the College deems it for the benefit of the College and for the efficient and effective administration thereof to enter into the Financing Documents on the terms and conditions therein provided;

NOW, THEREFORE, BE IT AND IT IS HEREBY RESOLVED BY THE BOARD OF TRUSTEES OF LEWIS-CLARK STATE COLLEGE as follows:

Section 1. Approval of Documents.

The form, terms and provisions of the Financing Documents are hereby approved in substantially the forms presented at this meeting; and the Bursar of the College is hereby authorized and directed to execute the Financing Documents and to deliver the Financing Documents to the respective parties thereto.

Section 2. Other Actions Authorized.

The officers and employees of the College shall take all action necessary or reasonably required by the parties to the Agreement and all related documents to carry out, give effect to and consummate the transactions contemplated thereby and to take all action necessary in conformity therewith, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the Agreement.

Section 3. Severability.

If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 4. Repealer.

All bylaws, orders and resolutions or parts thereof, inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 5. Effective Date.

This Resolution shall be effective immediately upon its approval and adoption.

ADOPTED AND APPROVED by the BOARD OF TRUSTEES LEWIS-CLARK STATE COLLEGE this 15th day of February, 2012.

THE BOARD OF TRUSTEES OF LEWIS-CLARK STATE COLLEGE

By: _____
Printed Name: _____
Title: President, State Board of Education and
Board of Trustees of Lewis-Clark State
College

By: _____
Name: Chet Herbst
Title: Bursar

ATTEST:

By: _____
Printed Name: _____
Title: Secretary of the Board

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Request for Board approval for EITC to grant the City of Idaho Falls a public right of way of 0.25 acres and permanent easement of 0.18 acres

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.

BACKGROUND/DISCUSSION

Eastern Idaho Technical College (EITC) is located at the eastern edge of Idaho Falls and is bounded on the southeast corner by the intersection of Hitt Road on the east and South 17th Street on the south. This area and the City of Ammon to the east of Idaho Falls have seen major growth since the intersection was last modified. In particular, traffic backs up on Hitt Road at times beyond the southern entrance to the campus, blocking vehicle access to the campus during peak hours. To ease traffic congestion the City of Idaho Falls proposes to install a right turn lane from Hitt Road onto 17th Street and sufficient additional roadway on 17th Street to allow traffic turning right to merge with westbound traffic on 17th Street. This requires use of property currently owned by EITC. An overhead view of the current intersection is provided (Attachment 2), marked up to show the proposed right of way and easement.

IMPACT

This property, at the end of a small “panhandle” on the southeast corner, is not currently used by EITC and there are no future plans for its development. Current and future impact of the property transfer is therefore negligible. On the other hand, the proposed change to the intersection substantially improves traffic flow around the campus and results in a favorable impact to EITC.

The City of Idaho Falls is not providing tangible compensation for the right of way and easement, but has agreed to provide surveying support as might be needed for EITC’s future acquisition of a small parcel (0.1 acre) of land currently owned by Bonneville County. A commercial surveying company quoted \$1,200 for this work. Historically, transfers of property between government agencies in southeast Idaho have been at low or no cost rather than at market value. An example is the 2002 transfer of 2.2 acres of property from Bonneville County to EITC for a \$10 fee.

ATTACHMENTS

Attachment 1 – Property Description
Attachment 2 – Property Aerial

Page 3
Page 4

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012

STAFF COMMENTS AND RECOMMENDATIONS

This is a request by EITC for the approval of a right of way and permanent easement to the City of Idaho Falls. This is a friendly and mutually beneficial agreement to help ease traffic congestion on a major arterial roadway fronting the campus.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Eastern Idaho Technical College to grant the City of Idaho Falls a public right of way of 0.25 acres and permanent easement of 0.18 acres in substantial conformance with the documents submitted to the Board as Attachments 1 and 2, to authorize the College's Vice President for Finance and Administration to execute all necessary related documents, subject to prior review by Board counsel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012



Order No. 10-51263

PARCEL 4A

Public Right-of-Way

A parcel of land located in the SE¼ of Section 21, Township 2 North, Range 38 East of the Boise Meridian, Bonneville County, Idaho described as follows:

Commencing at the Southeast corner of said Section 21 monumented by an aluminum cap monument; thence along the South line of said Section 21 N87°56'20"W 490.13 feet; thence N 0°22'21" E 40.02 feet to the **TRUE POINT OF BEGINNING** and the Southeast corner of Lot 7, Block 2, of the First Amended Plat of Ashment Addition Division No. 4 and marked with a chiseled "X" in the concrete; thence along the East line of said Lot 7 N 0°22'21" E 18.34 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N89°39'13"E 6.31 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence S87°56'20"E 282.04 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N86°20'20"E 50.22 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N43°42'10"E 42.13 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N0°17'14"E 347.10 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence S89°42'42"E 8.54 feet to a point on the Westerly Right-of-Way line of South 25th East Road and monumented by a 5/8 inch iron rod and aluminum cap marked LS 9755; thence along the said Westerly Right-of-Way line of South 25th East Road S0°17'14"W 402.49 feet to a point on the Northerly Right-of-Way line of 17th Street; thence along the said Northerly Right-of-Way line of 17th Street N87°56'20"W 376.02 feet to the **TRUE POINT OF BEGINNING** and containing 0.252 acres more or less.

AND

PARCEL 4E

Permanent Easement

A parcel of land located in the SE¼ of Section 21, Township 2 North, Range 38 East of the Boise Meridian, Bonneville County, Idaho described as follows:

Commencing at the Southeast corner of said Section 21 monumented by an aluminum cap monument; thence along the South line of said Section 21 N87°56'20"W 490.13 feet; thence N0°22'21"E 58.36 feet to the **TRUE POINT OF BEGINNING** and a point on the Easterly line of Lot 7, Block 2, of the First Amended Plat of Ashment Addition Division No. 4 and monumented with a 5/8 inch iron rod and aluminum cap marked LS 9755; thence along the said East line of said Lot 7 N0°22'21"E 10.00 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N89°39'13"E 6.40 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence S87°56'20"E 257.85 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N81°14'01"E 59.57 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N39°40'52"E 54.06 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N0°17'14"E 319.26 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence S89°42'44"E 10.00 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence S0°17'14"W 347.10 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence S43°42'10"W 42.13 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence S86°20'20"W 50.22 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence N87°56'20"W 282.04 feet to a 5/8 inch iron rod and aluminum cap marked LS 9755; thence S89°39'13"W 6.31 feet to the **TRUE POINT OF BEGINNING** and containing 0.187 acres more or less.

"Superior Service With Commitment And Respect For Customers And Employees"

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 16, 2012



INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
February 15, 2012

TAB	DESCRIPTION	ACTION
1	WWAMI Admissions Committee	Approval Item
2	Boise State University – Proposed Changes to existing Masters of Business Administration Program	Approval Item
3	University of Idaho – Bifurcation of existing Master of Science and Master of Education in Counseling and Human Services to create two new Majors: Master of Education and Master of Science in Rehabilitation Counseling and Human Services, and School Counseling	Approval Item

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 2012

SUBJECT

WWAMI Admissions Committee Appointments

REFERENCE

December 2-3, 2003	A schedule of rotating terms of membership was created to allow the medical community greater opportunities to be involved in this activity. The Board approved the three-year rotating terms for the WWAMI Admissions Committee.
August 10-11, 2006	The Board approved three-year rotating terms for the University of Washington School of Medicine Committee on Admissions and appointed Dr. Roger Boe, Dr. David Anderson and Dr. Peter Kozisek as Idaho members of the Committee, with Dr. Boe serving for one year.
June 13-14, 2007	The Board approved increasing the Committee to a four-member committee; and, appointed Dr. David Anderson, Dr. Peter Kozisek, Dr. Jennifer Garwick, and Dr. Mary Barinaga as Idaho members of the Committee.
February 17, 2011	The Board approved a three year appointment for Dr. Glenn Jefferson as an Idaho member of the WWAMI Admissions Committee and also approved a two year appointment for Dr. Leanne Rousseau.

BACKGROUND/DISCUSSION

The Idaho WWAMI Admissions Committee consists of four physicians from Idaho who interview Idaho students interested in attending the University of Washington School of medicine. The members of the Idaho WWAMI Admissions Committee serve three-year terms which are renewable once for an additional three years. The terms of the members are staggered so there are always senior members on the Committee. Idaho physicians currently serving on the admissions committee are: Dr. Jennifer Garwick of Coeur d' Alene, Dr. Pete Kozisek of Boise, Dr. Leanne Rousseau of Post Falls and Dr. Glenn Jefferson of Lewiston. See committee member terms and rotation schedule in Attachment 2.

Dr. Kozisek and Dr. Garwick's terms will end in June 2012. The 2012 interview season will be their last year serving as members of the Idaho Admissions Committee.

Announcements were made last fall for the two open positions with professional organizations (e.g. Idaho Medical Association, Idaho Academy of Family Physician, Idaho Hospital Association) and within medical staff newsletters among Idaho's hospitals. There were nine physicians initially interested in the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 2012

two positions. The Idaho Admissions Oversight Committee, which reviewed the applications and conducted interviews, consisted of the first-year Idaho WWAMI Director, Idaho WWAMI Assistant Dean, Idaho State Board of Education's Chief Academic Officer, Idaho Admissions Committee Chair, and a member of the Idaho Medical Association Committee on Medical Education Affairs. The Idaho Admissions Oversight Committee took into consideration, among other things, the desire for a geographically diverse committee membership, and a goal of not having more than one subspecialist on the committee.

The Committee has forwarded their recommendation to appoint Dr. Rodde Cox of Boise and Dr. Kelly Anderson of Idaho Falls to the University of Washington School of Medicine Committee on Admissions.

IMPACT

A total of 80 Idaho students receive medical education through the WWAMI program each year.

ATTACHMENTS

Attachment 1 – WWAMI Transmittal Letter with Curriculum Vitae of Dr. Rodde Cox and Curriculum Vitae of Dr. Kelly Anderson	Page 3
Attachment 2 – Committee Membership Rotation Schedule	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Dr. Rodde Cox and Dr. Kelly Anderson as Idaho members of the WWAMI Admissions Committee for a term of three years commencing July 1, 2012.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

December 29, 2011

Mike Rush, Ph.D., Executive Director
Idaho State Board of Education
650 W. State Street
P.O. Box 83720
Boise, ID 83720-0037

Dear Dr. Rush,

The Idaho Admissions Nominating Committee, consisting of the first-year Idaho WWAMI Director, Idaho WWAMI Assistant Clinical Dean, Idaho Admissions Committee Chair, Idaho State Board of Education's Chief Academic Officer, and a member of the Idaho Medical Association Committee on Medical Education Affairs, have identified the following Idaho Physicians to serve on the Idaho Admissions Committee for the University of Washington School of Medicine for Entering Year 2013.

Dr. Kelly Anderson practices pediatric medicine in Idaho Falls and will replace Dr. Peter Kozisek on the Idaho Admissions Committee. His first term will begin July 2012 through June 2015 with the option of a second term from July 2015 through June 2018.

Dr. Rodde Cox practices physical medicine and rehabilitation in Boise and will replace Dr. Jennifer Garwick on the Idaho Admissions Committee. His first term will begin 2012 through June 2015 with the option of a second term from July 2015 through June 2018.

Attached, for your review are the CV's for both candidates. Thank you for your serious consideration of these nominations and support of the Idaho Admissions Nominating Committee. Should you have any questions, please feel free to contact me.

Sincerely,



Mary E. Barinaga, M.D.



Dr. Mary Elizabeth Barinaga
Assistant Dean, Regional Affairs
University of Washington School of Medicine
Idaho WWAMI Medical Education Program
322 E. Front Street, Suite 442, Boise, Idaho 83702
barinm@uw.edu
Office (208) 364-4544 Fax (208) 334-2344



APPLICATION
~ Idaho Admissions Committee ~

University of Washington School of Medicine/WWAMI Program

Yes! I am interested in applying for an appointment to the Idaho WWAMI Admissions Committee for the University of Washington School of Medicine. I understand the position is for a 3-year term (*with the option to complete a 2nd 3-year term*) and that Committee duties will require a significant commitment of time, including one week in Boise and Seattle each during the January through March months to complete personal interviews with student applicants.

1. General Information

Name: Kelly J. Anderson Specialty: Pediatrics

Mailing Address: 6780 South 46th East
Idaho Falls, ID 83406

Cell Phone Number: 208-241-6517 Fax Number: 208-523-0028

E-mail Address: andekell@gmail.com


2. Letter of Interest

Please provide a one-page written statement indicating why you are interested in serving on the Idaho Admissions Committee and how you believe you can contribute to the admissions process. Please also acknowledge that you won't have a child applying for admission to UWSOM within the next 7 years.

3. Attach a copy of your current CV to application packet

4. Return completed application, letter of interest and CV by October 28, 2011

To: Idaho WWAMI Medical Education Program
322 E. Front Street, Suite 442
Boise, ID 83702
Fax (208) 334-2344

Signature:  Date: 10/20/2011

Idaho Admissions Committee
Idaho WWAMI Medical Education Program
322 E. Front Street, Suite 442
Boise, ID 83702
Fax (208) 334-2344

October 20, 2011

Dear Committee Members and To Whom It May Concern:

As a graduate of the 2006 University of Washington WWAMI program, I am familiar with the goals and intent of the program. I am a product of this great program and am forever grateful to have been a part of it. Idaho has a continued need for well-trained physicians, especially primary care physicians, to return back to Idaho and meet the medical needs of its people. Upon entering medical school, it was my intention to sub-specialize and "maybe" return to Idaho. After participating in programs such as R/UOP in Halley, Idaho as well as doing my third-year pediatrics rotation in Pocatello, Idaho, my perspective of primary care practice complete changed. I changed my career pathway to become a pediatrician and then determined to return to Idaho. After pediatric residency, I have been able to care for the children in the surrounding areas of Idaho Falls (including southwest Montana and western Wyoming) and have enjoyed every moment of it. I guess you could say that I am an Idaho WWAMI program success story!

Medical education continually evolves, as do those seeking to enter the field of medicine. I am familiar with the University's desire to seek for a balanced diversity in its students—those who have not only excelled academically in their undergraduate or graduate studies, but also those who have sought to better their world outside of the laboratory or the classroom. The University desires future physicians that are not only ethical but also altruistic and professional. They desire students who can keep up with the science of medicine but still deliver the art of medicine to their patients. My medical school class had this diversity, and this allowed the different perspectives from our various "walks of life" to bring a beautiful harmony to the educational process. There wasn't always agreement, but there was always respect—an important quality that came while working in that diverse environment. My desire is to be a part of the admissions process in order to ensure that well-rounded and quality students are accepted into the program. After all, I now work and live here in Idaho, and ideally these future students will be my future colleagues. They may even be the future caregivers of my family and me. To ensure that quality applicants are accepted into the Idaho WWAMI program is imperative.

I understand the time commitment involved in being apart of the admissions committee. As a pediatrician, the busiest time of year is in the winter. Thankfully, due to my practice structure, I work with 6 other pediatricians and 3 physicians assistants. This will allow me to take the necessary time off during the months of January to March without jeopardizing patient care. Also, my oldest child is 10 years old and there is no possibility of my children applying to medical school in the next 7 years.

If considered for a position on the admissions committee, I would serve to the best of my ability to ensure that quality and diverse students are accepted into the Idaho WWAMI program, thus seeking for the best future medical care for the people of Idaho.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kelly J. Anderson', followed by a small 'MD' or similar initials.

Dr. Kelly J. Anderson, MD, FAAP

Curriculum Vitae

6780 SOUTH 46TH EAST • IDAHO FALLS, ID 83406
PHONE 208-522-4895 • E-MAIL ANDEKELL@GMAIL.COM

KELLY J. ANDERSON, MD

PROFESSIONAL EMPLOYMENT

June 2009 – Present	The Pediatric Center Idaho Falls, Idaho
<ul style="list-style-type: none"> Multi-partner private practice involving office pediatrics from newborn to age 18 as well as hospital, term newborn, late preterm neonatal, and Level I neonatal critical care 	

HOSPITAL APPOINTMENTS

June 2009 – Present	Eastern Idaho Regional Medical Center Idaho Falls, Idaho
June 2009 – Present	Mountain View Hospital Idaho Falls, Idaho
April 2008 – 2009	Wishard Memorial Hospital Indianapolis, Indiana
June 2006 – 2009	Clarian Health (Riley/IU/Methodist) Residency Affiliation Indianapolis, Indiana

EDUCATION

June 2006 – 2009 <i>Pediatric Resident</i>	Indiana University School of Medicine Department of Pediatrics Indianapolis, Indiana
August 2002 – June 2006 <i>Doctor of Medicine</i>	University of Washington School of Medicine Seattle, Washington
August 1999 – May 2002 <i>Master of Science and</i> <i>Bachelor of Science in Chemistry</i>	Idaho State University Pocatello, Idaho
August 1995 – April 1996/August 1998 – June 1999 <i>Associate of Arts and Sciences in Pre-medicine</i>	Ricks College Rexburg, Idaho

KELLY J. ANDERSON, MD—CURRICULUM VITAE

PAGE 2 OF 4

LISCENSURE AND CERTIFICATION

Idaho Medical License – M-10579 – 2009 to Present
Indiana Medical License – 1064888A – 2008-2009
Board Certified American Academy of Pediatrics – October 2009

EDUCATIONAL AWARDS

2007 and 2008 American Academy of Pediatrics Scholarship Award
2002 Idaho State University Outstanding Student of the Year in
Science
2001 American Chemical Society Analytical Award
2001 Idaho State University Outstanding Chemistry Senior Award

PUBLICATIONS AND PAPERS

Anderson, KJ; Kalivas, JH *Assessment of Pareto Calibration, Stability and Wavelength Selection; Applied Spectroscopy*, 2003, 57(3)

Anderson, KJ **Determining Fetal Lung Maturity Tests Using Infrared Spectroscopy and PCR/PLS for Data Analysis**: Masters Research Paper; Idaho State University, May 2002

Anderson, KJ; Kalivas, JH *Comparison of the Pareto Optimal Model with PLS for Prediction of Fetal Lung Maturity and Amniotic Fluid and Infrared Spectroscopy*; Poster presentation at PittCon, 2002, 2239P, New Orleans, March 2002

LISCENCING EXAMINATIONS

USMLE STEP 1—Completed June 2004—Passed

USMLE STEP 2 CK—Completed July 2005—Passed

USMLE STEP 2 CS—Completed November 2005—Passed

USMLE STEP 3—Completed January 2008—Passed

PROFESSIONAL MEMBERSHIPS

American Academy of Pediatrics

ADDITIONAL PROFESSIONAL ACTIVITIES

Community Outreach—Idaho Falls, ID 2009 to Present
• Multiple elementary school presentations on human body, science, and medicine

Neonatal Resuscitation Program Regional Instructor 2007 to Present

KELLY J. ANDERSON, MD—CURRICULUM VITAE

PAGE 3 OF 4

- Camp Riley—Bradford Woods, IN July 2008, July 2007
- Camp Doctor for developmentally delayed/handicapped children
- International Service Learning Program March 2008
- One week in Calnali, Hidalgo, Mexico performing public health education as well as conducting focus group interviews to help develop a bereavement program for Hispanic families of NICU babies in Indiana.
- International Exchange Program March 2008
- One week in Pachuca, Hidalgo, Mexico rotating in Hospital del Niño DIF
- Rural/Underserved Opportunities Program—Hailey, ID July 2003
- One month clinical experience between 1st and 2nd years of medical school
- Dissection Experience—Washington State University May – June 2003
- 150 hours preparing prosection cadavers for anatomy course of incoming WWAMI medical students
- CPR Outreach Program—Colfax, WA Spring 2003
- CPR training for junior HS students
- Health Education Outreach Program—Potlach, ID Spring 2003
- Educating 4th-6th grade students about current health issues using gross anatomy

LANGUAGES

Fluency in Spanish

Residency Continuity Clinic with 80% Latino population

COMMUNITY/VOLUNTEER ACTIVITIES

- Assistant Scoutmaster for Boy Scouts of America Dec 2009 to Present
Sept. 2003 – June 2006
Dec 1999 – Dec 2000
- Adult Leader of 18 – 45 year old males in church July 2007 – 2009
- Oversee well-being of fathers and families Dec 2000 – Aug 2002
- Youth leader of 16 – 18 year olds Aug 2002 – June 2003
- Provide weekly activities and religious instruction
- Full-time two year religious mission Aug 1996 – Aug 1998
- Puerto Rico and Virgin Islands
- Eagle Scout July 1990

KELLY J. ANDERSON, MD—CURRICULUM VITAE

PAGE 4 OF 4

INTERESTS AND ACTIVITIES

Husband and father, camping, hiking, horseback riding, cross-country
skiing, woodworking, and gardening



APPLICATION ~ Idaho Admissions Committee ~

University of Washington School of Medicine/WWAMI Program

Yes! I am interested in applying for an appointment to the Idaho WWAMI Admissions Committee for the University of Washington School of Medicine. I understand the position is for a 3-year term (*with the option to complete a 2nd 3-year term*) and that Committee duties will require a significant commitment of time, including one week in Boise and Seattle each during the January through March months to complete personal interviews with student applicants.

1. General Information

Name: Rodde D Cox, MD Specialty: PM&R

Mailing Address: 1000 N Curtis Rd Ste 200
Boise ID 83706

Cell Phone Number: 208-890-9157 Fax Number: 208-377-2147

E-mail Address: RsmnttCox@yahoo.com

2. Letter of Interest

Please provide a one-page written statement indicating why you are interested in serving on the Idaho Admissions Committee and how you believe you can contribute to the admissions process. Please also acknowledge that you won't have a child applying for admission to UWSOM within the next 7 years.

3. Attach a copy of your current CV to application packet

4. Return completed application, letter of interest and CV by October 28, 2011

To: Idaho WWAMI Medical Education Program
322 E. Front Street, Suite 442
Boise, ID 83702
Fax (208) 334-2344

Signature: [Signature] Date: 9/21/11



BOISE PHYSICAL MEDICINE & REHABILITATION CLINIC

1000 North Curtis Road, Suite 202
Boise, Idaho 83706

(208) 377-3435
FAX (208) 377-3147

Michael R. McMartin, M.D.

Rodde D. Cox, M.D.

Vic Kadyan, M.D.

Arden Mahaffey, D.O.

September 28, 2011

Idaho WWAMI Admissions Committee
University of Washington School of Medicine

To Whom It May Concern:

The intent of this letter is to express my interest in being involved in the Idaho WWAMI Admissions Committee. I have thoroughly read the overview, the committee structure and responsibilities, and the principles listed in your search for committee members. I am excited about possibly being involved in this process and feel that I meet many of the principle requirements that have been described. Specifically, I have been practicing in Idaho since 1994. My geographic range of practice has been fairly broad. My primary practice is in Boise, however, I do practice one day a month in Lewiston as well. I have an excellent working knowledge of the Idaho WWAMI program, as I was an Idaho resident when I applied for medical school and was accepted into the WWAMI program for medical school at University of Washington. I, however, chose to attend the University of Utah through a similar program for Idaho residents, but did complete my residency program at the University of Washington. I would also add that I am on the clinical faculty at the University of Washington. I work with many of the students through the Idaho track and feel I have an excellent understanding of the qualities that the committee would be looking for in the applicants for the WWAMI program. While my specialty of Physical Medicine and Rehabilitation is not by most considered a primary care specialty, we do serve the role oftentimes of primary care provider to many of our patients with disabilities such as stroke, traumatic brain injury or spinal cord injury. It is these factors that I feel would make me qualified to serve on the WWAMI Admissions Committee.

I certainly appreciate your consideration of my expressed interest in this position. If you have any further questions regarding my present status, please feel free to contact me.

Very Sincerely,


Rodde D. Cox, M.D., C.I.M.E.

CURRICULUM VITAE
RODDE D, COX, M.D.
1000 N. Curtis Rd. Suite 202
Boise, ID 83706
(208)-377-3435

EDUCATION

Residency: Physical Medicine and Rehabilitation
University of Washington, Seattle, Washington
Internship completed 1989
Residency completed June 30, 1992

Medical: University of Utah, School of Medicine
Salt Lake City, Utah
M.D., 1988

Undergraduate: University of Idaho, Moscow, Idaho, 1981-1984
BS in Bacteriology
Lewis Clark State College, Lewiston, Idaho 1980-1981

High School: Lewiston High School, Lewiston, Idaho, 1980

MEDICAL/PROFESSIONAL LICENSURE

Licensed Physician and Surgeon, State of Idaho, 1994

Licensed Physician and Surgeon, State of Oregon, 1992

Diplomat of the National Board of Medical Examiners, 1989

SPECIALTY BOARD STATUS

American Board of Independent Medical Examiners, December 1997

American Board of Electrodiagnostic Medicine, certified April 1997, recertified September 2007

American Academy of Physical Medicine and Rehabilitation, certified May 1992, recertified July 2003

ADDITIONAL EXPERIENCE

Rehabilitation Director, Complex Care Hospital of Idaho, Meridian, Idaho, 2008 – Present

Chief of Staff, Complex Care Hospital of Idaho, Meridian, Idaho, 2008 - Present

Participant in St. Alphonsus Occupational Health Services design team, 1996-2000

Medical Director, Industrial Rehabilitation Program, STAARS, 1996-2000

Clinical Director, Injured Workers Program, Oregon Rehabilitation Center, 1/93 – 6/94

Development of Occupational Medicine Program, Sacred Heart General Hospital, Eugene, Oregon, 1994

Chief Resident in Department of Rehabilitation Medicine, University of Washington, 7/91 – 6/92

Page 2
Curriculum Vitae
Rodde D. Cox, M.D.

Perform electromyographic studies for Diabetes Controls and Complications Trial, Pacific Medical Center, Seattle, Washington, 1990-1992

Assistant for Biophysics and Kinesiology/biomechanics courses, University of Washington, Department of Rehabilitation Medicine, Seattle, Washington

AWARDS AND HONORS

Outstanding Resident Award, Department of Rehabilitation Medicine, University of Washington, 1992

Alpha Omega Alpha Medical Honor Society, University of Utah School of Medicine, 1988

PRACTICE AND HOSPITAL AFFILIATIONS

Complex Care Hospital of Idaho, Meridian, Idaho, Rehabilitation Director, 2008 - present

Boise Physical Medicine and Rehabilitation Clinic, Boise, Idaho, 1994 – present

Karcher Estates, Nampa, Idaho, Medical Director, Rehabilitation Services, 12/94 – 12/97

Hillcrest Rehab and Care Center, Boise, Idaho Rehabilitation Director, 1994 – 2000

St. Alphonsus Regional Medical Center, Boise, Idaho, Active Staff, 1995 – present

St. Luke's Regional Medical Center, Boise, Idaho, Active Staff 1995 - present

Mercy Medical Center, Nampa, Idaho, Courtesy Staff, 1995 – 2005

West Valley Medical Center, Caldwell, Idaho, Courtesy Staff, 1995 – present

Rehabilitation Medicine Associates, Eugene, Oregon 1992 - 1994

Sacred Heart General Hospital, Eugene, Oregon, Active Staff, 1992 – 1994

McKenzie-Willamette Hospital, Springfield, Oregon, Active Staff, 1992 – 1994

River Park Living Center, Medical Director, Rehabilitation Services, Eugene, Oregon, 1993 – 1994

PROFESSIONAL ORGANIZATIONS

American Board of Independent Medical Examiners

American Board of Electrodiagnostic Medicine

Academy of Physical Medicine and Rehabilitation

Idaho Medical Association

Ada County Medical Association

Northwest Association of Physical Medicine and Rehabilitation

Physiatric Association of Spine, Sports and Occupational Rehabilitation

UNIVERSITY AFFILIATIONS

University of Washington, Clinical Faculty, Department of Rehabilitation Medicine, 1992 – present

PUBLICATIONS

Book Review, American Journal of Physical Medicine and Rehabilitation; Volume 73; September/October 1994

Latex hypersensitivity following exposure to gloves during electromyography, Massagli, TC Cox, RD, Muscle and Nerve; Volume 16 May, 1993

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**Idaho WWAMI Admissions Committee
Membership Rotation Schedule**

Interview E-2007			Interview E-2008			Interview E-2009			Interview E-2010			Interview E-2011		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
Boe, Ch	Final	Final												
Anderson	1 st	2 nd	Anderson, Ch	1 st	3 rd	Anderson, Ch	2 nd	1 st	Anderson	2 nd	2 nd	Anderson	Final	Final
Kozisek	1 st	1 st	Kozisek	1 st	2 nd	Kozisek	1 st	3 rd	Kozisek, Ch	2 nd	1 st	Kozisek, Ch	2 nd	2 nd
			New: Barinaga	1 st	1 st	Barinaga	1 st	2 nd	Barinaga	1 st	3 rd	Barinaga	Final	Final
			New: Garwick	1 st	2 nd	Garwick	1 st	3 rd	Garwick	2 nd	1 st	Garwick	2 nd	2 nd

Interview E-2012			Interview E-2013			Interview E-2014		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
Kozisek, Ch, ExCom	Final	Final	Jefferson ExCom	1 st	2 nd	Jefferson ExCom	1 st	3 rd
Garwick ExCom	Final	Final	Rousseau Excom	1 st	2 nd	Jefferson ExCom	1 st	3 rd
New: Jefferson	1 st	1 st	New: "A"	1 st	1 st	Member A	1 st	2 nd
New: Rousseau	1 st	1 st	New: "B"	1 st	1 st	Member B	1 st	2 nd

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BOISE STATE UNIVERSITY

SUBJECT

Approval of Notice of Intent - Proposed Curriculum Changes to Create Two New Tracks in the Existing Master of Business Administration Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4.a.i.

BACKGROUND/DISCUSSION

Boise State University (BSU) requests approval of curriculum changes to their existing traditional (not executive) Master of Business Administration (MBA) program, which will result in two tracks that will better serve the needs of the community. The daytime track will be designed for full-time students who enter without an undergraduate business degree. The evening track will be designed for part-time students who are currently working and may or may not already have an undergraduate business degree.

BSU's current MBA program consists of a set of evening courses that students can take on a part- or full-time basis. The proposed change better fits the different student populations that need to be served. The daytime, full-time program fits those individuals with very limited work experience and who are trying to get their careers started. The evening, part-time program fits those with work experience who are trying to create career options while they work full-time.

Present enrollments are about 45 full-time students and 80 part-time students. Enrollments after the proposed change will be 100 students in the daytime track and 100 students in the evening track.

Graduates of the MBA program are qualified for a broad range of management occupations. The Idaho State Department of Labor estimates more than 1,800 annual openings in management occupations by 2018. An MBA degree makes graduates particularly suited to help their organizations become globally competitive, and therefore will help Idaho's economy.

IMPACT

Approval of the proposed changes will allow BSU to provide greater flexibility and more options for students.

Fiscal Year 2011-12 represents Start-up funds of \$262,000 before program modifications are implemented in Fall 2012. FY2013-14 represents the ongoing costs of the changes to the program in the amount of \$478,000. The non-recurring funds needed to initiate the program will be provided by the College of

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 2012

Business and Economics from previously accumulated surpluses generated by BSU's Executive MBA program.

ATTACHMENTS

Attachment 1 – Notice of Intent

Page 3

Attachment 2 – Addendum to Notice of Intent

Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Currently, BSU offers a Master of Business Administration and Executive Master of Business Administration, ISU offers a Master of Business Administration, and the UI offers an Executive Master of Business Administration.

Pursuant to III.Z., no institution has a business statewide responsibility. Pursuant to V.S., BSU has a primary emphasis in business. The modifications to this program are being made to provide more appropriate and flexible options, and to better meet student needs.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create two new tracks in their existing Master of Business Administration program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RECEIVED

DEC 19 2011

PROVOST

Idaho State Board of Education

Academic/Professional-Technical Education

Notice of Intent

Institution Submitting Proposal: Boise State University

Name of College, School, or Division: College of Business and Economics

Name of Department(s) or Area(s): College-wide

Indicate if this Notice of Intent (NOI) is for an Academic or Professional-Technical Program
 Academic X Professional - Technical _____

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: Fall 2012

For New Programs:

Program (i.e., degree) Title

CIP 2010 Code
 (consult Institutional Researcher/Registrar)

For Existing Programs:

Master of Business Administration
 Program (i.e., degree) Title

52.0201
 CIP 2010 Code

For Other Instructional Activity:

☐ Program Component (major/minor/option/emphasis)

☐ Off-Campus Program Activity

☐ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program/Collaborative

☒ Other: Create two focus areas within existing MBA program, one focused on part-time evening students and one focused on full-time day-time students.

[Signature] 12/19/11
 College Dean (Institution) Date

[Signature] 12/21/11
 Chief Fiscal Officer (Institution) Date

[Signature] 12/19/11
 Chief Academic Officer (Institution) Date

[Signature] 12/20/11
 President Date

VP Research and/or Graduate Dean (as applicable) Date

State Administrator, SDPTE (as applicable) Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request.

We request approval for a curriculum change to the existing traditional (not executive) Master of Business Administration (MBA) program that will result in two tracks. One track will be offered in the daytime and will be designed for full-time students who enter without an undergrad business degree. The second track will be offered evenings and will be designed for part-time students who are currently working and may or may not already have an undergraduate business degree.

This change will better meet the needs of the community. Our present MBA program has evolved over the past 30 years to a set of evening courses that students can take on a part- or full-time basis. This attempt to stretch one program to meet the needs of a very diverse audience has resulted in a program that does not fit anyone's needs as well as it could. Thus, this proposed curriculum change modifies the curriculum to better fit the different student populations. In particular, the full-time program fits those individuals with very limited work experience who are trying to get their careers started; the part-time program fits those with work experience who are trying to create career options while they work full-time. The curriculum revisions are summarized in the table attached to this NOI and have already been approved by our Graduate Council.

Enrollments in the existing program, held only in the evening are about 45 full time students and 80 part time students. We expect that the steady state enrollments following the proposed curriculum change will be 100 students in the daytime track for full-time students and 100 students in the evening track for part-time students.

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:

a) A projection of full-time and part-time enrollment over a three year period of time

According to AACSB International, the main world-wide accrediting body, demand for MBA graduates continues to be strong. Approximately 250,000 students are currently matriculating in AACSB-accredited MBA programs worldwide and enrollment growth continues. Job placement rates continue to be high, including of our own graduates.

b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.

Graduates of an MBA program are qualified for a broad range of management occupations. Therefore the table below is a projection of 2008 and 2018 enrollment in management occupations, from the Idaho Department of Labor.

2008-2018 LONG-TERM OCCUPATION PROJECTIONS									
IDAHO									
SOC Code	Occupational Title	2008 Employment	2018 Employment	Net Change	Percent Change	Annual Growth	Annualized Growth	Annual Replacements	Annual Openings
'11-0000	Management Occupations	53,506	59,320	5,814	10.87%	583	1.04%	1,238	1,821

c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

MBA graduates often ascend to the highest positions in organizations. Their advanced education makes them particularly suited to help their organizations become globally competitive. In turn, their organizations employ Idaho's workforce and drive our economy.

3. Briefly describe how the institution will ensure the quality of the program (e.g., program review, accreditation, professional societies, licensing boards, etc.).

The following measures will ensure the high quality of the proposed emphases:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Specialized Accreditation: Our traditional MBA program carries the highest specialized accreditation: AACSB International.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. ***This may not apply to PTE programs if workforce needs within the respective region have been established.***
- BSU: Master of Business Administration and Executive Master of Business Administration
 - ISU: Master of Business Administration
 - UI: Executive Master of Business Administration

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU Master of Business Administration Executive Master of Business Administration	Master's	Business Management	Business Management
CSI			
CWI			
EITC			
ISU Master of Business Administration	Master's	Business Management	Business Management
LCSC			
NIC			
UI Executive Master of Business Administration	Master's	Business Management	Business Management

Revised 5/4/10

Page 3

Enrollment and Graduates (i.e., number of majors or other relevant data)

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU	(F 2011)	(F 2010)	(F 2009)	(2010-11)	(2009-10)	(2008-09)
Master of Business Administration	125	116	126	47	36	47
Executive Master of Business Administration	49	48	34	17	16	0
CSI						
CWI						
EITC						
ISU						
Master of Business Administration	140	122	123	Not available	47	39
LCSC						
NIC						
UI						
Executive Master of Business Administration	25	16	21	9	9	13

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

The proposed emphasis areas are consistent with the following excerpts from the current role and mission statement formulated by the State Board of Education (SBOE).

"Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service."

"Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation."

"The institution serves student, business and industry, the professions and public sector groups throughout the state and region..."

6. Describe how this request fits with the institution's vision and/or strategic plan.

Our traditional program fits three of the four destinations outlined in Boise State University's strategic plan: "Charting the Course." Our MBA programs are known for academic excellence as evidenced by AACSB International accreditation since inception approximately 30 years ago. Our MBA programs engage the public through guest speakers and student projects for organizations. The new curricula emphasize these activities to an even greater extent. Our MBA program helps create a vibrant culture through a curriculum that teaches innovative processes that has been in place for many years. This curriculum continues into both new tracks.

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

Yes _____ No X

If not on your institution's regional 8-year plan, provide a justification for adding the program.

Curriculum changes to existing programs are not included on the 8 year plan.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

The pre-program proficiencies identified in the attached table under the part-time program curriculum can be obtained from the student from any location, including online from other institutions. Students show proficiency on an examination. They can achieve the proficiency from any means, including other institutions in Idaho.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

Potential full-time students will hear about the opportunity through regional advertising and via social media. Potential part-time students are local and typically find us via our website.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY 2011-2012		FY 2012-2013		FY 2013-2014		Cumulative Total	
	Recurring	Non- Recurring	Recurring	Non- Recurring	Recurring	Non- Recurring	Recurring	Non- Recurring
A. Expenditures								
1. Personnel	0	75,000	120,000	0	370,000	0	490,000	75,000
2. Operating	0	187,000	108,500	0	108,500	0	217,000	187,000
3. Equipment	0	0	0	0	0	0	0	0
4. Facilities	0	0	0	0	0	0	0	0
Total Expenditures	0	262,000	228,500	0	478,500	0	707,000	262,000
B. Source of Funds								
1. Appropriated - Reallocation	0	131,000	228,500	0	478,500	0	707,000	131,000
2. Appropriated - New	0	0	0	0	0	0	0	0
3. Federal	0	0	0	0	0	0	0	0
4. Other College of Business and Economics local funding	0	131,000	0	0	0	0	0	131,000
Total Expenditures	0	262,000	228,000	0	478,500	0	707,000	262,000

2011-12 funding represents startup funds before program modifications are implemented in Fall 2012. FY2013-14 represents the ongoing costs of the changes to the program.

Revised 5/4/10

Proposed MBA Curriculum Changes

MBA Curriculum Ending FY 2012	Part-Time Night MBA Curriculum Beginning FY 2013	Full-Time Day MBA Curriculum Beginning FY 2013
Foundational Courses (may be waived)	Online Pre-program Proficiencies	Required Courses
BUSINESS STATISTICS	BUSINESS STATISTICS	STATISTICAL THINKING AND ANALYSIS
ECONOMIC THEORY AND ANALYSIS	ECONOMIC THEORY AND ANALYSIS	MARKETS, PRICES, AND ECON DECISION MAKING
ACCOUNTING AND FINANCIAL ANALYSIS	ACCOUNTING AND FINANCIAL ANALYSIS	FINANCIAL REPORTING AND ANALYSIS
CREATN AND DIST OF GOODS & SERVICES	BUSINESS MATHMATICS	MATH PROFECIENCY ON GMAT REQUIRED
Advanced Courses (required)	Required Courses	
STRATEGIC PERSP. (DESIGN THINKING)	STRATEGIC PERSP. (DESIGN THINKING)	DESIGN THINKING
ACCOUNTING FOR DECISION MAKING & CONTROL	MANAGERIAL ACCOUNTING FOR PLANNING & CONTROL	MANAGERIAL ACCT FOR PLANNING AND CONTROL
ADVANCED OPERATIONS MANAGEMENT	ISSUES IN SUPPLY CHAIN MANAGEMENT	CREATING COMP ADV ALONG THE SUPPLY CHAIN
INFO TECHNOLOGY FOR MANAGERS	INFORMATION TECHNOLOGY AND PROCESS MGMT	DATA AND PROCESS MANAGEMENT
LEGAL ISSUES IN BUSINESS RELATIONSHIPS	MANAGERS AND THE LEGAL ENVIRONMENT OF BUSINESS	CONTEMPORARY ISSUES IN BUSINESS LAW
GLOBAL ECON AND BUSINESS ANALYSIS	GLOBAL ECONOMICS: POLICY AND TRADE	ECONOMIC POLICY AND TRADE
MANAGING PEOPLE IN ORGANIZATIONS	PEOPLE AND ORGANIZATIONS	MANAGING HUMAN RESOURCES
ORGANIZATIONAL ISSUES	DEVELOPING SUCCESSFUL TEAMS; PEOPLE AND ORGS	ORGANIZATIONAL SKILLS
ADVANCED MARKETING MANAGEMENT	MARKETING STRATEGY	FUNDAMENTALS OF MARKETING
ADVANCED FINANCIAL MANAGEMENT	MANAGING CORPORATE FINANCE	CORPORATE FINANCIAL MANAGEMENT
STRATEGIC MANAGEMENT	STRATEGIC MANAGEMENT	STRATEGY FOR COMPETITIVE ADVANTAGE
Choose 3 Electives (2011 offerings listed)		
INTRO MGMT COMMUNICATION	MANAGERIAL COMMUNICATION	MANAGEMENT AND ORAL COMMUNICATION
PROJECT MANAGEMENT	SUCCESSFUL PROJECT MANAGEMENT	MANAGING SUCCESSFUL PROJECTS: PLANNING AND PEOPLE & PROJECT SCHEDULING AND EXECUTION
FINANCIAL MODELING	BUSINESS MODELING	DISCIPLINE INTEG: CASES AND BUSINESS MODELING
OPPORTUNITY RECOGNITION	OPPORTUNITY ASSESSMENT 1&2 (1 CREDIT EACH)	DISCIPLINE INTEG: LIVE CASES
TECH: DELIVERY & COMMERCIALIZATION	FEASIBILITY AND PLANNING 1, 2, AND 3 (1 CREDIT EACH)	LAUNCHING BUSINESS INITIATIVES
NEW VENTURE CREATION	BUSINESS PLAN DEVELOPMENT/CAPSTONE	APPLIED CAPSTONE PROJECT START & FINISH
INTERNSHIP	NOT PART OF THIS PROGRAM	INTERNSHIP
INTERNET MARKETING STRATEGY	NOT PART OF THIS PROGRAM	NOT PART OF THIS PROGRAM
INVESTING IN STOCKS & MUTUAL FUNDS	NOT PART OF THIS PROGRAM	NOT PART OF THIS PROGRAM
FINANCE/REAL ESTATE	NOT PART OF THIS PROGRAM	NOT PART OF THIS PROGRAM

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Addendum to NOI for Boise State University proposed Changes to Master of Business Administration Program

Submitted January 24, 2011

Inquiry #1: What is the source of the non-recurring funds identified in section 10?

The non-recurring funds needed to initiate the program will be provided by the College of Business and Economics from previously accumulated surpluses generated by our Executive MBA program.

Inquiry #2: When are new faculty required?

Our enrollment projections indicate that two new faculty members will be required beginning FY 2013-2014.

Inquiry #3: Describe the changes to admission criteria.

The current admission requirements provide an avenue for both the working professional and the exceptional student who wishes to continue on to graduate school. This philosophy is unchanged in the proposed two program system. Details are provided below.

For Applicants Proposing to Study on a Part-Time Basis:

- *Existing system:* Candidates for admission must have at least two years professional work experience *and* at least a 500 score on the GMAT exam *and* a 3.0/4.0 cumulative (or most recent 60 hours) undergraduate GPA.
- *Proposed system:* Candidates for admission to the evening program must have at least two years professional work experience *and* at least a 500 score on the GMAT exam *and* a 3.0/4.0 cumulative (or most recent 60 hours) undergraduate GPA.

For Applicants Proposing to Study on a Full-Time Basis:

- *Existing system:* Candidates for admission with no professional work experience will be considered if they bring at least a 600 on the GMAT exam and a 3.0/4.0 cumulative (or most recent 60 hours) undergraduate GPA.
- *Proposed system:* Candidates for admission with no professional work experience will be considered if they bring at least a 600 on the GMAT exam and a 3.3/4.0 cumulative (or most recent 30 hours) undergraduate GPA.

For Applicants Deficient in either GPA or GMAT score (but not both):

- *Existing System:* If an applicant has slightly less than the required GPA, a higher GMAT score may offset the deficiency. If an applicant has slightly less than the required GMAT score, a higher GPA may offset the deficiency.
- *Proposed system:* Part-time applicants must have at least 1000 points as calculated by (GPA X 167) + GMAT score. Full-time applicants must have at least 1200 points as calculated by (GPA X 182) + GMAT score.

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UNIVERSITY OF IDAHO

SUBJECT

Approval of Notice of Intent - Bifurcation of existing Master of Science and Master of Education in Counseling and Human Services

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. G. 4. b. (i).

BACKGROUND/DISCUSSION

The University of Idaho proposes bifurcation of their existing Master of Science and Master of Education in Counseling and Human Services. The existing program title, Counseling and Human Services, recognized as a single major will be eliminated. The first new program title/major, Rehabilitation Counseling and Human Services will be created and continue to offer the Master degree in Coeur d'Alene and now Boise, with delivery via hybrid/online modalities to communities in the immediate service areas. The second new program title/major, School Counseling will be created and continue to offer the program of study for K-12 counselor certification in Moscow and Coeur d'Alene. The curriculum for both programs currently exists but is not well distinguished as it is contained in the single major of Counseling and Human Services. Degree-seeking students will continue to earn either the M.S. or M.Ed. as before but may distinguish the appropriate major and available program locations with this program bifurcation.

IMPACT

The University of Idaho has historically been the only institution in Idaho to offer the CORE Nationally Accredited Program (Council on Rehabilitation Education) in Rehabilitation Counseling, which has consistently met the workforce demands for rehabilitation counselors in the State. Last spring, the University of Idaho indicated they were unable to maintain their program due to lack of funding. Efforts have been underway since then to secure the needed support for maintaining the program. With the support from the State Board of Education, the University of Idaho entered into a Memorandum of Understanding with the Division of Vocational Rehabilitation who will provide up to \$100,000 annually to help support the program at the University of Idaho.

The new program title *Rehabilitation Counseling and Human Services* includes a unique partnership with Idaho's Division of Vocational Rehabilitation (IDVR) and will use IDVR distance learning modalities to assure delivery of professional development and graduate degree courses to service areas in Coeur d'Alene and Boise. The proposed changes will distinguish between the two programs as well as help stimulate interest in school and rehabilitation counseling at the advanced degree level among practitioners and others who are interested in serving K-12 students, parents, veterans and the disabled. Idaho's long-term

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 2012

projection for rehabilitation counseling and school counseling are listed as “hot job” opportunities in the *2008-2018 Workforce at a Glance report*. The U.S. Labor projections are also strong as indicated in the tables on page 2 and 3 of the NOI. The partnership with IDVR and the restructure of the existing degree program will allow the educational opportunities to be available in the state and provide program identity to increase the visibility of the program offering.

To maintain the program and meet the terms of the MOU, the University of Idaho proposes to split their existing Counseling and Human Services to create two majors, one in Rehabilitation Counseling and Human Services and the second in School Counseling. School Counseling will be offered in Moscow and Coeur d’Alene and Rehabilitation Counseling and Human Services will be offered in Coeur d’Alene and Boise. The UI anticipates most students will be part-time and projects approximately 30 students for Rehabilitation Counseling and Human Services in 2012 and 30 students for School Counseling in 2013, consistently by year three.

ATTACHMENTS

Attachment 1 – Notice of Intent and IDVR
Memorandum of Understanding

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to III.Z., no institution has a counseling Statewide Program Responsibility. Pursuant to V.S., ISU has the primary emphasis in Health Professions, which these programs could fall under.

Institution	Region	Location	City	Program	Degree	College Division	Department
UI	1	NICHE	Coeur D’Alene	Counseling and Human Services	MS	Education	Graduate Programs
UI	1	NICHE	Coeur D’Alene	Counseling and Human Services	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	MS	Education	Graduate Programs
BSU	3	BSU Campus	Boise	Counseling	MA	Education	Counseling
ISU	3	ISU-Meridian Ctr	Meridian	Counseling	EdS	Division of Health Sciences	Counseling
ISU	5	ISU Campus	Pocatello	Counseling	EdS	Division of Health Sciences	Counseling
ISU	3	ISU-Meridian Ctr	Meridian	Counselor Education and Counseling	PhD	Division of Health Sciences	Counseling
ISU	5	ISU Campus	Pocatello	Counselor Education and Counseling	PhD	Division of Health Sciences	Counseling
ISU	3	ISU-Meridian Ctr	Meridian	School Counseling	M Coun	Division of Health Sciences	Counseling
ISU	5	ISU Campus	Pocatello	School Counseling	M Coun	Division of Health Sciences	Counseling

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 2012**

Due to the fact that the UI is the only institution with the necessary CORE accreditation to offer the Rehabilitation Counseling and Human Services degree, and that this program is the only one offered in the State to provide vocational rehabilitation counselors the appropriate certification degree, staff recommends approval.

At their January 5, 2012 meeting, CAAP recommended this proposal move forward to the Board for their consideration.

It's important to note that the State Department of Education, Division of Great Teachers and Leaders, has been in close communication with the University of Idaho's Dean Mantle-Bromley regarding these changes. They do not believe there will be any significant impact in the preparation program; however, intend to conduct a focus visit as soon as the new cohort of program candidates graduates. This is to ensure that standards from the previously approved program are still being met.

BOARD ACTION

I move to approve the request by the University of Idaho to restructure the existing master degree program into two majors of study, 1) Rehabilitation Counseling and Human Services; and 2) School Counseling.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. **ATTACHMENT 1**
NOI # 12011-12-16
UCC-12-033 A

SEP 21 2011

OFFICE OF THE
PROVOST**Idaho State Board of Education**
Academic/Professional-Technical Education
Notice of Intent

Institution Submitting Proposal: **UNIVERSITY OF IDAHO**

Name of College, School, or Division: **COLLEGE OF EDUCATION**

Name of Department(s) or Area(s): **LEADERSHIP AND COUNSELING**

Indicate if this Notice of Intent (NOI) is for an Academic or Professional-Technical Program

Academic ☒ Professional - TechnicalFor a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

NOTE: We propose bifurcating existing Master degree with two new majors:

Master of Education (MEd and MS) with programs offered in 1) ~~Rehabilitation and Community Counseling~~ and 2) School Counseling**1) Rehabilitation Counseling and Human Services**

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date:

Rehabilitation and Community Counseling--summer 2012
and School Counseling--fall 2013**For New Programs:**

Program (i.e., degree) Title

CIP 2010 Code

(consult Institutional Researcher/Registrar)

For Existing Programs:Counseling and Human Services (Ed)
M.S., M.Ed.

Program (i.e., degree) Title

Rehabilitation and Community
Counseling 51.2310
School Counseling 13.1101

CIP 2010 Code

College Dean (Institution)

Date

Chief Fiscal Officer (Institution)

Date

Chief Academic Officer (Institution)

Date

President (Institution)

Date

For Other Instructional Activity:☐ Program Component (major/minor/option/emphasis)☐ Off-Campus Program Activity☐ Instructional/Research Unit☒ Addition/Expansion☐ Discontinuance/consolidation☐ Contract Program/Collaborative☐ OtherVP Research and/or Graduate
Dean (as applicable)

Date

State Administrator, SDPTE
(as applicable)

Date

Chief Academic Officer, OSBE

Date

SBOE/OSBE Approval

Date

IRSA

Approved Keith E. Lokes 11/14/11

Form Revised 5/4/10

Page 1

TAB 3 Page 5

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request.

This NOI proposes a change in and a bifurcation of an existing degree program titled Counseling and Human Services (M.S., M.Ed.) through elimination of the existing program title and creation of two new program titles: 1) Rehabilitation and Community Counseling and 2) School Counseling. Programs will continue to be offered at existing campus locations. School Counseling will be offered in Moscow and Coeur d'Alene. Rehabilitation and Community Counseling will be offered in Coeur d'Alene and Boise. —there is no expansion into new regions. Furthermore, there are no new costs. All expenses come from reallocated funds and/or from recurring IDVR state agency funding.

This proposal is part of a reorganization of the College's Counseling and School Psychology (CASP) program which, as a program title, will be discontinued in the UI catalog and its CASP prefix will be replaced with the prefix CRC (for Counseling and Rehabilitation Counseling). This proposal is one of three interrelated NOIs—1) the above change and bifurcation, 2) the discontinuance of the Ed.S. in School Psychology, and 3) the creation of a professional Rehabilitation Counseling certificate known as Category R—the letter "R" is a national accreditation designation and does not represent a word.

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:

- a) A projection of full-time and part-time enrollment over a three year period of time
 - b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.
 - c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
- a) We anticipate most, if not all students, to be part-time. We estimate

Program	2012	2013	2014	2015
School Counseling		30	30	30
Rehabilitation and Community Counseling	30	30	30	30

- b) School Counseling: The U.S. Labor table, below, indicates demand for K-12 counselor education is strong

Educational, vocational, and school counselors	275,800 current	314,400 projected	38,600 change	+14% growth
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Idaho's long term projection for school counseling is listed as "hot job" opportunity in the 2008-2018 *Workforce at a Glance* report, projecting a 19 positive change for the ten year span, see

(<http://www2.labor.idaho.gov/workforceglance/LongTermOccupations#&&/wEXAwUGcmVwb3J0BQ5BbGxPY2N1cGF0aW9ucwUGcmVnaW9uBQEWBQVpbmRleAUBM8aVEskhGPqI1L+xlebvCMLtiEfv>).

Rehabilitation and Community Counseling: The U.S. Labor project for Rehabilitation and Community Counseling is also strong:

Occupational Title	Employment 2008	Projected Employment 2018	Change, 2008-18	
			Number	Percent
Rehabilitation counselors	129,500 current	154,100 projected	24,500 growth	+19%

Idaho's long term projection for rehabilitation counseling is listed as "hot job" opportunity in the 2008-2018 Workforce at a Glance report, projecting a 17.8% positive change for the ten year span, see

(<http://www2.labor.idaho.gov/workforceglance/LongTermOccupations#&&/wEXAwUGcmVwb3J0BQ5BbGxPY2N1cGF0aW9ucwUGcmVnaW9uBQEwBQVpbmRleAUBM8aVEskhGPq1L+xlebvCMLtiEfv>).

- c) The proposed programs will stimulate interest in school and rehabilitation counseling at the advanced degree level among practitioners and others who are interested in serving k-12 students and parents and veterans and the disabled. Both programs will employ tenure track faculty scholarship requirements that will produce peer and practitioner writings and presentations. As the sole provider of rehabilitation and community counseling, the NOI will deliver these services to southeastern Idaho via a partnership with the Idaho Division of Vocational Rehabilitation (IDVR).

Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.

The programs will share faculty and support resources within the College of Education and will cross-list some courses with the College of Arts, Letters, and Sciences (CLASS) and perhaps with Washington State University. The proposed matrix shows the 48 credit school counseling (SC) master's degree and the 60 credit rehabilitation and community counseling (RCC) master's degree:

Course Number and Title—NOTE: upon approval, the CASP prefix will be replaced with the new prefix CRC.	Cr	SC 48	RCC 60
CASP 507 Introduction to Counseling	1	x	x
CASP 508 Adult Assessment	3		x
CASP 509 Psychometrics	1	x	x
CASP 510 Individual Appraisal I	2	x	x
CASP 511 Individual Appraisal II	2	x	
CASP 512 Theories and Applications of Counseling	3	x	x
CASP 514 Career Counseling and Development	3	x	x
CASP 515 Counseling in Schools	2	x	
CASP 517 Group Counseling	2	x	x
CASP 518 Group Counseling Laboratory	1	x	x
CASP 519 Social and Cultural Foundations	2	x	x
CASP 520 Approaches to Counseling with Families	2	x	x
CASP 521 Counseling Techniques	2	x	x
CASP 528 Diagnosis and Case Conceptualization Counseling and Human Services	3	x	x

CASP 529 Psychopharmacology	2	x	x
CASP 530 Legislative & Philo. Foundations in Working with People with Disabilities	2		x
CASP 531 Psycho-social Aspects of Disability	3		x
CASP 532 Medical/Physical Aspects of Rehabilitation	2		x
CASP 533 Principles of Rehabilitation, Community, and School Counseling	2		x
CASP 534 Rehabilitation Community Case Management	2		x
CASP 535 Vocational Placement & Assistive Technology	3		x
CASP 536 Professional Issues, Ethics, and Law	2	x	x
CASP 540 Addictions	2	x	x
CASP 563 Consultation	2	x	
CASP 570 Research and Evaluation in Counseling	3	x	x
CASP 597 Practicum	1	x	x
CASP 598 Internship	4	6	9
EDSP 540 Applied Behavioral Analysis	3	x	
Permitted Substitutions from CALS and WSU:			
PSYC 525 Cognitive Psychology for CASP 529	3		
PSYC 528 Psychopathology for CASP 528	3		
PSYC 522 Disorders of Childhood and Adolescence for CASP 528	3		
PSYC 572 Introduction to Pharmacology of Psychoactive Drugs for CASP 529	3		
PSYC 590 Psychopharmacology for CASP 529	3		
PSYC WS566 Behavioral Pharmacology for CASP 529	3		
PSYC 570 Introduction to Chemical Addiction for CASP 540	3		
PSYC J 583 Substance Abuse Prevention Theory and Applications I for CASP 540	3		
PSYC J 587 Substance Abuse Program Planning and Evaluation for CASP 540	3		
PSYC J 589 Substance Abuse Prevention Theory and Application II for CASP 540	3		

3. Briefly describe how the institution will ensure the quality of the program (e.g., program review, accreditation, professional societies, licensing boards, etc.).

School Counseling will be reviewed by the National Council for Accreditation of Teacher Education (NCATE) and the Idaho State Department of Education as part of our regular and annual reporting. Rehabilitation and Community Counseling will be reviewed by the national Council on Rehabilitation Education (CORE) as part of our regular and annual reporting.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. ***This may not apply to PTE programs if workforce needs within the respective region have been established.***

Only the University of Idaho offers Rehabilitation Counseling degree and certification programs.
BSU and ISU offer School Counseling degree and certification programs.

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
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BSU	MEd	Counselor Education	School Counseling
CSI	N/A		
CWI	N/A		
EITC	N/A		
ISU	M. Ed. Ed.S.	School Counseling	School Counseling
LCSC	N/A		
NIC	N/A		
UI	M.Ed. and M.S.	School Counseling Rehabilitation and Community Counseling	School Counseling Rehabilitation and Community Counseling

Enrollment and Graduates (i.e., number of majors or other relevant data)

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU	101	85	73	17	14	13
CSI	N/A					
CWI	N/A					
EITC	N/A					
ISU	24	23	26	13	5	4
LCSC	N/A					
NIC	N/A					
UI	34	30	41	10	30	9

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

The University of Idaho is committed to providing a student-centered learning environment. This proposal addresses Goal 1, Objective 1, and our strategy of streamlining policies and practices to enable creative program revision and course scheduling; and to build curricula to support timely degree completion. The College of Education has partnered with IDVR to deliver both a certificate and a degree Rehabilitation and Community Counseling program to a high need clientele that includes veterans.

6. Describe how this request fits with the institution's vision and/or strategic plan.

The proposal aligns with University of Idaho's 2011-2015 Strategic Goals and with one of the University's Strategic Signature Area—Human Communities. The approaches in the humanities, arts, and social sciences have important implications for understanding any problem that involves how humans behave, how they interact, how they pursue a quality of life, and how they create and change over time. The goal of this signature area is to encourage scholars to work collaboratively towards the study, improvement, and celebration of human communities.

The proposal aligns with the following strategic goals:

Goal 1: Teaching and Learning

Objective A: Build adaptable, integrative curricula / pedagogies.

Objective B: Develop integrative learning activities that span students' entire university experience.

Goal 2: Scholarly and Creative Activity

Objective B: Enable faculty, student, and staff engagement in interdisciplinary scholarship and creative activity.

Goal 3: Outreach and Engagement

Objective B: Strengthen/expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

Goal 4: Community and Culture

Objective A: Be a community committed to access and inclusion.

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

Yes x No

See page 45 of the SBOE 8 Year Plan under Counseling and Human Services.

If not on your institution's regional 8-year plan, provide a justification for adding the program.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

The Rehabilitation and Community Counseling program includes a partnership with IDVR and will use IDVR distance learning modalities to deliver professional development and graduate degree courses to other state locations. A similar partnership is in progress with Idaho Veterans Administration.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

Potential students will learn about the program through UI and IDVR marketing—media, presentations to practitioners, and web pages—for recruitment in Idaho and the region.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

A portion of the Rehabilitation and Community Counseling proposal is jointly funded by UI/IDVR MOU up to \$100,000 per year. Most funding comes from UI's ongoing reinvestment and reallocation of funds to Rehabilitation Counseling. The School Counseling uses one existing FTE line. The Rehabilitation and Community Counseling program uses one existing FTE line, plus one FTE line reallocated from the closure of the School Psychology program, plus a minimum of .5 FTE funded from the UI/IDVR MOU.

Estimated Fiscal Impact	FY 12		FY 13		FY 14		Cumulative Total	
	Recurring	Non-Recurring	Recurring	Non-Recurring	Recurring	Non-Recurring	Recurring	Non-Recurring
A. Expenditures								
1. Personnel	\$263,350 (3.5 FTE)		\$263,350 (3.5 FTE)		\$263,350 (3.5 FTE)		\$790,050 (3.5 FTE)	
2. Operating	\$ 15,000		\$ 15,000		\$ 15,000		\$ 45,000	
3. Equipment		\$6,000						\$6,000
4. Facilities								
Total Expenditures	\$278,350	\$6,000	\$278,350		\$278,350		\$835,050	\$6,000
B. Source of Funds								
1. Appropriated - Reallocation	\$222,100	\$6,000	\$222,100		\$222,100		\$666,300	\$6,000
2. Appropriated - New								
3. Federal								

4. Other (Specify)	IDVR/UI MOU	IDVR/UI MOU	IDVR/UI MOU	IDVR/UI MOU	IDVR/UI MOU	IDVR/UI MOU	IDVR/UI MOU
	\$56,250	\$6,000	\$56,250	\$56,250	\$56,250	\$168,750	\$6,000
Total Expenditures	\$278,350		\$278,350	\$278,350	\$278,350	\$835,050	\$6,000



University of Idaho

Memorandum of Understanding

Idaho's Division of Vocational Rehabilitation (IDVR) and the University of Idaho enter into an agreement to advance the Continuing System of Professional Development (CSPD) for the vocational rehabilitation community of Idaho, in particular the vocational rehabilitation counseling profession. This agreement sets forth the expectations and terms of the on-going partnership to advance the CSPD of Idaho through the state's land-grant institution and only University that provides the vocational rehabilitation counselor program. The vocational rehabilitation counselor program is administered and delivered through the Leadership and Counseling Department of the College of Education.

EXPECTATIONS:

This Vocational Rehabilitation – University of Idaho partnership will:

- Advance the missions of both parties.
- Assure cooperation in the development and delivery of professional development programs, including but not limited to a master's degree program in Vocational Rehabilitation Counseling.
- Assure delivery of instruction statewide via live and distance modalities.
- Facilitate the sharing of some resources such as faculty, facilities and fiscal support to foster the development and delivery of a continuing system of professional development and exchange of research of mutual interest.

TERMS:

Idaho Division of Vocational Rehabilitation (IDVR) will:

1. Provide up to \$100,000 annually to support the Vocational Counselor Education program and the continuing system of professional development in Idaho. Funds

provided may be used for personnel and other operating expenses that advance the continuing system of professional development as agreed by parties annually and outlined in the annual funding authorization letter.

2. Assist in identifying adjunct instructors in Idaho who are qualified to teach at the master's level and in category R certificate courses and who may be resources for the continuing system of professional development.
3. Identify priorities and needs for Idaho's continuing system of professional development.
4. Provide internship and experiential learning opportunities for vocational rehabilitation counseling students in training.
5. Regularly engage University personnel in vocational rehabilitation forums and discussions that will advance the quality of the continuing program of professional development.

University of Idaho through the College of Education Leadership and Counseling Department and other units will:

1. Provide a Vocational Rehabilitation Counseling accredited program via various modalities statewide and specifically in the Boise area.
2. Provide office space at the University of Idaho Boise Center and University of Idaho Coeur d'Alene Center for personnel to support this partnership.
3. Comply with all applicable state or federal laws and allow the IDVR to audit financial records related to the fiscal year authorization.
4. Submit written reports to IDVR annually and as requested to address state planning requirements and management information for the agency. In particular, the University will assist the agency in
 - Providing information on the Data System of Personnel and Personnel Development
 - Planning for Recruitment and Retention of Qualified staff
 - Reviewing Personnel Standards to Assure Personnel are Adequately Prepared and Trained
 - Planning Staff Development

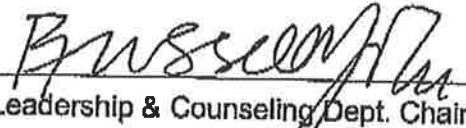
- Coordinating the CSPD and In-service Training
- 5. Regularly engage with IDVR Central Office and regional staff and Vocational Rehabilitation personnel at the national level as may be required to foster open communications, advance research interests of vocational rehabilitation in Idaho and provide a continuing system of professional development.

ENTIRE AGREEMENT. This agreement represents the entire agreement and understanding of the parties. No amendment, addendum or modification of this agreement is valid unless it is set forth in writing and signed by the parties. The annual funding authorization letter will provide details of activity and budget.


Effective Date & Term of Agreement. This agreement becomes effective September 6, 2011 and will remain in effect until terminated by one of the parties.

Either party may terminate this agreement given at least 60 days notice.

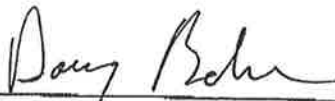
A Funding Authorization Agreement that guides the spending categories of the up to \$100,000 will be entered into prior to July 1st of each year.


Leadership & Counseling Dept. Chair
College of Education

9-6-11
Date


Corinne Mantle-Bromley, Dean, College of Education

9-6-11
Date


Douglas D Baker, Provost and Executive Vice President

9/23/11
Date


Ron E Smith, Vice President for Finance & Administration

9/26/11
Date



Administrator



Date

Idaho Division of Vocational Rehabilitation