TAB	DESCRIPTION	ACTION
1	**BOISE STATE UNIVERSITY ANNUAL REPORT**	Information Item
2	**IDAHO PUBLIC CHARTER SCHOOL COMMISSION-ANNUAL REPORT**	Information Item
3	**IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT**	Information Item
4	**IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND BLIND ANNUAL REPORT**	Information Item
5	**AMENDMENT TO BOARD POLICY – I.O. DATA MANAGEMENT COUNCIL – FIRST READING**	Motion to Approve
6	**DATA MANAGEMENT COUNCIL POLICIES AND PROCEDURES - AMENDMENT**	Motion to Approve
7	**AMENDMENT TO BOARD POLICY – BYLAWS – SECOND READING**	Motion to Approve
8	**LEWIS-CLARK STATE COLLEGE – TENURE AND PROMOTION POLICY AMENDMENT**	Motion to Approve
9	**PRESIDENTS' COUNCIL REPORT**	Information Item
10	**RECONSIDERATION PENDING RULES – DOCKET 08.0203-1401, GRADUATION REQUIREMENTS AND DOCKET 08-0203-1406, K-12 DATA ELEMENTS**	Motion to Approve

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BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda items fulfills the Board's requirement for Boise State University to provide a 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 Statistics per the Board's Template Page 3

BOARD ACTION

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

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Boise State University Progress Report
February 2015
Presented by: Dr. Robert W. Kustra, President

Strategic Plan Implementation

The goals and strategies of our new strategic plan, *Focus on Effectiveness 2012-2017,* provide the blueprint by which we are deliberately and methodically attaining our vision to become a Metropolitan Research University of Distinction. We are at a halfway point in the plan's implementation, and have made substantial progress in a number of areas.

The plan's Goal #1 is "*Create a signature, high-quality educational experience for all students.*"

One of the strategic projects implementing this goal is groundbreaking, in that it focuses on implementing leading-edge pedagogical practices in an entire program instead of on a course-by-course basis. Our success in that project directly led the National Science Foundation to award BSU a $2M grant in their WIDER program, which stands for Widening Implementation and Dissemination of Evidence-based Reforms, and is focused in the STEM disciplines.

An example of the impact of the WIDER program can be seen in the Department of Biological Sciences, which is revamping its undergraduate curriculum to (i) organize core contents and competencies using a hierarchical framework, (ii) increase focus on higher-level learning skills of creating, evaluating, and analyzing, and (iii) increase use of evidence-based instructional practices such as inquiry-based learning, team projects, and case studies. The department has also identified barriers to the implementation of these changes, one of which is the increased class size caused by a doubling of the number of majors over the last decade. To overcome these barriers, the department has created an efficient and innovative plan that incorporates improvements in undergraduate education with the implementation of a new PhD program. Besides increasing instructional capacity, the changes will expand opportunities for involvement of undergraduate students in research projects.

Continued implementation of our Foundational Studies Program, which is our complete restructuring of the way we deliver general education, is another key initiative related to Goal #1. The program provides a connected, multidisciplinary framework of learning from freshman to senior years. Courses incorporate teamwork and extend the educational experience beyond the classroom to include such areas as international studies, service-learning, internships, and participation in student government.

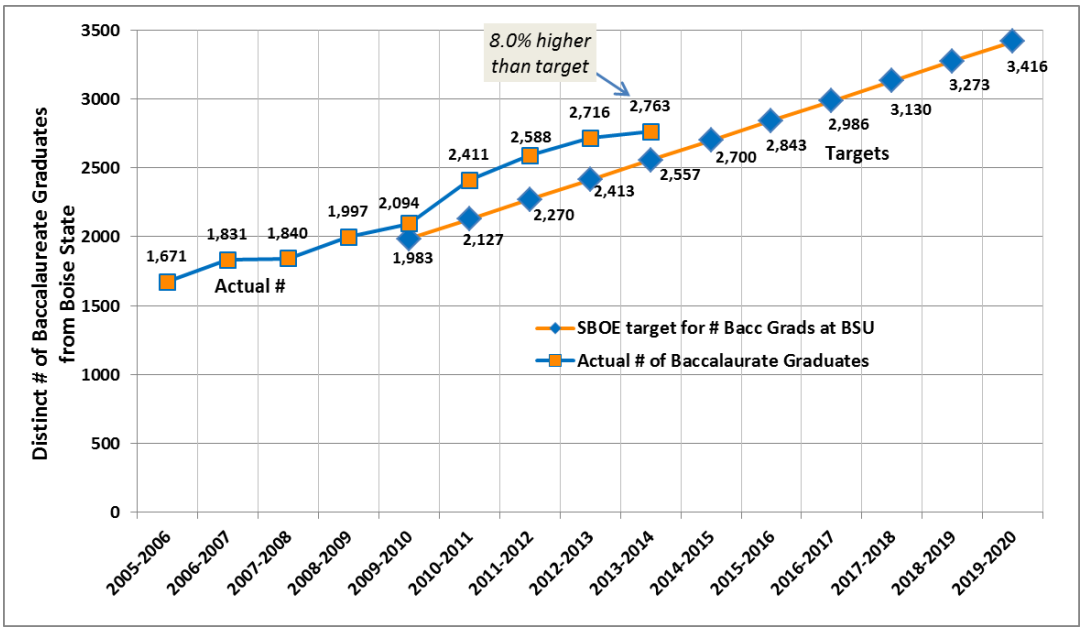
The program is organized around eleven University Learning Objectives (ULOs) that every Boise State graduate will be expected to have met, regardless of major. Importantly, the ULOs align well with the types of skills and knowledge sought by employers: written and oral communication, problem solving, critical thinking, teamwork, and ethics. These outcomes will be fostered and documented by students in personalized e-Portfolios.

The ULOs also provide a framework of uniform assessment categories for departments and degree programs. Boise State has established "Digication" software as the e-Portfolio platform we will use to document and evaluate the achievement of the ULOs and to facilitate student learning via the reflection process inherent in e-portfolio development. Assessment of ULOs

will include the collection of data, analysis of data, review of findings, and integration of faculty development to address those findings. Our assessment plan relies on regular, comprehensive collection (via Digication) of evidence of student learning for evaluation, reflection, and ultimately, improvement in student learning based on actions identified through the assessment process. By using ePortfolios to ensure effectiveness of the Foundational Studies Program, we are demonstrating accountability for the resources we invest in the program.

Our strategic plan's Goal #2 is "*Facilitate the timely attainment of educational goals of our diverse student population*."

Our work on this goal is directly aligned with the Complete College Idaho plan and with meeting the targets for numbers of graduates given each institution at the August, 2010, meeting of the SBOE. As can be seen by the following figure, the number of baccalaureate graduates produced by Boise State University in 2013-14 was 8% higher than the 2013-14 target given to Boise State by the SBOE.



Our success thus far in contributing to the SBOE's 60% goal can be attributed to a number of actions we have taken, including revision of mathematics education (including remediation), implementing required advising for all freshmen, and enhancing orientation for new students. To continue to increase our number of graduates, we are pursuing a number of new, bold, comprehensive initiatives, including the following:

- We launched two "Student Success Dashboards," one for first year students and one for continuing students, that identify students with four or more at-risk indicators. Faculty and staff can access these students' electronic profiles and photos and develop appropriate communication and interventions.
- We recently launched "Degree Tracker," a course planning tool that (i) allows students and advisors to know when students are off-track that is, when they are not enrolled in the courses that will best facilitate their progression to graduation and (ii) enables

academic departments to better project course demand and thereby better ensure that sufficient course capacity is available.

- We revised our remediation for English so that instead of taking a non-credit remediation course one semester and enrolling in a 3credit ENGL 101 the next semester, a student in need of remediation enrolls in ENGL 101+, which is a four credit course that will move the successful student to ENGL 102 in the next semester. Results thus far are very promising: 47% of the students who began in English 90 in the fall of 2011 completed English 102 within five semesters. In comparison, more students (53%) who began in English 101+ in spring 2013 completed English 102 within only two semesters.

Our strategic plan's Goal #3 is *"Gain distinction as a doctoral research university."*

At the core of Boise State's emergence as a doctoral research university is the creation of successful doctoral programs. Over the last decade, Boise State has initiated seven new doctoral programs: PhDs in Geosciences, Electrical and Computer Engineering, Materials Science and Engineering, Biomolecular Sciences, and Public Policy and Administration; an EdD in Educational Technology; and a Doctor of Nursing Practice. A new PhD in Ecology, Evolution, and Behavior is under development.

The creation of the PhD in Biomolecular Sciences enabled Boise State to apply for training grants from the National Institutes of Health (NIH) that are available only to institutions with a PhD in a field related to biomedicine. Success followed soon thereafter when Dr. Julie Oxford of the Department of Biological Sciences secured a $10million Institutional Development Award (IDeA) to establish a Center for Biomedical Research Excellence (COBRE) in Matrix Biology. NIH's IDeA program builds research capacities in states that historically have had low levels of NIH funding by supporting basic, clinical and translational research; faculty development; and infrastructure improvements. COBRE centers promote collaborative, interactive efforts among researchers with complementary backgrounds, skills and expertise. The new center will support research in heart disease, cancer and stroke; ligament injury and repair; and liver fibrosis. Additional projects might be added over the course of the grant in musculoskeletal and cancer research.

Our strategic plan's Goal #4 is *"Align university programs and activities with community needs."*

Boise State is among 361 U.S. colleges and universities that have been recognized with The Carnegie Foundation 2015 Community Engagement Classification. Boise State was one of only 76 universities in the country to be classified as a Carnegie Foundation Community Engaged Institution when the designation was first established in 2006. A few examples of the types of partnerships in which faculty and staff are involved include the re-design of a camp for Idaho children diagnosed with cancer, programs that encourage the exploration of math and science, an office that supports the advancement of innovation and entrepreneurship throughout the campus and the community, and linguistics students and faculty working with members of the Boise refugee community to provide language documentation (thus far projects have produced documentation in the Chizigula, Maay and KiBembe languages).

The new College of Innovation and Design will transform the way in which we devise and develop new academic programs and new research programs that are relevant to the needs of society and our students. Often, the needs of society evolve more quickly than change can occur within a specific discipline. The college will breech the constraints of individual disciplines by facilitating the creation of transdisciplinary academic programs and research programs that pull together knowledge and skills from multiple disciplines. The mission of the new college will be to to test new approaches to learning and teaching, find new applications for our degree offerings and research, and foster a culture that will marshal our creativity and innovation. The College's creation is a natural progression of trends in higher education, in the marketplace, among our students and of our faculty.

The plan's Goal #5 is *"Transform our operations to serve the contemporary mission of the university."*

The Program Prioritization process of 2013-14 is the way in which we implemented one of our strategic projects, which was to create a university-wide assessment structure to evaluate the effectiveness of all units at the university. As a result of Program Prioritization, all units at the university (whether academic or administrative/support) have developed a set of metrics to evaluate effectiveness and efficiency. There remains substantial work to revise and systematize those metrics.

During the process of Program Prioritization, most units of the university identified ways to improve the efficiency and effectiveness of their operations. The next critical step is to integrate Program Prioritization with our ongoing processes of accreditation, and we are doing so by interpreting the accreditation standards as not limited to evaluating mission fulfillment of the university as a whole, but instead evaluating the contribution to mission of all units that comprise the university.

A specific way we are transforming our operations is our focus on ensuring that transfer students are able to quickly and accurately know which of their transfer credits will articulate with specific courses. We are creating course equivalencies for the top 20 transfer schools. We have also developed the Bronco Connect admission and advising services at CWI to ensure that students from the Treasure Valley are prepared to move seamlessly from their community college programs to the baccalaureate level.

Budget

Revenue and Expenditures for FY 2014; From Audited Financial Statement	
Operating Revenue	**FY 2014**
Student tuition and fees (Gross)	132,216,608
Scholarship discounts and allowances	(22,499,900)
Federal grants and contracts	25,992,724
State and local grants and contracts	3,422,006
Private grants and contracts	4,860,065
Sales and services of educational activities	3,331,847
Sales and services of auxiliary enterprises	58,197,895
Other	2,177,360
Total operating revenues	207,698,605
Operating Expenses	
Instruction	103,446,926
Research	20,174,198
Public Service	14,467,386
Libraries	5,565,375
Student Services	14,978,886
Operation & Maintenance of plant	20,992,895
Institutional Support	24,042,310
Academic Support	19,962,742
Auxiliary Enterprises	66,295,818
Scholarships and Fellowships	15,314,139
Depreciation	25,037,147
Total operating expenses	330,277,822
Operating income/(loss)	(122,579,217)
Non-operating revenues/(expenses):	
State appropriation - general	78,790,858
State appropriation - maintenance	1,338,024
Pell grants	27,242,851
Gifts	26,673,995
Net investment income	311,990
Change in fair value of investments	(8,881)
Interest	(10,198,560)
Gain/loss on retirement of assets	(983,322)
Other non-operating revenue/(expense)	(2,545,025)
Net non-operating revenues/(expenses)	120,621,930
Other revenue and expenses:	
Capital appropriations	1,765,647
Capital gifts and grants	2,089,027
Total other revenues and expenses	3,854,674
Increase in net position	1,897,387
Net position - beginning of year	383,429,511
Net position - end of year	385,326,898

Enrollment Fall 2014

Enrollment Fall 2014 (October 15 census)	Headcount
Undergraduate Degree-seeking	16,206
Graduate Degree-seeking	2,257
Early college	2,879
Other non-degree seeking (undergraduate and graduate combined; includes audit-only)	877
TOTAL	22,259

2013-2014 Graduates

Degree and graduate certificate graduates	Distinct number of Graduates
Baccalaureate Degree (Academic)	2,763
Graduate Certificate	191
Master's Degree	640
Doctoral Degree	34

Employees

Employees (from 2014 IPEDS Human Resources Report [based on Nov 2013 snapshot])	Full-time	Part-time	FTE (#full time + 1/3 # part-time)	% of workforce
Instructional Faculty	650	525	825	35.6%
Professional Staff (all)	942	58	961	41.5%
Classified Staff	512	50	529	22.8%
TOTAL				100%

Research and Economic Development

	FY2010	FY2011	FY2012	FY2013	FY2014
	Office of Technology Transfer				
Invention Disclosures	14	23	25	24	16
Patent Applications Filed	11	8	18	16	9
Patents Issued	4	7	2	7	6
Licenses/Options/Letters of Intent	4	12	15	22	27
License Revenue	$1,000	$500	$34,471	$37,582	$5,600
Startups	0	0	0	1	0
FTEs	1	1	2	2	2
Number of protocols reviewed by:	*Office of Research Compliance*				
Institutional Biosafety Committee	19	16	29	45	36
Institutional Animal Care and Use Committee	31	42	52	50	72
Social and Behavioral Institutional Review Board	309	280	300	319	296
Medical Institutional Review Board	54	62	38	23	18
	Office of Sponsored Programs				
Total # of Proposals Submitted	366	368	340	361	435

Total # of Awards	314	257	299	233	290
Total Federal Appropriation (Earmark) Funding	$5,255,044	$732,088	0	0	(discontinued)
Total Recovery/Stimulus Funding	$10,333,374	$4,480,370	$907,438	0	(discontinued)
Remainder of Sponsored Projects Funding	$34,471,530	$30,762,184	$35,120,876	$31,367,273	$32,008,716
Total Sponsored Projects Funding	$50,059,948	$35,974,642	$36,028,314	$31,367,273	$32,008,716
Total Research and Development Expenditures as reported to NSF	$18.7M	$24.2M	$27.9M	$25.7M	Not available at this time
Externally Funded Research Expenditures	$15.5M	$20.3M	$21.8M	$17.8M	$17.3

Collaborations *(select)*

The beautiful new building, going up right now in The Grove, is the symbol of one of the best public-private partnerships we've ever undertaken. About eight local technology companies joined their financial resources together last year to help Boise State secure a state workforce development grant to jumpstart plans to double the number of our computer science graduates.

A few months later, Boise State became a partner in one of the most innovative new projects in Downtown Boise — joining the Gardner Companies and many others in a project to expand convention center space, meet the needs of a downtown transit center, and, for the first time in Boise, move an entire academic department into the heart of the industry where its students will intern and work.

Our longterm goal is to expand computer science from the around 25 graduates a year we've had in the past to about 200 graduates per year, to establish a PhD in Computer Sciences to support the research needs of the industry and to eventually spin off 10 start-up companies every year — the kind of entrepreneurial innovation that drives the modern economy.

We have already increased our computer science student body to 476 from 337 in just a couple of years. And little wonder — these are high paying jobs, earning college graduates annual salaries between $65,000 and $68,000, and master's degree holders between $80,000 and $120,000. Almost all of them stay in Idaho — in fact, most have job offers in hand before they even graduate.

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SUBJECT

Idaho Public Charter School Commission Update

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission Director Tamara Baysinger will update the Board on the status of the PCSC's portfolio schools and the IPCSC's ongoing implementation of best authorizing practices.

IMPACT

This report will inform the Board of the current progress the Commission has made in implementing the provisions of legislation passed in 2013, as well as provide an update to the Board regarding the schools authorized by the Commission.

ATTACHMENTS

Attachment 1 – Idaho Public Charter School Commission Annual Report Page 3
Attachment 2 – NACSA Authorizer Evaluation Report Page 16

BOARD ACTION

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

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Idaho Public Charter School Commission 2014 Annual Report

A Year in Review

Thank you for your interest in Idaho's public charter schools. The Public Charter School Commission (PCSC) is Idaho's largest authorizer, with a portfolio comprising 73% of Idaho's 48 charters. Our mission is to protect student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools. We endeavor to implement best practices and enforce compliance with Idaho statute in order to ensure the excellence of public charter school options for Idaho families.

This report represents the first of its kind. We thank Idaho's legislature, educational leadership, and charter school stakeholders for their thoughtful effort in the recent changes to our state's charter school accountability structure. Their work has made the data provided here not only available, but meaningful.

In the wake of Idaho's 2013 legislative session, the PCSC, its staff, and its stakeholders have developed a performance certificate and performance framework. We hope these documents will improve transparency of PCSC expectations, as well as highlight the challenges and successes of our portfolio schools.

As of early 2015, our portfolio has expanded to include three, new schools: Syringa Mountain School, Bingham Academy, and Idaho College and Career Readiness Academy. We also welcome two transfers that were formerly district-authorized: North Star Charter School and Coeur d'Alene Charter Academy.

During 2014, we had the privilege of being selected by the National Association of Charter School Authorizers for a formative evaluation of our work. Their recommendations both affirm our current direction and serve as a guide for future improvement.

We invite you to join us in supporting a high quality charter school sector here in Idaho.

Sincerely,

Alan Reed, Chairman
Tamara L. Baysinger, Director

January 2015

Portfolio Overview

The PCSC's portfolio comprises 35 public charter schools. These schools are located all across the state, in both rural and urban communities. Their time in operation ranges from one semester to 15 years. They offer an array of educational choices: Core Knowledge, Expeditionary Learning, Harbor, Montessori, Classical, Waldorf, and more. Several are alternative schools, and others focus on underserved or at-risk populations while welcoming all students who wish to attend. Seven are categorized as virtual schools; among them, these offer coursework to grades K-12 through a variety of platforms.

School Name	Year	Location	Grades	Method
Academy at Roosevelt Center, The	2006	Pocatello	K-8	Harbor
American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge
Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs
Bingham Academy	2014	Blackfoot	9-10	Postsecondary Preparation
Blackfoot Community Charter Learning Center	2000	Blackfoot	K-5	Brain-Based
Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion
Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep
Compass Public Charter School	2005	Meridian	K-12	Compass Method
Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor
Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment
Heritage Community Charter School	2011	Caldwell	K-8	Classical
Idaho College and Career Readiness Academy	2014	Statewide	9-12	Career Technical
Idaho Connects Online	2009	Statewide	6-12	Virtual
Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science & Technology
Idaho Virtual Academy	2002	Statewide	K-12	Virtual
INSPIRE Connections Academy	2005	Statewide	K-12	Virtual
iSucceed Virtual High School	2008	Statewide	9-12	Virtual
Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual, Credit Recovery
Legacy Charter School	2011	Nampa	K-8	Harbor
Liberty Charter School	1999	Nampa	K-12	Harbor
Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori
North Idaho STEM	2012	Rathdrum	5-8	STEM
North Star Charter School	2003	Eagle	K-9	Harbor
North Valley Academy	2008	Gooding	K-12	Core Knowledge
Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning
Richard McKenna Charter High School	2002	Mountain Home	9-12	Liberal Arts, Virtual Alternative
Rolling Hills Public Charter School	2005	Boise	K-9	Harbor
Sage International School of Boise	2010	Boise	K-8	International Baccalaureate
Syringa Mountain School	2014	Ketchum	1-5	Waldorf Inspired
Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor
The Village Charter School	2011	Boise	K-8	Limitless Learning
Victory Charter School	2004	Nampa	K-12	Harbor
Vision Public Charter School	2007	Caldwell	K-12	Classical
White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge
Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge

Approximately 14,950 students are served by the PCSC's portfolio schools. Idaho also offers 13 district-authorized charter schools. The total number of public charter school students in Idaho is approximately 19,265; about 5,450 of these are enrolled in virtual charter schools.

During 2014, two PCSC portfolio schools closed their doors. Wings Charter Middle School (Twin Falls, grades 6-8) voluntarily relinquished its charter for financial reasons related to persistently low enrollment and unsustainable facility costs. The charter for Odyssey Charter School (Idaho Falls, grades 6-9) was revoked on the grounds of failure to meet a condition in the school's performance certificate; that condition required that the school achieve accreditation candidacy status during its initial year of operation.

Also during 2014, the PCSC approved two transfer requests from existing, formerly district-authorized schools. These included North Star Charter School (Eagle, grades K-12) and Coeur d'Alene Charter Academy (Coeur d'Alene, grades 6-12).

In December 2014, the PCSC placed a temporary moratorium on the approval of additional transfer petitions until such time as the PCSC has the capacity to meet its statutory obligations and adequately service its existing portfolio, new charter petitioners, and transfer petitioners. This decision was made with the understanding that existing charter schools will be able to continue operations under their existing authorizers. New charter petitioners will be not be affected by the temporary moratorium, and the PCSC looks forward to opening its doors to potential transfers as soon as it has the capacity to serve them well.

Who We Are

The PCSC's seven members hail from all around the state. Commissioners are appointed by the Governor (3 members), Senate Pro Tempore (2 members), or Speaker of the House (2 members). They serve 4 year terms; statute provides for a 2-term limit. Officers are elected every two years in spring.

The PCSC office is staffed by the Office of the State Board of Education, and includes 2.5 FTE: Director Tamara Baysinger, Program Manager Kirsten Pochop, and Administrative Assistant Lorriane Byerly.

The PCSC's Fiscal Year 2015 budget is $331,400, an increase of $17,500 from Fiscal Year 2014. All FY15 revenue was obtained through the authorizer fee described in Section 33-5208(8), Idaho Code.

In its October 2013 Authorizing Roadmap, the National Association of Charter School Authorizers provided the following comparison of PCSC resources compared to those of similar authorizers:

Authorizer	# of Schools	FTE	Budget
OH CCS	47	21	$3,400,000
CO CSI	23	4	$1,730,000
HI PCSC	32	15	$1,230,000
Denver Public Schools	36	9	$750,000
Idaho PCSC	34	2.5	$313,900

OUR COMMISSIONERS

Chairman Alan Reed
Idaho Falls
Term: 2014 - 2018

Vice-Chair Gayle O'Donahue
Nampa
Term: 2012 - 2016

Commissioner Esther Van Wart
Pocatello
Term: 2011 - 2015

Commissioner Nick Hallett
Rupert
Term: 2010 – 2014

Commissioner Wanda Quinn
Coeur d'Alene
Term: 2011 - 2016

Commissioner Brian Scigliano
Boise
Term: 2012 – 2016

Commissioner Gayann DeMordaunt
Boise
Term: 2011 – 2015

School Performance Evaluation

The PCSC bases its evaluation of school performance on the performance certificate and performance framework. These documents were developed in accordance with 2013 legislation, through a collaborative process that invited the input of stakeholders over a five-month period. Performance certificates set forth the rights and duties of each school and the PCSC as its authorizer. Performance frameworks establish the specific criteria schools are expected to meet in order to qualify for periodic charter renewal pursuant to Idaho Code.

The PCSC's performance framework is divided into four sets of measures: Academic, Mission-Specific, Operational, and Financial. Renewal decisions will be based primarily on the Academic and Mission-Specific results, but will also be informed by Operational and Financial outcomes.

	Purpose	Measures	Weight
Academic	To assess and compare schools' results on standardized assessments.	15 measures aligned with state standards as established in Idaho's ESEA waiver and Star Rating System. Categories include state & federal accountability, proficiency, growth, and college and career readiness. Modified measures are available for charters designated as alternative schools.	Primary (60%)
Mission-Specific	To recognize achievements specific to school's mission, which may not be captured by standardized assessments.	3 to 7 measures individually negotiated with each school. Measures may be academic or non-academic in nature, but must be data-driven and objective. Existing schools were offered the option to opt-out of mission-specific measures for their initial certificate terms.	Primary (40%)
Operational	To evaluate schools' legal compliance and operational effectiveness.	16 measures in categories including: educational program, financial management & oversight, governance & reporting, students & employees, school environment, and additional obligations.	Secondary
Financial	To analyze schools' financial stability using independent fiscal audits and enrollment data.	8 measures split evenly into near-term and sustainability categories.	Secondary

Data is gathered primarily through ISEE reports and the Star Rating System. Independent fiscal audits and State Department of Education records are also used. Most PCSC portfolio schools need to submit only three, additional reports to the PCSC on an annual basis.

Many public charter schools, whose staffing and financial resources are limited, report difficulty in keeping up with the reporting obligations required of all public schools. The PCSC is committed to minimizing this burden as much as possible without compromising its ability to protect students and taxpayers.

ANNUAL REPORTS TO PCSC

Dashboard Report (leadership and contact update, support unit calculations, optional updates)

Fiscal Status Report (year-to-date actuals, year-end projections, cash flow projections)

Mission-Specific Results (if applicable)

Annual Performance Reports

Each PCSC portfolio school receives an annual report reflecting its outcomes on each measure within the performance framework. Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration, which takes place in Year 3 of operations, then every 5 years thereafter (or as otherwise stated in initial performance certificates).

Annual reports include scores on individual measures, which are then tallied to establish an Accountability Designation in each of three categories: Academic & Mission Specific (combined), Operational, and Financial.

Individual schools' reports are published on the PCSC's website. These reports include scoring details for all measures, in addition to explanatory notes as applicable.

ACCOUNTABILITY DESIGNATIONS

Honor
Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.

Good Standing
Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered.

Remediation
Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are poor. Replication and expansion proposals are unlikely to succeed.

Critical
Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.

The PCSC thanks NACSA for assistance provided through its Core Performance Framework and Guidance.

2014 Annual Performance Outcomes

PCSC portfolio schools were provided with their first, draft annual reports in January 2015. Following the response period, this report may be updated to reflect shifts in the data.

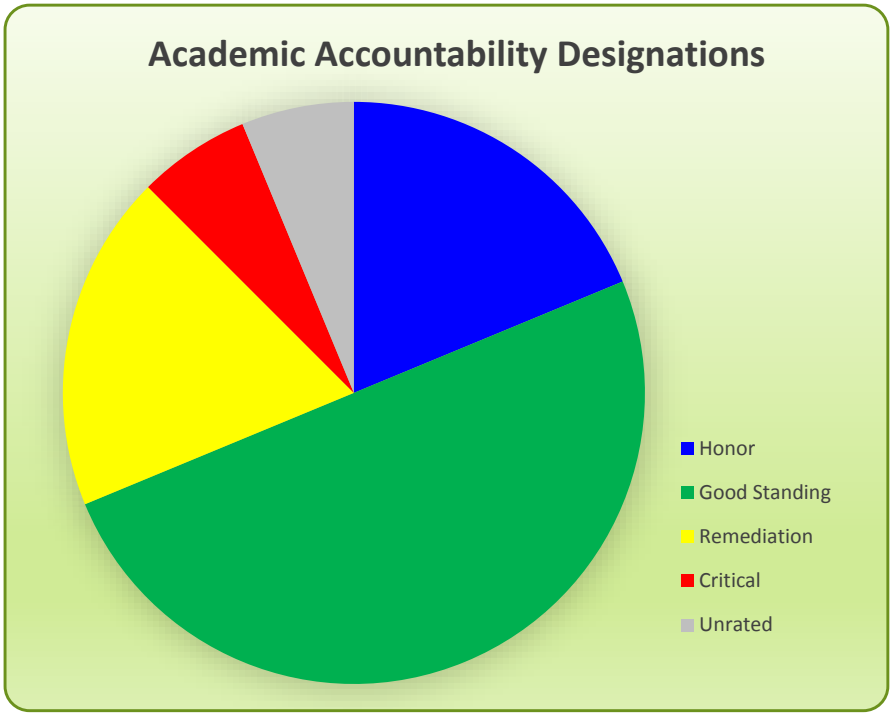
Because standardized testing was not performed in Idaho in 2014, the academic results included here are from 2013. They are based on the use of the ISAT, rather than the Smarter Balanced Assessment, and care should therefore be taken when attempting to compare 2013 results to outcomes in future years.

Mission-Specific measures were not evaluated for this report, as initial data will not be available until fall 2015.

Operational outcomes reflect the time period from July 2013 through December 2014, and Financial outcomes are based on FY 2014 and previous independent fiscal audits.

Academic Outcomes

The PCSC's academic framework dovetails with the Star Rating System. Schools must earn at least three stars in order to be eligible for a Good Standing or better rating on the framework.



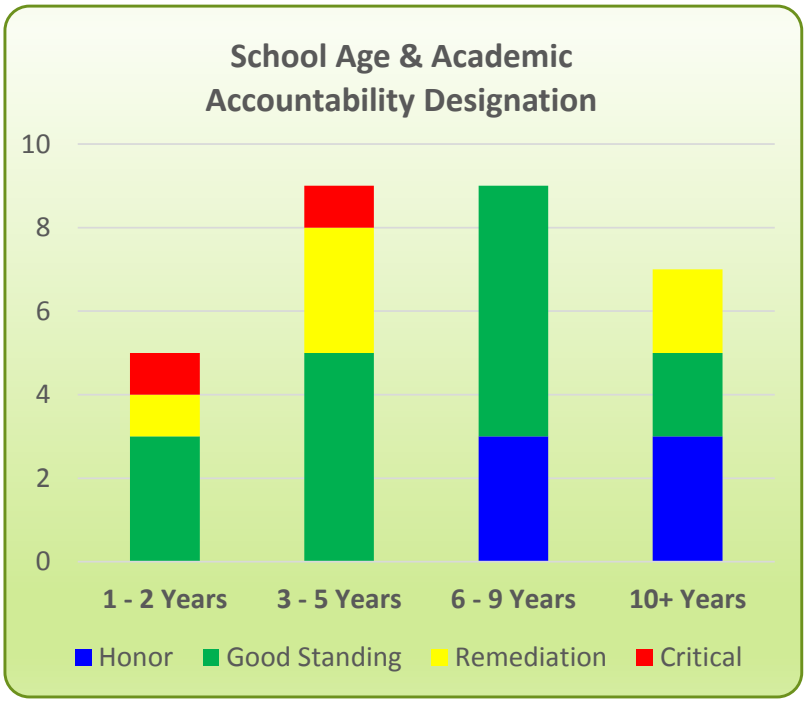
As of the 2012-13 school year, the majority of PCSC portfolio schools showed strong outcomes on standardized assessments, with 69% designated as Good Standing or Honor.

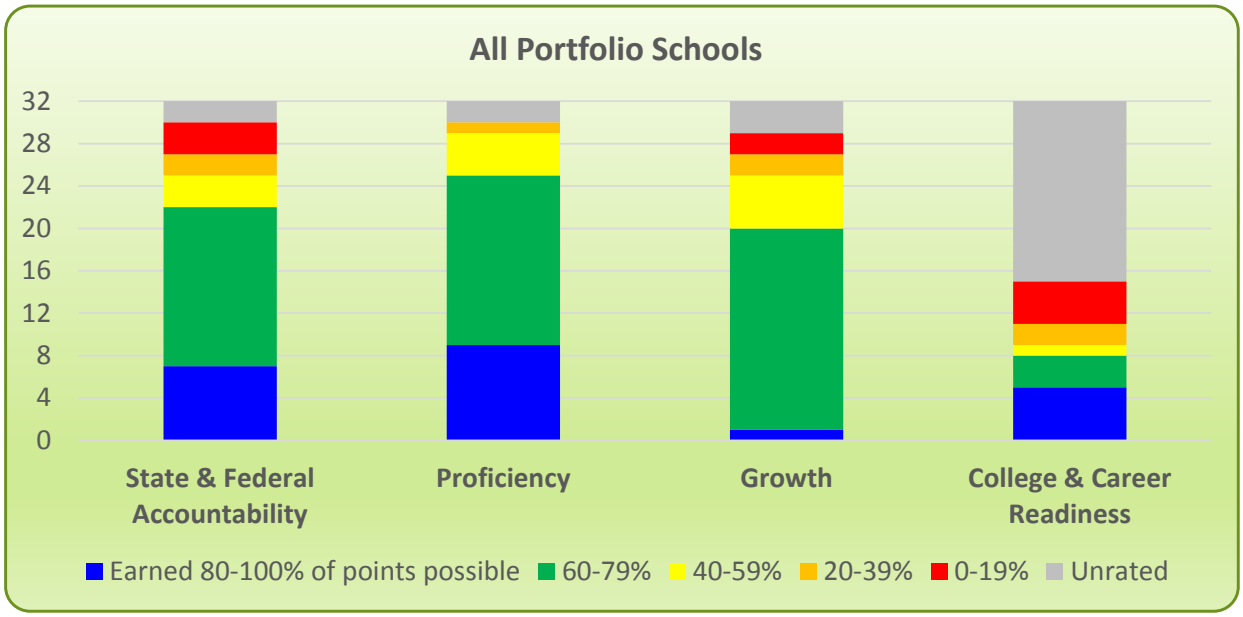
6% of the 32 schools achieved very low scores, resulting in a Critical designation, while 19% fell into Remediation. These schools will have until at least spring 2017 to improve their outcomes before being considered for renewal.

The unrated schools are those that opened in Fall 2013, and therefore have no test results for the prior year.

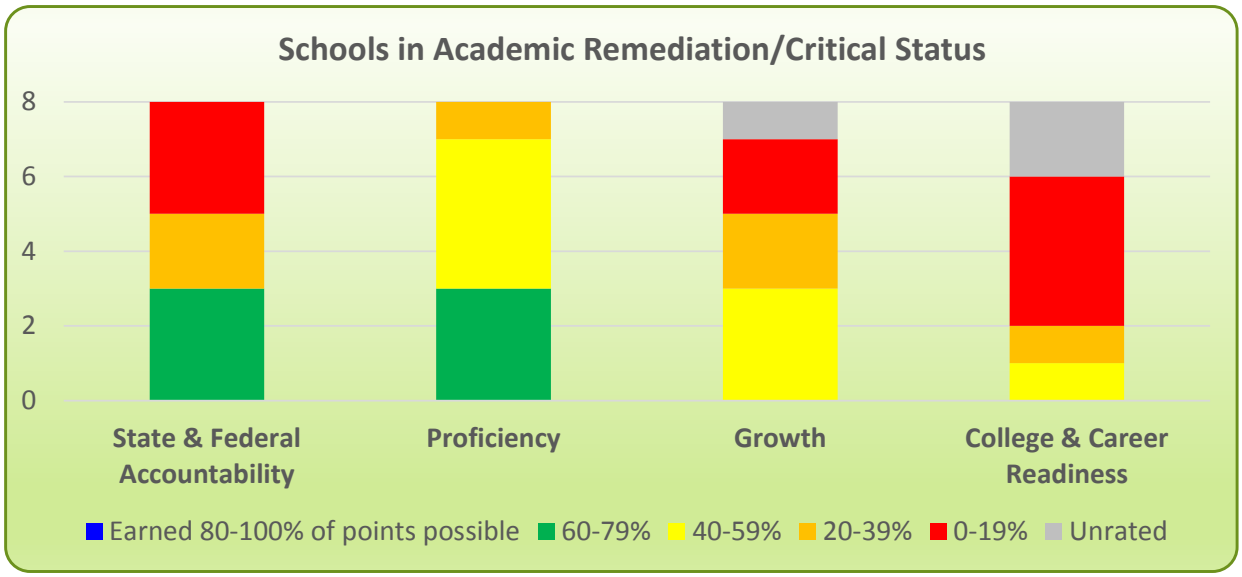
Schools that had been in operation more than five years at the time of testing tended to show stronger academic results. This result is likely multi-factorial.

Individual schools hone their educational programs over time. Also, schools with poor academic outcomes are more likely to close. Two of the PCSC-portfolio schools that closed in recent years were among the lowest academic performers; one was in its 5th year of operation and the other in its 7th.





Among all portfolio schools, proficiency is an area of greater strength than growth. (Both criterion-referenced and norm-referenced growth are considered.) College & Career Readiness appears to be the weakest category; however, it is important to note the small number of schools whose outcomes are reflected above. Many PCSC portfolio schools do not offer high school grades, and many that do are not scored on some or all of the indicators due to insufficient sample size. Additionally, several of these high schools serve at-risk or high-needs populations.



The eight schools that earned accountability designations of Remediation or Critical struggled most with growth and post-secondary measures. Individual schools' reports should be examined to understand the context of these results, which in some cases are related to small sample size or targeted student demographics.

SAT Results

SAT results offer additional perspective regarding schools' academic outcomes.

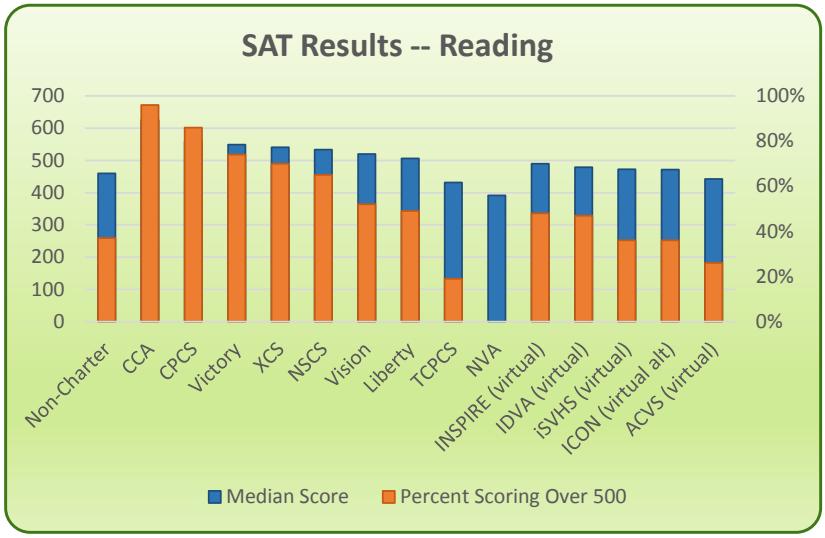
Comparison of the blue bars against the left axis will show the median SAT score for each subject's students. Comparison of the orange bars against the right axis will show the percentage of students that scored over 500, a level generally identified as "college ready."

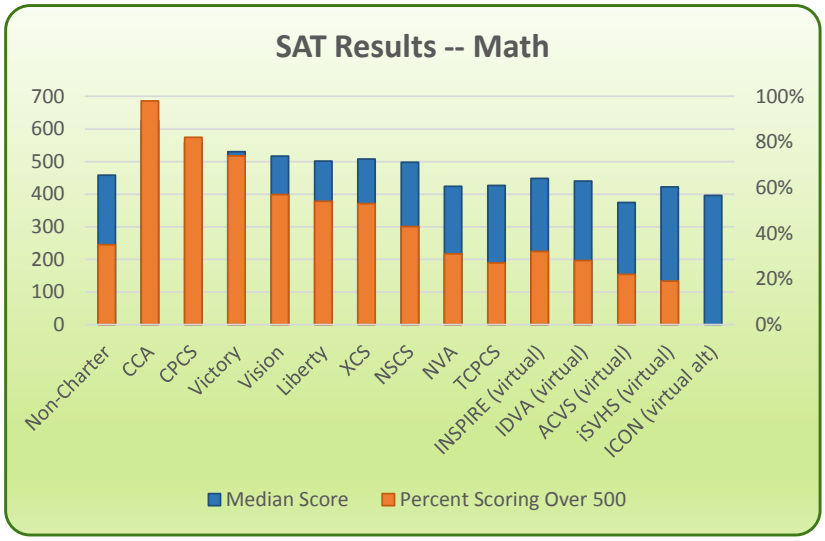
The charts on this page reflect 2014 data for 11th graders who participated on the regular test date.

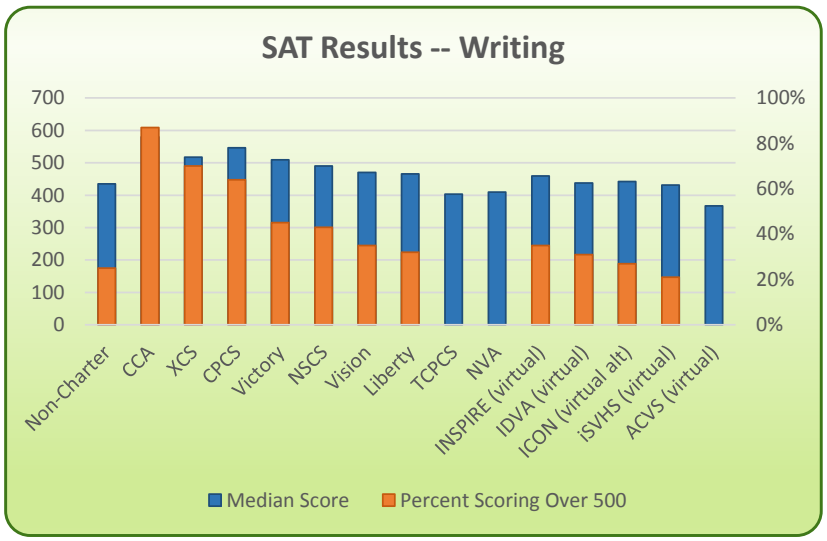
Data in categories with very small sample sizes are excluded. (This is the reason that some PCSC portfolio schools are not shown; it is also the reason that some schools appear to have 0% of students scoring over 500, when the result is actually between 0% and 11%.)

The "non-charter" subject represents all non-charter schools statewide, combined. It is important to consider that the sample size for this category (16,201) is significantly larger than the sample sizes for the individual schools (ranging from 16 to 137.)

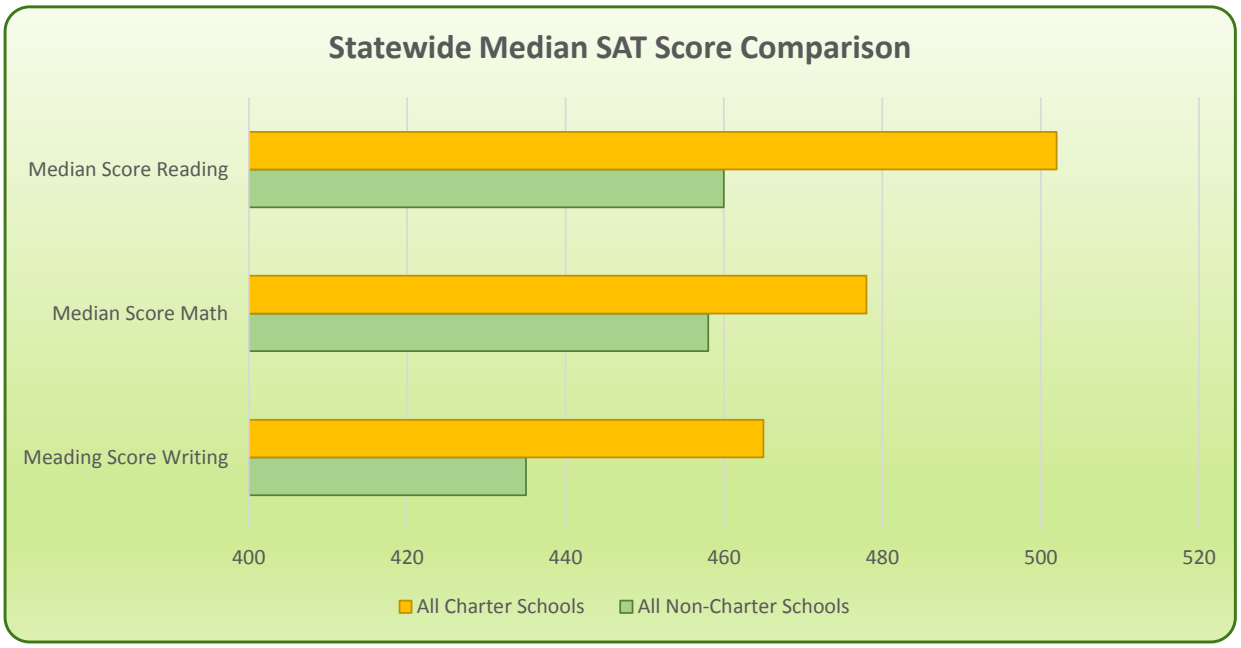
As the charts illustrate, most PCSC portfolio schools are performing well by comparison to the statewide average in terms of both median score and percentage of students achieving over 500.

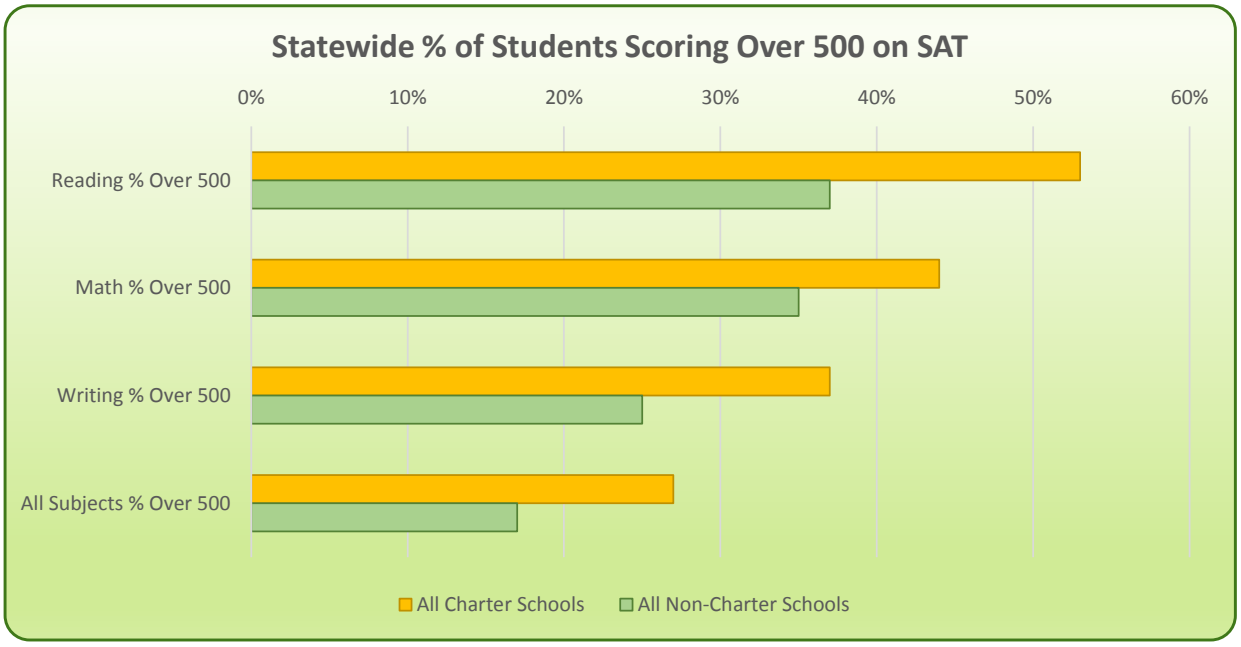






The following charts compare SAT results for all public charter schools (both district-authorized and PCSC-authorized) to results for all public non-charter schools. Like the charts on the previous page, these reflect 2014 data for 11th graders who participated on the regular test date. The non-charter category included 16,201 students; the charter category included 786 students.





Operational Outcomes

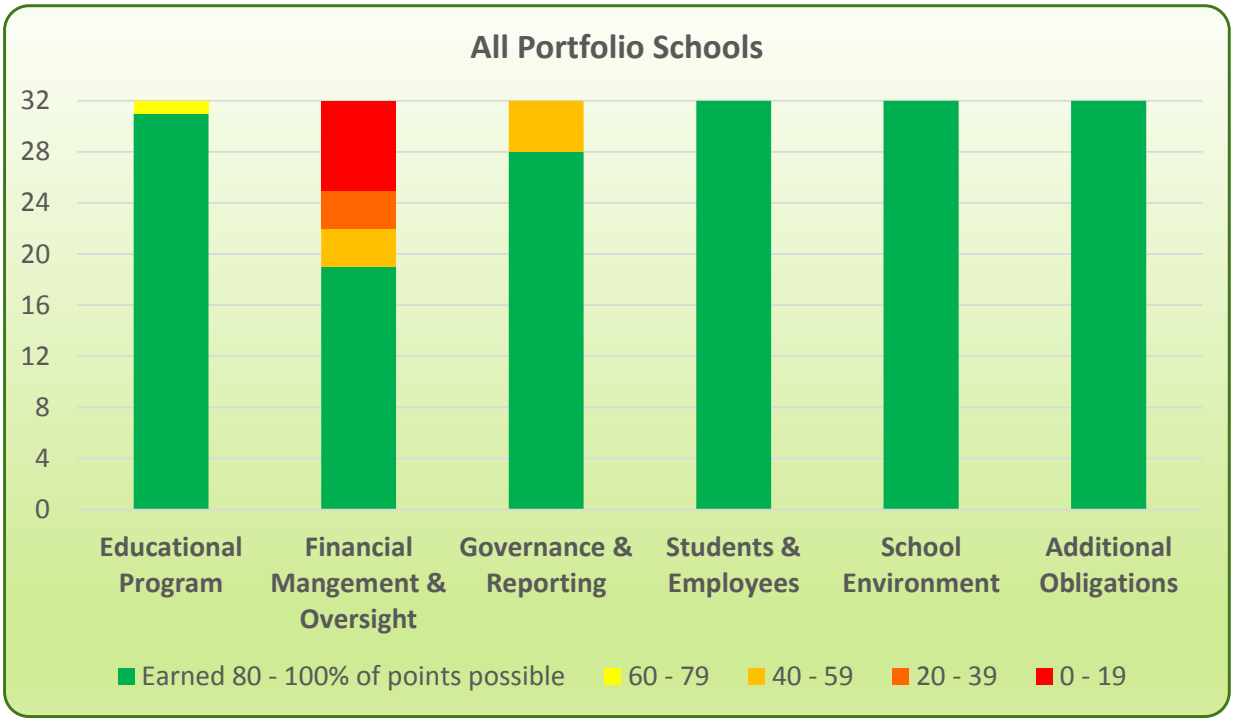
The operational section of the framework assesses a range of management and compliance outcomes.

Most of the measures are designed to reflect not only a school's level of compliance, but also the expediency with which any occasions of non-compliance were resolved.

For example, a school that had special education findings during the year, but proceeded to correct them, will score higher than a school that failed to correct such findings. Similarly, a school that turned in one late report will score higher than a school whose reports were consistently tardy.

Of the 3 schools (9%) rated in Remediation status, all struggled with late reporting and fiscal audit findings. These areas also proved problematic for many schools with higher accountability ratings.

In most cases, improved results appear to be attainable by increased attention to due dates and professional development for business management personnel.



Financial Outcomes

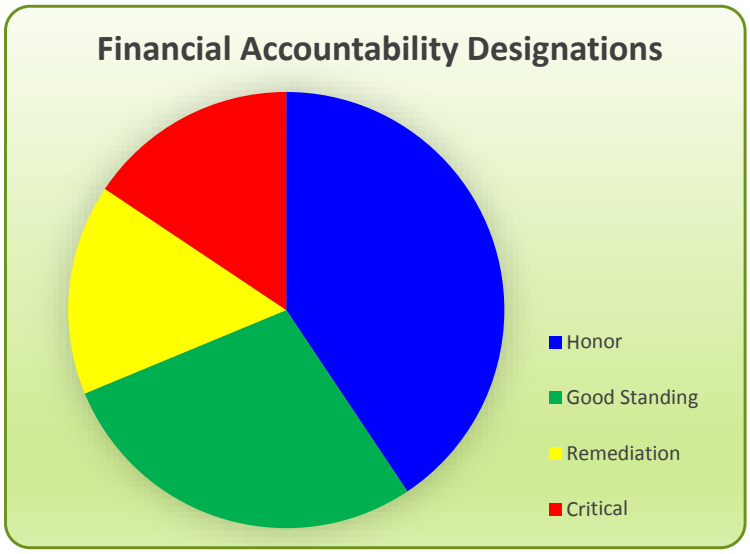
Idaho's public charter schools received $93,142,181 in state funding during FY14.

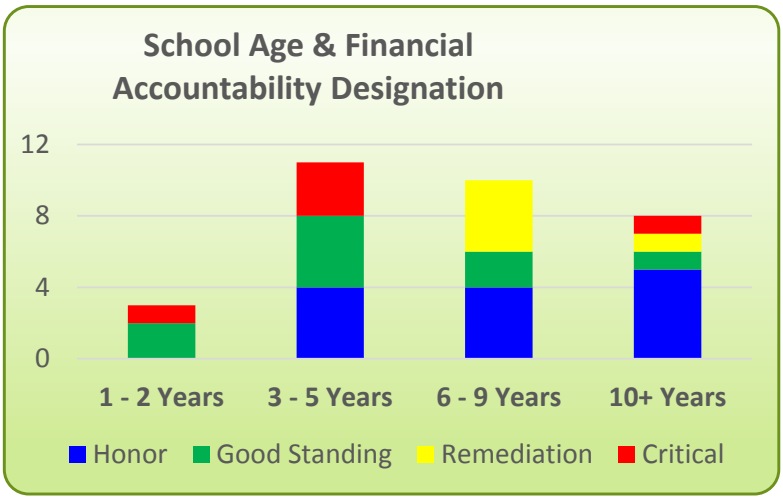
Finances represent one of the most common areas in which public charter schools struggle, both in Idaho and nationwide. The Center for Education Reform's 2011 "The State of Charter Schools" report indicated that about 47% of charter school closures occurred for financial or facility reasons, compared to 19% for academic and 34% for operational or other causes. More recent reports indicate a shift toward closures based on academic shortcomings.

The PCSC's performance framework evaluates schools' near-term financial health and long-term viability. "Near-term" generally refers to the fiscal year following the audit, while "sustainability" refers to the school's viability two or more years in the future. Data is taken mostly from independent fiscal audits, in addition to unit calculation worksheets and ISEE reports.

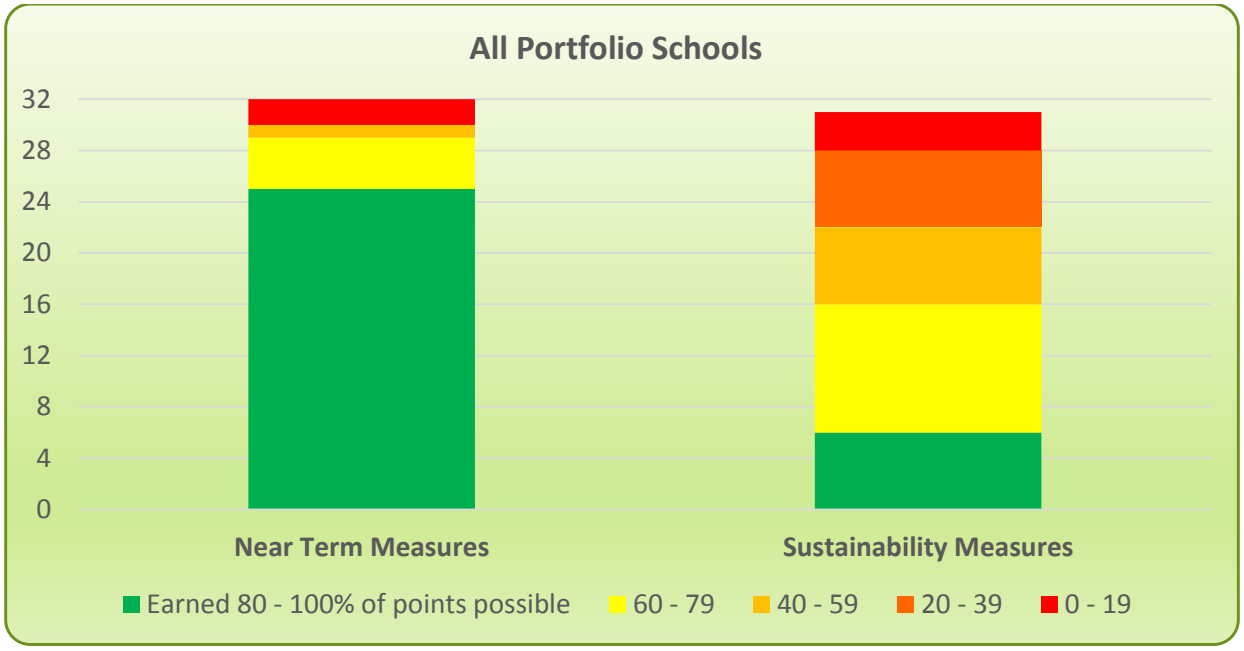
While the financial measures in the framework serve as an excellent starting place for evaluating schools' financial status, context is critical to full understanding of a school's viability. The data provided here represents scores only; contextual information is available in the individual schools' reports.

The financial status of PCSC portfolio schools ranges widely. A minority of schools face substantial concern, while 69% are presently in Honor or Good Standing status.

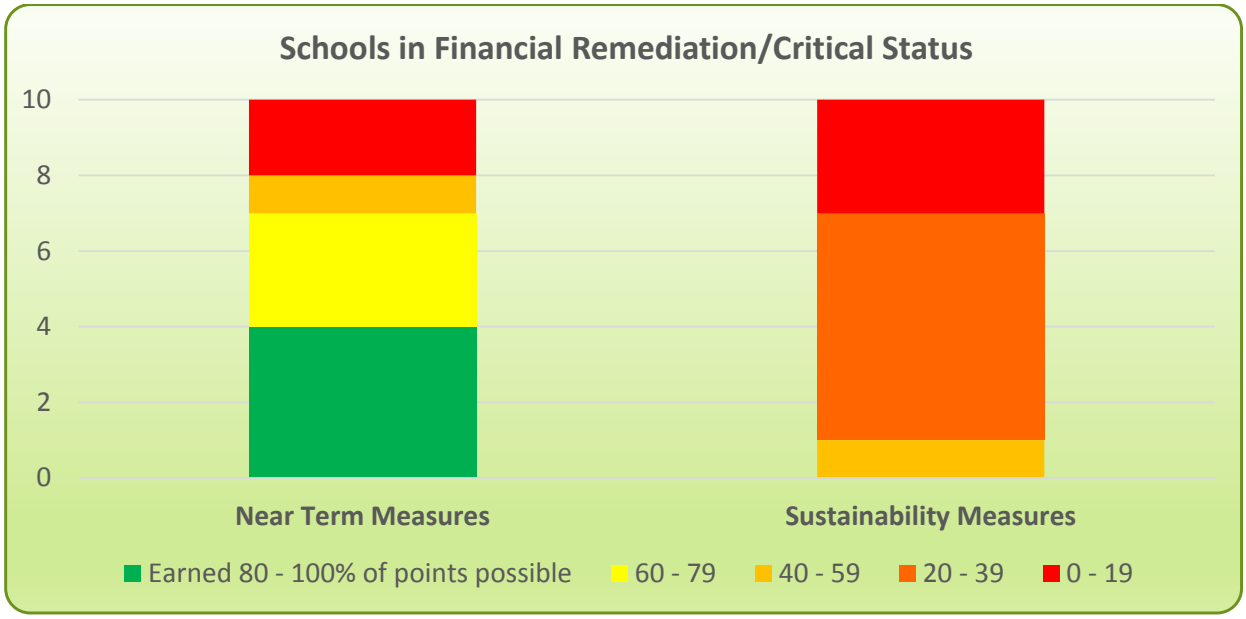




School maturity may be a factor in financial stability. PCSC portfolio schools in their 3rd to 5th years of operation currently have the highest rate of difficulty. However, 25% of the portfolio's oldest schools also earned low scores. Due to the small numbers of schools involved (<11 per category), these statistics should be evaluated with caution.



The majority of PCSC portfolio schools score well on near-term measures. Financial sustainability is of greater concern, with nearly half of schools earning fewer than 60% of points possible in this category. .



All ten schools falling into the accountability designations of Remediation and Critical face sustainability concerns. 70% of these schools appear to have positive near-term prospects.

Looking Ahead

During 2014, the PCSC benefitted from an extensive evaluation by the National Association of Charter School Authorizers (NACSA). Made possible by a federal grant, the evaluation took place over several months and included a site visit, extensive document review, surveys, and interviews.

The review team considered the PCSC's work in light of national best practices, focusing particularly on five areas: Application Decision Making, Performance Management Systems, Performance-Based Accountability, Autonomy, and Organizational Capacity.

The reviewers presented their findings to the PCSC in August 2014, and the NACSA Authorizer Evaluation Report is available online at chartercommission.idaho.gov. The PCSC has considered NACSA's recommendations and responded by prioritizing specific tasks for completion over the next several years, in addition to the ongoing work associated with petition evaluation, school oversight, and high-stakes decision-making.

The highest priorities include the development and amendment of PCSC policy to reflect updated legislation; support of the State Board of Education's efforts to increase PCSC staffing and budgetary capacity; updating of pre-opening requirements; and design of annual performance reports.

Secondary priorities include development of new tools such as petition templates and evaluation rubrics; revision of petitioning processes specific to experienced school operators; and consideration of possible statutory amendments to facilitate quality authorizing.

Long-range priorities include the creation of an onboarding program for new commissioners; implementation of annual strategic planning and self-evaluation processes; and engagement of external reviewers for petitioners and schools.

A few of these tasks have already been completed, many more are underway, and the rest will be advanced as expediently as capacity allows. In the meantime, the PCSC values opportunities to engage with Idaho's education stakeholders and remains committed to its role in the continuous improvement of Idaho's charter school sector.

> "The PCSC has made significant strides in aligning itself to national best practices and improving the authorizing environment in Idaho… The success of the performance management system will depend heavily on the PCSC's ability to implement the certificate and framework with fidelity, as well as providing clear and ongoing communication to schools regarding expectations."
>
> NACSA Authorizer Evaluation Report, August 2014

August 21, 2014

NACSA Authorizer Evaluation Report

Authorizer

Idaho Public Charter School Commission

Board Chair

Alan Reed

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Evaluation Scope

This evaluation is designed to provide authorizers a reflective, formative look at their current authorizing policies and practices in relation to NACSA's *Principles & Standards for Quality Charter School Authorizing*. The evaluation process and this report serve as an opportunity for an authorizer to reflect upon the strengths of its authorizing program and determine how best to focus time and energy on areas where the program could be improved.

Consistent with NACSA's *Principles & Standards for Quality Charter School Authorizing*, this evaluation focuses on and is organized according to the following five guiding questions:

1. Does the authorizer approve applications based on applicants' demonstrated preparation and capacity to open and operate a quality charter school?

2. Does the authorizer have effective systems for establishing and monitoring school performance expectations and holding schools accountable as necessary to protect student and public interests?

3. Does the authorizer have rigorous, appropriate standards by which it holds schools accountable for results? Are decisions made with the intent to maintain high standards and protect the students' and the public's interests?

4. Do schools have the autonomy to which they are entitled?

5. To what extent do the organizational structure and systems support quality authorizing practices and forward the authorizer's mission?

The contents of this report are a culmination of a process involving analysis of authorizer policy and practice. NACSA gathers evidence that informs our assessment through an extensive document review, surveys, interviews, and a site visit. We explore each guiding question in detail and present the authorizer with analysis of the applicable standards and recommended actions for strengthening the future work of the authorizing office.

Rating Categories

Authorization quality is rated in two categories:

Established

Refers to the authorizer's practices as set out "on paper" whether by policy, protocol, or other means. It also addresses the way that the authorizer communicates information about its practices to relevant stakeholders within the authorizing agency and to schools. This category rates the authorizer based on what it plans to do.

Applied

Refers to the authorizer's practices as applied. This category rates the authorizer based on what it actually does, in practice.

Within each part of the evaluation, the rating categories are defined more specifically with respect to the authorizer's responsibilities in that area.

Rating System

For each category (established or applied), the authorizer receives a rating as follows:

Well-Developed

Commendable in that it meets or exceeds NACSA's *Principles & Standards*.

Approaching Well-Developed

Fundamentally sound in that it contains most aspects of a well-developed practice but requires one or more material modifications to meet NACSA's *Principles & Standards*.

Partially Developed

Incomplete in that it contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of satisfying NACSA's *Principles & Standards*.

Minimally Developed

Inadequate in that the authorizer has minimally undertaken the practice or is carrying it out in a way that falls far short of satisfying NACSA's *Principles & Standards*.

Undeveloped

Wholly inadequate in that the authorizer has not undertaken the practice at all or is carrying it out in a way that is not recognizably connected to NACSA's *Principles & Standards*.

About the Authorizer

The Idaho Public Charter School Commission (PCSC) is an independent statewide commission whose mission is to ensure 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 authorizing practices to ensure the excellence of public charter school options available to Idaho families. The PCSC is one of fourteen authorizers in the state and is the largest authorizer within Idaho. Other authorizers include a variety of districts with portfolio sizes ranging from one school to three schools. In the recent statutory amendment that was adopted in June 2013, the legislature granted universities the right to apply to become authorizers. Idaho currently has 50 charter schools, of which 35 are authorized by the PCSC. The PCSC's portfolio currently serves 11,700 students, which equates to 4 percent of the state's public school student population.

The PCSC was established in 2004 and is composed of seven members who are appointed by the governor, speaker, or pro tempore. The commission has no budget or direct staff but is supported through the Idaho State Board of Education office. The board of education (BOE) is responsible for oversight of all public education in Idaho but has no direct authority over the PCSC. The board does hear appeals of the commission's decisions.

When the PCSC was created in 2004, the BOE's executive director was designated to serve as secretary of the PCSC. Mike Rush is the current executive director of the BOE. In 2011, a PCSC director position was created to serve as the executive director's designee and act as secretary to the commission, as well as act on behalf of the PCSC to enforce the charter school statute. A program manager and a part-time administrative position (currently vacant) report to this director. Tamara Baysinger is the current director of the PCSC. The commission has approved three schools for fall 2014 and recently, in June, recommended one school for dissolution.

Executive Summary

Ratings Summary

	Established	Applied
1 Application Decision Making	Partially Developed	Minimally Developed
2 Performance Management Systems	Partially Developed	Partially Developed
3 Performance-Based Accountability	Approaching Well-Developed	Partially Developed
4 Autonomy	Approaching Well-Developed	Partially Developed
5 Organizational Capacity	Partially Developed	Partially Developed

Key Facts and Findings and Recommended Actions

The PCSC has made significant strides in aligning itself to national best practices and improving the authorizing environment in Idaho. The June 2013 statutory amendment has enabled the PCSC to create a performance-based accountability system with a comprehensive performance framework and a detailed performance certificate. The newly created performance certificate has the potential to become the centerpiece of a strong, performance-driven authorizing program. The PCSC has begun the process of clearly delineating school and authorizer roles and responsibilities. The success of the performance management system will depend heavily on the PCSC's ability to implement the certificate and framework with fidelity, as well as providing clear and ongoing communication to schools regarding expectations.

The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. Forty percent of the academic measures cover a school's performance on a set of mission-specific measures. This represents a strong commitment to an individual school's uniqueness, but also a great challenge for implementation. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure.

In addition, the amended law requires an authorizer to implement a renewal process as part of the charter life cycle. Thus, the PCSC should now focus on developing policies and practices for renewal that comprehensively evaluate charter schools and consistently and transparently maintain a high standard for school performance under its authority.

- **RECOMMENDATION**: Create and implement a comprehensive system for ongoing oversight, evaluation, and intervention that allows for accountability over the course of each charter's term.
- **RECOMMENDATION**: Adjust the performance framework so that mission-specific goals play a less-prominent role.
- **RECOMMENDATION**: Staff should work to develop a well-structured renewal process aligned to the terms of their performance framework. As described in the NACSA *Principles & Standards*, components include:

- Clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal. These should be aligned with the criteria in the performance certificate.
- A cumulative performance report that summarizes the school's performance record over the charter term and states the authorizer's summative findings.
- Requirement that any school seeking renewal apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

The PCSC has the largest portfolio of schools authorized in Idaho. They continue to receive new applicants and great interest from those who seek to operate a charter school in the state. The PCSC has implemented a petition evaluation rubric (PER) to assess applicants' quality and capacity but has not yet developed a request for proposals (RFP) that is unique to them as an authorizer. This inherent disconnect creates challenges in terms of strategic authorizing, setting expectations for petitioners, requesting information in addition to statutory requirements, and conducting independent reviews. The current process outlined in statute requires an initial review by the state department of education and tends to be more compliance driven than quality driven. Due to the limited staff capacity as well as the nature of the commission's composition, applicants are led through the process with much handholding, leaving evaluators with lingering questions as to the capacity of the applicants being approved and taking an inordinate amount of time away from necessary authorizing functions—particularly troublesome given the office's limited staff.

- **RECOMMENDATION**: Address obstacles to running a quality petitioning process. This may involve legislative changes or collaboration with other authorizers and should result in the PCSC independently setting clear standards for quality that will increase new schools' chances for success and allow the PCSC to obtain the content needed for a quality application in a streamlined format.
    - Work to establish a clear and transparent petitioning process which includes: a detailed RFP, use of internal/external expert review teams, and an aligned rubric that indicates the expectation that the standard in each category be met.
    - Once clear standards for petition quality and content have been set through an aligned RFP process and PER, discontinue the practice of staff providing substantive technical assistance to petitioners.

The authorizer, despite limited resources, deploys resources effectively and efficiently toward achieving its mission and high-quality authorizing practices; however, many critical functions of authorizing are currently under-resourced. In order to maintain the momentum upon which the essential foundations of the authorizer are being built, the vacant administrative position needs to be filled and additional full-time employees need to be added. The authorizing staff does an excellent job of managing the multiple functions of authorizing and taking the office in an accountability-focused direction, but there are key practices and policies that are lacking in order to ensure a quality portfolio, and their creation and implementation will require resources beyond those currently available.

- **RECOMMENDATION**: Fill open positions and allocate additional staff resources to accountability and ongoing oversight and monitoring.

1

Application Decision Making

Does the authorizer approve applications based on applicants' demonstrated preparation and capacity to open and operate a quality charter school?

Established:
Partially Developed

Applied:
Minimally Developed

Summary Assessment

In terms of established policy, PCSC authorizing staff have developed a detailed rubric for use in assessing applications (referred to as petitions) and, in some instances, communicating expectations to founding groups. Recent improvements to practice have also occurred in the form of a commission-adopted policy stating that no petitions will be approved unless they achieve a score of "2 – meets standards" on all petition evaluation rubric (PER) components. However, critical components of an established process, such as the employment of highly qualified petition review teams made up of internal and external evaluators and use of a formal request for proposals (RFP), are missing. In addition, parts of the PER could be better defined in order to set quality standards and establish clear expectations in all categories. While authorizing staff are generally aware of these shortcomings and cite a lack of financial resources and complications caused by the Idaho charter law (e.g., the PCSC must accept applications referred by traditional school districts), these obstacles prevent the PCSC from functioning at the level required by the NACSA *Principles & Standards* and must be addressed either through changes in policy at the state level or cooperation between all authorizers to establish acceptably high standards for petition review and approval.

As applied, the PCSC's record of application decision making appears weak at best, with a great majority of petitions approved—often despite significant shortcomings. While, as noted above, the PCSC recently adopted a policy to approve only petitions which meet standards on all rubric components, it bears noting that a similar policy had been in place in the past and was largely disregarded. Sample documents from this time period indicate that the commission at times went against its own policy, as well as staff recommendations and approved applications that did not meet standards on all PER components. This in turn caused staff to waive certain critical PER requirements, as the petition had been approved and they were no longer useful for decision making. In addition, PCSC staff spend a considerable amount of time reviewing petition documents and providing feedback and technical support to founding teams, absorbing time and resources that could be spent on other key authorizing functions. While a recently adopted policy to limit the number of opportunities for staff review and feedback is a move in the right direction, this type of in-depth assistance is a drain on staff time, limits the benefits of the petitioning process as a test of founding team capacity, and causes confusion and frustration for applicants who are

frequently uncertain about where the true standard lies. Furthermore, both PCSC staff and commission members recognize that this process has at times resulted in petitions that have been revised with the help of PCSC staff so as to appear fit for approval, despite the fact that the founding team remains ill-equipped to open and operate school. An important step in clarifying the petitioning process and reducing frustration for both PCSC authorizing staff and founding teams will be to develop and implement a request for proposals (RFP) that contains specific directions and quality standards.

Recommended Actions

- Address external obstacles to running a quality petitioning process. This may involve legislative changes or collaboration with other authorizers to allow the PCSC independently to set clear standards for quality that will increase new schools' chances for success.
- Work to establish a clear and transparent petitioning process which includes: a detailed RFP to uniformly communicate standards to petitioners, use of internal/external expert review teams, and an aligned rubric that indicates the expectation that the standard in each category be met. See recent best practice examples such as the Indiana Charter School Board Application for New School Operators and/or Washington State Charter School Commission Request for Proposals.
- Follow adopted policies with regard to approving only those petitions that meet established standards for quality.

1.1 Application Materials and Process

The authorizer provides clear guidance and requirements regarding application materials and submission requirements and runs a clear and well- structured application process with realistic timelines.

Established:
Partially Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: The PCSC has not adopted a formal RFP process. Staff note that the establishment of such a process has been hampered by the fact that most new charter applications, called petitions, are first sent to public school districts, and that the PCSC must review all petitions and thus does not intend to use an RFP to recruit specific types of schools. While an authorizer may use an RFP to state its strategic priorities—even while continuing to accept all petitions—perhaps the most important function of an RFP is, as set forth in NACSA's *Principles & Standards*, to articulate "comprehensive application questions…and provide clear guidance and requirements regarding application content and format." The authorizing environment is also somewhat unique in that the Idaho State Department of Education (SDE) must conduct a "sufficiency review" prior to the application being sent to any authorizer for potential approval. Applicants must look for information from both the PCSC and SDE in order to have the most complete picture of requirements, which causes not only confusion for petitioners, but inconsistencies throughout the review process.

At the present time the detailed PER serves as the PCSC's primary point of written communication regarding requirements. Some components of the rubric are well developed and include phrasing that allows for judgment of quality (e.g., uses terms such as *clear*, *comprehensive*, *appropriate*, etc.); however, without defined RFP criteria, petitioners must rely on individual communications with staff to determine the level of depth and detail desired in each area.

APPLIED: Overall, the petitioning process as applied requires further written definition of quality standards and a removal of staff obligations to provide substantive assistance to founding teams. Petitions are accepted on a rolling basis but are subject to timelines set forth in law regarding speed of review as well as a reasonable minimum length of time from approval to opening. Due to a recent policy change staff will provide no more than two reviews per petition, a far more limited basis than used previously and a step in the right direction. However, as noted above, this practice of providing substantive feedback, combined with lack of definition around standards, constitutes a double blow to the petitioning process: falsely improving weak petitions while robbing the strongest of the ability to demonstrate their capacity to meet rigorous criteria.

RECOMMENDATIONS

- Review and revise rubric language around quality expectations.
- Develop a clear RFP process and quality expectations.
- If sufficiency review requirements remain in place, work with the SDE to ensure that communication is clear. This may include creating a graphic depiction, posting links to SDE information on the PCSC webpage, etc.

1.2 Educational Program

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed educational program, including the vision and mission statements, educational philosophy, curriculum and instruction, teaching skills and experience, calendar and daily schedule, target population, enrollment, and plans for educating students with special needs.

Established:
Approaching Well-Developed

Applied:
Minimally Developed

Analysis

ESTABLISHED: As noted above, the PCSC requirements and evaluation criteria are formally communicated through the use of a detailed PER. As an RFP has not yet been created, the language of the charter school law and provisions of the evaluation rubric stand as the sole identifiers of quality standards. The rubric addresses: Educational Philosophy, Educational Program Goals, Educational Thoroughness Standards, Special Education Services, and Dual Enrollment, which collectively address all NACSA educational program requirements (listed at left). Most, but not all, educational program rubric sections include opportunities to evaluate quality through language such as, "goals reflect high standards," "includes specific strategies, appropriate plans," etc. However, in some areas rubric criteria around quality are required only to exceed the standard, while a school can be considered to be meeting the standard based simply on covering all required items.

APPLIED: Although individual educational program requirements are generally established in the PER, sample documents provided by PCSC authorizing staff indicate that proposed schools are not always held to the standards set forth in established materials. In the sample evaluation rubric for the Idaho College and Career Readiness Academy (IDCCRA) application, a number of items pertaining to the educational program were not met; however, rather than the application being denied in accordance with PCSC policy, the items were simply disregarded by the commission and the application was approved, counter to staff recommendations. This led staff to waive items as the rubric was no longer relevant to the decision making process. For example, despite the fact that the IDCCRA was unable to document sufficient interest in and demand for the school as required by the evaluation rubric, this section was left unscored with a note reading, "Though the 20 families gathered does not represent strong market interest, PCSC staff have designated this item as nonessential/not related to the approval conditions established by the PCSC." This uneven treatment of requirements sends mixed signals to schools and negates the useful nature of the evaluation rubric itself. Reluctance to set and hold schools to clear market interest and enrollment requirements appears to be having a material impact on the number of PCSC schools able to experience a healthy opening. At the recently observed June meeting of the PCSC, the commission members requested quarterly enrollment reports from several start-up and operational schools that are struggling with enrollment figures far below budgeted projections.

RECOMMENDATIONS

- Establish and articulate minimum quality standards for all rubric criteria.
- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC from approving schools to open that are unlikely to succeed.

1.3 Organizational Plan

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed organizational plan including the effective governance and management structures and systems (including staffing); founding team members demonstrating diverse and necessary capabilities; and understanding of legal requirements related to opening and operating a charter school.

Established:
Partially Developed

Applied:
Minimally Developed

Analysis

ESTABLISHED: The PCSC PER contains criteria pertaining to a number of organizational elements, including governance and management, staffing, and certain legal requirements such as articulating appropriate admissions policies. However, with regard to organizational plan elements, the rubric primarily focuses on the presence of required items, with little opportunity for PCSC staff or commission members to approve or deny petitions based on actual quality as long as items are included. An example can be found in the "meets standard" language around management that states, "Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors, and support staff." As long as a plan is provided and includes the listed items, the school will be meeting the standard, even if the plan is nonsensical, poorly developed, or highly unlikely to result in a functional organization. While authorizers must exercise caution to avoid restricting application approvals to only those using familiar ideas and organizational concepts, an allowance for some degree of assessment around likely success is necessary in order to protect student and taxpayer interests.

The PER does not establish requirements around founding team memberships and capabilities but *does* require that board members reflect diverse experience and skills sets.

APPLIED: The sections of the PER related to the organizational plan had strengths and weaknesses that aligned to those of the educational program. In general, allowance for the evaluation process to add value by determining the likelihood of school success were inconsistent, as some rubric categories included opportunities to assess quality and others did not. Similarly, while the PCSC staff generally used the rubric as designed, in a number of instances, categories where the applicants did not meet the standard were designated "nonessential/not related to the approval conditions established by the PCSC." This treatment included a number of sections in the operational area, such as the plan for smooth transition from founding to governing board, as well as the plan for training students and parents in the use of hardware and software. The discounting of the latter item was of particular concern given that the school in question was a virtual school which would appear to make training on hardware/software especially germane. This issue speaks to the need for an increase in decision alignment and shared standards between PCSC commission members and staff as detailed in section 1.7, as these areas were waived by staff only *after* the commission had approved the petition.

RECOMMENDATIONS

- Establish and articulate minimum quality standards for all rubric criteria.
- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC from opening schools that are unlikely to succeed.

1.4 Business/Financial Plan

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed business plan including financial viability of the plan demonstrated through budget projections that are aligned with the proposed educational program.

Established:
Approaching Well-Developed

Applied:
Minimally Developed

Analysis

ESTABLISHED: The PCSC's business/financial plan requirements are consistent with the overall quality of the PER. Criteria as established are strong, with requirements for a "comprehensive marketing plan, including goals, tasks, timelines, expenses, and responsible individuals," annual external audit assurances, budget and assumptions for the first three years of operations, financial oversight policies, documentation of intended contract services and business partnerships, and more. In contrast to the educational and organizational sections described above, nearly all items related to the financial plan include quality criteria (e.g., realistic fund raising, demonstrated understanding of proper fiscal oversight, etc.). Despite not being contained in an RFP, the criteria and evaluation requirements overall are thorough and rigorous, although the budget and financial information requested could be more detailed. It is worth noting that although the business/financial plan is examined during the application process, this does not appear to correlate with strong outcomes as new schools are not held to their projected enrollment levels or financial plans.

APPLIED: While the business and financial sections of the evaluation rubric include strong requirements, application of these established parameters is compromised by issues similar to those cited in the educational and operational sections above. Sections are at times determined to be "nonessential/not related to the approval conditions established by the PCSC" without a clear justification. However, the item that most clearly poses a challenge to the true viability of new schools is the lack of appropriate linkage between a school's budgeted enrollment projections and what the founding team provides in terms of demonstrated interest from the school's target market. Without strong public interest, even the most professionally presented school budget may prove wildly inaccurate.

A review of decisions and observation during the June PCSC meeting indicated that requests for additional financial information are frequent and that the commission has directed staff to issue letters of concern regarding fiscal status for a number of schools, some within their initial years of operation. While a careful review of a school's financial and business plans cannot root out all potential causes of difficulty, it appears that linking the robust analysis of foundational financial policies and documents to a more thorough examination of the school's target market and demonstrated community support may help prevent weak schools from being approved only to falter upon opening. As the PCSC works to align its practices to the requirements of the newly adopted performance certificate and performance framework, also ensuring alignment between the application process and future school requirements will be critical.

RECOMMENDATIONS

- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC against accusations of favoritism.
- Strengthen the link between the assessment of financial and business plan documents and the data that will ultimately back them up (e.g., enrollment figures).

1.5 Capacity

The authorizer has thorough requirements and rigorous criteria for evaluating the applicants' capacity to implement the school plan effectively, including but not limited to a substantive in-person capacity interview with all qualified applicants.

Established:
Approaching Well-Developed

Applied:
Minimally Developed

Analysis

ESTABLISHED: The PCSC has formally adopted a helpful policy regarding the acceptance and review of new charter school petitions. The policy provides reasonable timelines for review (in compliance with I.C. § 33-5205) and notes that the PCSC will hold an initial hearing on a petition within 75 days of its receipt. Petitions are reviewed by PCSC staff using the PER which is currently the sole source of documentation regarding the PCSC's criteria/expectations for application quality. Authorizing staff review of petitions is conducted in advance of the commission's consideration. PCSC authorizing staff have also created a founder/board member interview template that includes questions on critical topics such as understanding of appropriate roles and responsibilities, background/expertise, financial literacy, and level of involvement with the proposal both in the past and planned. Every petitioner group receives an interview and a summary of results is provided to the PCSC members along with other relevant materials.

The PCSC's application review rubric is detailed and covers nearly all NACSA-indicated application sections. The only weakness in the tool itself is a failure to consistently articulate rigorous quality standards rather than simply checking to ensure items were covered in some form. Adopted PCSC policy dictates that only applications achieving a score of "2 – meets standards" or above in all areas will be approved.

APPLIED: As noted above, the PER is uniformly used to evaluate new school applications; however, at times critical flaws in petitions have been overlooked and petitions approved, even against staff recommendations. This practice greatly diminishes the value of the adopted policy and process and has at times led to the approval of proposals that were unlikely to succeed. Interviews with commission members and staff also indicated a degree of reluctance to establish and hold to rigorous quality standards in some areas (i.e., establishing minimum enrollment levels in line with schools' projected budgets) in an effort to avoid denying an applicant that *might* succeed. While it is critical for authorizers to allow for some degree of uncertainty, it is equally critical to protect the interest of students and taxpayers who will pay (in terms of learning or money) for schools that struggle. The role of the authorizer is to allow only those schools with a high likelihood of success to open—the burden of proving that likelihood must rest exclusively with founding teams.

Additional difficulties with applying rigorous quality standards include the fact that PCSC staff have historically been called upon to provide extensive technical assistance, frequently reviewing four or more iterations of a proposal, each time helping founders to improve the content of their application. While this was done knowing that the application would ultimately gain approval and become the charter, current changes to Idaho's charter law have opened the door to significant improvements in this area. In the future, it will be critical that applications are allowed to succeed or fail based on clearly established criteria and that staff spend as little time as possible 'coaching' founders. Commission decisions should reflect a measured examination of whether a petition is likely to result in a successful school.

RECOMMENDATIONS

- Minimize the time staff spend coaching founding teams.
- Ensure decision alignment with PCSC policy and quality standards.
- Engage external reviewers in the petition review process.

1.6 Priorities and Application Adaptations

The authorizer adapts the "basic" application as necessary based on identified needs including specialized applicant types that are commonly received and/or desired program types.

Established:
Undeveloped

Applied:
Undeveloped

Analysis

ESTABLISHED: The PCSC currently has no formal application/RFP and relies on the provisions establish by statute, the SDE, and, to a lesser extent, traditional public school districts. The PCSC's PER currently provides the only documentation of the commission's specific expectations.

APPLIED: Given that no formal application exists, opportunities for adaptation and recognition of specialized applicant types do not exist. It is worth noting that the PER does make some adjustments/accommodations for applicants intending to contract with an education service provider (CMO/EMO) as well as applicants intending to start a virtual school.

RECOMMENDATION

- Adopt an official application/RFP which can be adapted as needed based on specialized applicant types, programs, and PCSC priorities. Given the current provisions of Idaho's charter law, this may need to be done in concert with legislative changes and/or collaboration with other authorizers.

1.7 Decision Alignment

The authorizer makes application decisions that are informed by and align with documented evidence and analysis of the extent to which the plan satisfies approval criteria and the extent to which applicants demonstrate strong preparation and capacity to establish and operate a quality charter school.

Established:
Approaching Well-Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: As noted in the sections above, the PCSC has recently established a policy regarding the rubric score required for application approval (must meet standards in all areas) and the information to be provided to commissioners, including the petition itself, and completed PER. While the PCSC appropriately reserves the right to adjust PER scores if needed, the adoption of a policy stating that the commission will only approve applications which meet certain specifications is a strong step toward quality decision making.

APPLIED: PCSC staff go above and beyond to ensure commission members are informed regarding petition decisions. In addition to providing commissioners with the petition document and PER, staff also provide a carefully and clearly crafted recommendation document which includes a discussion of the application's strengths/weaknesses, impact of various decisions, staff comments, and proposed phrasing of motions for all potential decision options.

In practice, commission members appear to struggle with balancing the restrictions of the charter law with the need to establish the types of priorities and standards likely to produce successful schools. At present, it appears that PCSC authorizing staff lean toward aligning work to national standards of quality and best practice, while commission members favor an approach more focused on the current statewide context which tends to be softer and allow more variability in the quality of proposals. While many decision making bodies struggle with this juxtaposition, research and experience indicate that students are best served when only petitions with a high probability for success are approved and strong ready-to-open criteria are in place.

Interviews with the commission and staff indicate that substantial common ground does exist in terms of understanding the role of the authorizer as providing oversight rather than technical support or assistance, as well as the fact that communicating and utilizing clear review criteria will assist all parties by minimizing frustration and eliminating surprises for petitioners. It will be critical for staff and commission members jointly to identify a quality framework and philosophy to which they subscribe and establish decision-making points around items such as financial requirements and acceptable enrollment levels which appear to plague portfolio schools.

The commission's track record of decision making is uneven at best, with most schools (75 percent in the last three years) receiving approval—even if numerous hearings were required due to poor application quality. In several cases, petitions were denied following multiple hearings, only to be reconsidered and approved at a subsequent meeting. In many of these cases, approval decisions were made counter to staff recommendations and adopted policy, causing frustration for staff and mixed messages for schools.

RECOMMENDATIONS

- Explore areas where authorizers may use their judgment to develop policies and practices that best serve the community and are in keeping with legislative intent.
- Uphold established policies around application decision making.
- Examine the track record of approved schools versus their application and use the data to inform development of quality enrollment, founder capacity, etc.

1.8 Transparency

The authorizer has transparent processes for both application evaluation and application decision making.

Established:
Approaching Well-Developed

Applied:
Approaching Well-Developed

Analysis

ESTABLISHED: The processes in place for petition evaluation and decision making are publicly available and highly transparent. The PERs filled out by staff are made available to schools, commission members, and the general public through packets posted on the PCSC website. The established policy around application review and approval is also available on the PCSC website, along with the PER, and are thus accessible to all interested parties.

The primary challenge to transparency comes through the complications presented by the current iteration of the Idaho charter law, which requires a sufficiency review conducted by the SDE and makes it difficult for the PCSC to establish its own RFP process. Currently no clear, written documentation of the linkage between the SDE, school district, and PCSC processes is available to schools.

The extensive coaching/feedback discussions had between PCSC staff and founding teams may also be considered to reduce transparency, as outside parties would not always be able to access their content and ascertain their influence on the application and subsequent approval/denial.

APPLIED: The PCSC staff does an exceptional job of presenting application/evaluation materials in an accessible way via its website. Information from past PCSC meetings is archived online and remains available to the public for years after a decision is made.

The challenges to transparency described above mean that stakeholders must navigate a winding path in order to determine where the bar for application quality will be set. In the words of one leader, attempting to understand the application process was "horrible, not because of the people involved, but because there were some big holes in the process…[we] had to keep rewriting and coming back…there was lots of guesswork involved."

RECOMMENDATIONS

- Remove barriers to establishing a clear PCSC RFP and/or work with district authorizers to promote a collaborative common application approach with shared standards for approval.
- Develop a graphic depicting the steps of the process and providing more direct links to useful portions of the SDE website and encourage the SDE to do the same for the PCSC.
- Continue the strong practices already in place with regard to providing information to the public.
- Minimize the time staff spend coaching founding teams.

2

Performance Management Systems

Does the authorizer have effective systems for establishing and monitoring school performance expectations and for holding schools accountable as necessary to protect student and public interests?

Established:
Partially Developed

Applied:
Partially Developed

Summary Assessment

The PCSC is in the midst of a major transition involving the implementation of statutory changes which will dramatically alter the amount, type, and schedule of information that will need to flow to PCSC authorizing staff. As the past year has been largely devoted to the herculean task of negotiating performance certificates (contracts) with all 35 portfolio schools, current monitoring and reporting systems remain largely the same as those from years past and will require significant changes in order to align with the requirements articulated in each school's performance certificate.

The PCSC's extremely low staff-to-school ratio impacts the office's ability to monitor schools effectively at every point in their life cycle. Current ready-to-open practices lack depth and clear standards around what constitutes acceptable preparation, and capacity constraints make it impossible for PCSC authorizing staff to conduct ready-to-open visits for all new schools. Similarly, while established closure protocols are well developed, the application of these protocols would be extremely difficult given their time-consuming nature. As noted above, systems for ongoing monitoring are ambitious but have not yet been developed and implemented. PCSC authorizing staff are clearly committed to holding schools to high standards and have plans to put in place a high-quality performance management system; however, evaluators are concerned about whether the ability to first create and then implement such a system will be realistically possible without addressing capacity issues.

Recommended Actions

- Ensure that policies and procedures around document submission are clearly communicated and align with the needs of the newly adopted performance certificate and performance framework.
- Create and implement policies to address the needs of schools performing at the highest and lowest ends of the spectrum, including intervention and revocation policies to assist in communicating clearly with struggling schools, as well as policies around differentiated oversight to lift reporting burdens where possible for high-performing schools.

2.1 Contracting

The authorizer executes a charter contract for each school that clearly articulates the rights and responsibilities of each party.

Established:
Well-Developed

Applied:
Approaching Well-Developed

Analysis

ESTABLISHED: The PCSC is in a unique situation given that changes to the Idaho charter school law in 2013 substantially altered the authorizer role and allowed the use of a formal contracting process for the first time. Over the past two years, the PCSC has implemented a contract, referred to as a performance certificate, for each school. As of the June 2014 commission meeting, all of the schools within the PCSC portfolio had signed contracts.

The performance certificate articulates the rights and responsibilities of both the authorizer and charter school and establishes parameters such as the contract term, preopening requirements, board composition, operational and financial requirements, governing board role and responsibilities, authorizer role and responsibilities, and more. The contract includes a section on the Educational Program which defines the essential design elements of the charter (which would require an amendment if changed), grades to be served, mission, and other key components. The contract also outlines provisions around termination, nonrenewal, and revocation, including a description of the required dissolution process. Specific academic, organizational, and financial expectations are set forth in the school performance framework, which is included as an appendix to the contract.

APPLIED: Discussions with PCSC staff, executive director of the Office of the State Board of Education, Mike Rush, as well as school leaders indicate that PCSC staff did an exceptional job of moving all 35 authorized schools through the process of understanding the contract and developing performance goals, taking the time to meet with each school on multiple occasions. School leaders stated that the process was "very helpful" and that being held accountable to the finished document is "what they [the charter] should be about," indicating a strong amount of buy-in. Despite opportunities to provide feedback, a few stakeholders indicated that they had remaining concerns about the financial framework and whether it would fit their school. Ongoing communication will be necessary, particularly during the initial implementation phase, to ensure that all authorized schools understand the rationale behind framework measures.

RECOMMENDATION

- Moving forward, consider ways to streamline the contracting process and minimize the need for multiple meetings/calls with each school.

2.2 School Opening

The authorizer ensures that approved schools are prepared adequately for opening.

Established:
Partially Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: Preopening requirements include some components of best practice but stop short of ensuring that new schools are prepared to open successfully. New charter schools authorized by the PCSC must follow the established preopening requirements for newly approved public charter schools, including attendance at SDE trainings, provision of enrollment, facilities, and calendar updates, a final one-year budget and cash flow document, policy manual, and special education assurances among other things.

The PCSC also requires that schools include a preopening timeline as part of their petitioning process and update the timeline by May 31st of their opening year. However, the level of detail required of the founders in meeting the timeline expectations is minimal and intended to be filled in entirely by the founding team, and aside from the May 31st update, the PCSC does not conduct monitoring check-ins. Developing schools are expected to provide a preopening update, including many of the documents noted above, as well as a completed charter school dashboard and prepared presentation for the PCSC during a commission meeting.

Due to lack of staff capacity, no provision is made for visiting new school sites prior to opening or for preventing a new school from opening if enrollment is insufficient or there appears to be a lack of preparation. The performance certificate does make clear that the authorizer may prevent an unprepared school from opening by acting on or before July 20th. Given concerns about the quality of some approved applications noted in section 1, exercising additional oversight in this area is critical to ensuring that only schools with a high probability of success are able to open.

APPLIED: The PCSC's staff members faithfully implement the school opening procedures adopted by the commission. Discussions with PCSC staff indicate that they are aware of the minimal nature of timeline requirements, but at the current juncture they are relying, in part, on the start-up timeline provided by the SDE to provide a level of quality control. Staff appeared open to the idea of ready-to-open visits but recognized that at the present level of staffing such visits are simply not feasible. Staff also noted that they have discussed the idea of establishing cut-points for key issues such as enrollment but currently determine ability to open on a case-by-case basis. Given the number of PCSC schools currently struggling with enrollment issues, it is clear that a firm, evidence-based enrollment policy is necessary.

RECOMMENDATIONS

- Develop quality standards and deadlines around key start-up activities, such as achieving adequate enrollment levels, securing facilities, and other items that have a high correlation to a school's ability to open successfully.
- Align PCSC start-up timeline requirements with those of the SDE and national best practices.
- Consider ways in which information about new schools' start-up processes can flow more frequently without creating a burden for schools or PCSC staff.

2.3 Ongoing Monitoring	Analysis
The authorizer has an effective process for monitoring education, financial, and organizational performance of the schools it authorizes. Established: Partially Developed Applied: Partially Developed	ESTABLISHED: Given the PCSC's current two-member staff, the monitoring strategy the office plans to deploy is ambitious; however, also worth noting, opportunities for close, proactive monitoring within the office's current structure are extremely limited. As noted above, changes to Idaho's charter school law in 2013 have dramatically altered the way in which authorizers do their work. As a part of moving to meet the requirements of the updated law, the PCSC adopted formal, performance-based contracts with each of its schools, and as a result, some established policies and procedures are in flux. As stated in the Authorizer Monitoring Process and Required School Reporting document, due to "operating under new statutory requirements, actual policies and procedures have not yet been developed." However, the PCSC plans to: • Conduct annual site visits to each school, • Review annual reports from each school (including academic, financial, and organizational information), • Assess each school against its performance certificate, • Examine each school's annual audit, SDE reports, and board membership changes, and • Review additional information from schools as needed. In addition, staff intend to continue having schools give an annual update presentation to the PCSC and will be developing further ongoing monitoring processes to align with yet-to-be-developed renewal policy and procedures. It is unclear whether the submission of additional financial documents will be required. APPLIED: The PCSC finalized its last round of performance certificates in June 2014 and thus is only beginning to implement planned monitoring activities. Staff note that they often feel as if they are "operating in triage mode" and have limited opportunities to conduct the type of ongoing monitoring necessary to proactively catch and address issues. Staff also expressed some concern over whether the planned monitoring cycle would prove realistic given their extremely low staff-to-school ratio (currently 2:35). Further, much work remains to be done as most components of the ongoing monitoring system have yet to be updated to align with performance certificate requirements. This issue is examined in greater detail throughout section 3: Performance-Based Accountability. RECOMMENDATIONS • Create a differentiated oversight and monitoring plan aligned to performance-based accountability measures. Such a plan would allow for closer monitoring of struggling schools (perhaps including additional touch-points or report submissions), while allowing high performers an additional degree of earned autonomy (which would be removed if performance levels are not maintained). • Develop monitoring policies and procedures, including a submission calendar that will optimize staff ability to conduct oversight in a timely, proactive fashion. • Work with SDE and schools to streamline data formatting and collection in order to reduce staff time requirements.

2.4 School Intervention/Revocation

The authorizer has effective policies and practices for school intervention and revocation and conducts merit-based interventions, including revocation where appropriate, in response to clearly identified deficiencies in the school's record of educational, organizational, and/or financial performance.

Established:
Undeveloped

Applied:
Partially Developed

Analysis

ESTABLISHED: At the present time, no formal intervention policy or revocation guidelines exist. In the past, Idaho charter law required authorizers, including the PCSC, to issue notices of deficiency for any deviation from the charter as established in the accepted petition. However, after recent changes to the law the PCSC is no longer required to follow this policy.

The PCSC's contracts and accompanying attachments specify that schools will be held accountable for outcomes and may be closed for underperformance but do not include specific information on how schools can expect to be notified of subpar performance.

APPLIED: While the PCSC has not adopted a formal intervention policy and no longer uses the Notice of Defect process formerly required by law, it has begun issuing letters of concern to schools with serious deficiencies. However, given that these notices are not connected with guidelines for when they will be issued or what must be done in order for such a letter to be lifted, room for confusion remains. Over time, schools may question why one organization received a letter for a violation (which may have justifiably been viewed as more serious by the PCSC) and another did not. Articulating, to the extent possible, the process by which the PCSC intends to exercise judgment in such matters may help build schools' trust and dispel any rumors of unequal treatment.

Similarly, with regard to revocation, the PCSC has only begun using its newly adopted performance framework and has not had the opportunity to communicate fully how/when deficiencies may lead to revocation. At its June 2014 board meeting, the PCSC voted to issue a notice of intent to revoke based on a school's failure to achieve accreditation as required by the performance certificate. This was a critical step but did not leverage the performance framework criteria to the fullest extent, as noted in section 3.4 below. The PCSC staff wasted no time in posting a frequently asked questions document providing information to any interested parties regarding the rationale for the decision and anticipated next steps. While not a formal policy, this practice of providing timely information to stakeholders is to be commended and will assist the remaining PCSC schools in understanding how the performance certificate is being implemented.

RECOMMENDATIONS

- Create intervention and revocation policies.
- Continue the practice of providing transparent and timely information to all stakeholders when a revocation decision is made.

2.5 Renewal

The authorizer runs a well-structured renewal process including clear requirements, a meaningful opportunity for the school to present information and respond to the authorizer's findings, clear communication, and prompt notification of decisions.

Established:
Undeveloped

Applied:
Undeveloped

Analysis

ESTABLISHED: As noted in the PCSC's Authorizer Data Summary, "between July 2004 and July 2013, Idaho's charter school statute did not require or permit renewals. Recently adopted statute now requires renewals. Initial renewal decisions for all existing schools must be made between 2016 and 2019. PCSC schools will be considered for renewal between 2017 and 2019 due to standardized testing changes that will result in lack of data for the 2014–15 school year."

At the present time, PCSC staff have not yet developed the renewal process, in part due to the fact that other substantial changes to the law—such as the requirement to implement performance certificates—demanded more immediate attention.

APPLIED: As noted above, the process does not yet exist and thus has not been applied.

RECOMMENDATION

- Staff should work to develop a well-structured renewal process aligned to the terms of their performance framework. As described in the NACSA *Principles & Standards* components include:
  - Clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal. These should be aligned with the criteria in the performance certificate.
  - A cumulative performance report that summarizes the school's performance record over the charter term and states the authorizer's summative findings.
  - Requirement that any school seeking renewal apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

2.6 Closure

Following nonrenewal, revocation, or voluntary return of the charter, the authorizer has an effective plan for and ensures orderly closure of schools.

Established:
● Well-Developed

Applied:
◐ Partially Developed

Analysis

ESTABLISHED: The contracts recently adopted for all PCSC authorized schools include basic information regarding closure in cases of nonrenewal, termination, and revocation. The contract also makes clear that while the board of the charter school has the authority and responsibility to conduct the winding up of school affairs, it is expected that any closing school "shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents."

Embedded in the contract as appendix I is the Idaho Public Charter School Commission Closure Protocol finalized in August 2013. The protocol is comprehensive and provides board members with a wealth of information on the necessary steps to take in the event of school closure. A school following the closure protocol would successfully wind down operations while also easing the transition for families and keeping the authorizer abreast of progress.

APPLIED: Given that performance certificates for PCSC schools were only adopted over the course of the past year, and that the closure protocol was finalized less than one year ago, it is unsurprising that these new policies and procedures have not yet been utilized. Staff appear prepared to make appropriate use of the closure protocol, though as noted in other areas, due to limited capacity it is anticipated that the time-intensive work of overseeing a closing school will place a strain on already full schedules.

2.7 Transparency

The authorizer communicates to schools and the public clearly and consistently regarding expectations for and status of school performance including formal reporting on school performance and status at least annually.

Established:
Approaching Well-Developed

Applied:
Approaching Well-Developed

Analysis

ESTABLISHED: PCSC staff have shown a commitment to transparency in this area through their adopted policies and intended implementation. The performance certificates include a statement indicating that "the school shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually." Discussion with PCSC staff indicates that this requirement will be fulfilled by filling out the performance framework annually and sharing results with both schools and commission members. As the commission is subject to open meeting law, these reports will become public information at the time they are brought before the board.

At this time, not all elements of the framework for conducting these annual performance reviews has been established, thus it is difficult to determine whether the timeline, format, and context supplied will be sufficient to keep the public and schools fully informed. It is worth noting that the PCSC has a track record of posting its board meeting materials, including supporting documents, in a way that is easily accessible, searchable, and sensibly organized for interested members of the public.

The PCSC does not currently provide information on a portfolio level and does not presently have established systems in place for formally communicating with the full portfolio of schools on a regular basis.

APPLIED: School leaders who had participated in the development of their schools' performance frameworks and contracts indicated that there were ample opportunities to review the documents in their draft form and provide feedback. PCSC staff also noted that dialogue with the schools during this time was explicitly designed to be transparent and build buy-in.

As noted above, the PCSC has a strong track record of presenting documents to the public in a clear and transparent manner but could develop further in terms of consolidating information for public consumption. School leaders noted some degree of confusion around the implementation of processes/timelines for collecting and inputting information pertaining to performance frameworks. While this is likely due to the fact that staff are still working to develop this information, ensuring that schools are aware of progress and anticipated completion timelines is critical to supporting an accurate understanding of expectations.

RECOMMENDATIONS

- Particularly during this time of transition and development of new policies and procedures, work to keep schools informed through regular progress updates.
- Maintain strong practices around the accessibility of key documents via the PCSC website.
- Work toward public reporting that provides a comprehensible overview of portfolio performance as well as school-level performance.

3

Performance-Based Accountability

Does the authorizer have rigorous, appropriate standards by which it holds schools accountable for results? Are decisions made with the intent to maintain high standards and protect the students' and the public's interests?

Established:
Approaching Well-Developed

Applied:
Partially Developed

Summary Assessment

The performance certificate process has been a challenge for all involved stakeholders, including the commission members, authorizing staff, school leaders, and board members. The development included numerous opportunities for stakeholder buy-in and was driven by a need to the define roles and responsibilities for both the schools and the authorizer. Interviews with school staff demonstrated that the process led to higher engagement and a deeper understanding of the performance expectations but that questions remain about implementation and expectations. Amidst the questions and concerns in the field, the PCSC set precedent in the recent June commission meeting by making a key decision based on a school's failure to meet the conditions within its own performance contract. The PCSC's recent decision to begin the revocation process for Odyssey Charter School demonstrates a commitment to utilizing the performance certificate process and the commission's own accountability system to guide high-stakes decisions.

With the recently amended state statute and rules, the PCSC is in the process of developing related policy and procedures. The PCSC has recently adopted a performance framework to guide its performance management and accountability decision-making process. As established in law, the PCSC is required to use the goals established in the performance framework and codified in each school's performance certificate to guide renewal and revocation decisions. At this time, although performance certificates have been adopted for all schools, it remains to be tested how high-stakes decisions will be made and whether or not the PCSC will adhere to the established metrics and measures. There are positive signs that the PCSC is starting to apply the performance certificate requirements when making high-stakes decisions. As exemplified by the Odyssey Charter School intent-to-revoke process, the PCSC in June 2014 took the formal steps to proceed with revocation for the school's failure to comply with material terms of the performance certificate. In doing so, the PCSC demonstrated a keen ability to follow an established condition dictated by law and policy and make a challenging decision that not only establishes a precedent, but also demonstrates a commitment to accountability-driven practices.

The performance framework does establish educational, organizational, and fiscal performance standards by which it intends to hold schools accountable. Sixty percent of the total score is accounted for using the same academic metrics that apply to all Idaho public schools. The remaining 40 percent is based on a school's performance on a set of mission-specific measures. This represents both a strong commitment to an individual school's uniqueness but also a great challenge for implementation. The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure. Because the implementation is new and has yet to be utilized to make any high-stakes decisions, an evaluation could not be completed as to the alignment of standards and actions.

Recommended Actions

- Create a performance framework report that is appropriate for all schools, transparent for all stakeholders, and a guide for high-stakes decisions.
- Adjust the performance framework so that mission-specific goals play a less-prominent role.

3.1 Educational Performance

The authorizer holds schools accountable for academic performance using objective and verifiable measures, established in the charter contract or performance framework, that address, at a minimum, student achievement, student growth, and postsecondary success as the primary measures of school quality.

Established:
Approaching Well-Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. Sixty percent of the total score is made up of metrics that apply to all Idaho public schools. The remaining 40 percent is based on a school's performance on a set of mission-specific measures. This represents both a strong commitment to an individual school's uniqueness and a great challenge for implementation. The PCSC provides mission-specific goal guidance, and schools are left with a lot of flexibility to develop and adopt these particular measures. The PCSC spends time negotiating with each individual school when developing these metrics, and it is unclear how the mission-specific goals are aligned to the larger framework and accountability system. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure.

While the PCSC does have quantitative educational standards related to measures of absolute proficiency, growth, college and career readiness, and comparative performance, the framework is limited in terms of its charter-specific accountability system. The performance framework does have comparative academic standards that track charter performance vs. traditional public schools, as NACSA would recommend. The standards, aligned to statewide metrics, do not set a higher bar for charter schools, and high school–specific measures are extremely limited.

APPLIED: In practice, it is unclear how the PSCS will use the academic measures and metrics within the framework to make high-stakes decisions and what the implications will be for schools meeting academic measures but failing mission-specific measures. Although there is a clear percentage weighting associated with these categories, the 40% distribution for mission specific measures demonstrates an over reliance on these factors as compared to academic performance data. Commission members see data regarding the schools in their portfolio, but it is not evident how this data is used to drive decision making. It was evident to evaluators that there needs to be a well-developed system for collecting and analyzing the educational performance data at both the staff and commission levels in order to evaluate the performance framework and make high-stakes decisions (see section 2 for more detail).

As noted in section 2, evaluators found that PCSC has not yet utilized the academic framework to guide high-stakes decisions. While the academic measures do correlate to a scoring system, intervention policies or related closure or revocation guidance has not been created. The performance framework and performance certificate have the potential to cause confusion and anxiety among stakeholders if it is not made explicit how the standards will be applied and how the measures will be integrated into the monitoring system.

RECOMMENDATIONS

- Create comparative academic standards that assess charter school performance related to all peer schools.
- Adjust the performance framework so that mission-specific goals play a less-prominent role.

3.2 Financial Performance

The authorizer holds schools accountable for financial performance using appropriate near-term and sustainability measures, established in the charter contract or performance framework, as the primary indicators of a school's financial viability.

Established:
Approaching Well-Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: The PCSC's financial performance indicators are clearly delineated within the performance framework. The performance framework aligns with national best practices and includes key ratios such as current ratio, unrestricted days cash, debt to asset ratio, and debt service coverage ratio. The financial performance indicators measure both near-term and sustainability metrics. The performance certificate requires annual audits and appropriate financial controls.

Idaho state law grants authorizers the authority to not renew a charter school based on a violation of any part of its performance certificate. It further enables an authorizer to refer to the SDE a school that appears to be in danger of not remaining fiscally viable for further review and payment schedule modification. SDE can modify a school's payment schedule so that funding can be dispersed in installments rather than a one-time, front-loaded schedule. This check and balance accounts for monitoring and financial oversight of taxpayer dollars when notices of concern are issued. Further policies and procedures need to be developed to enable all stakeholders to understand how these determinations would be made and how financial stability will be monitored and evaluated.

In the absence of a clear policy relating to measures that call for PCSC action for issues related to financial viability, the PCSC runs the risk of reacting to schools' financial problems when they become dire, as opposed to proactively holding them accountable through standards to prevent financial instability and demonstrate fiscal viability.

APPLIED: It is unclear to evaluators how the PCSC will collect and analyze the financial information for each school. While the PCSC does provide a three-year budget template for existing schools to submit at the time of the annual review, it doesn't align to a renewal cycle or charter term. Details and a review process are lacking. In addition, the PCSC does not have consistent financial reports that are collected, reviewed, and analyzed. Evaluators witnessed a commission meeting that looked at the preopening financial health of multiple schools, and with each school, requests were made for financial reports without specificity and without clarity of purpose.

Schools are unclear about the implications of the financial performance indicators and how they will be applied to a monitoring and oversight process. Schools do not know what is expected of them in terms of financial reporting requirements nor any potential interventions related to the financial measures.

RECOMMENDATIONS

- Implement a financial intervention ladder or monitoring policy that correlates to the financial performance indicators.
- Create a financial reporting schedule that aligns with high-stakes decision making.

3.3 Organizational Performance

The authorizer holds schools accountable for compliance with organizational performance requirements established in the charter contract or the performance framework, including educational program requirements, governance and reporting, financial management and oversight, and operational requirements related to students, employees, and the school environment.

Established:
Approaching Well-Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: PCSC's new performance framework incorporates various and appropriate measures to effectively examine organizational performance which are aligned to NACSA's *Principles & Standards.* The PCSC's performance framework addresses expected components related to organizational performance through evaluating the educational program, financial management and oversight, governance and reporting, student and employee rights, the school environment, and a catchall for any additional obligations. The performance certificate further outlines additional annual requirements for all schools as related to enrollment, facilities, attendance, etc. The performance certificate gives ample latitude for the PCSC to request and require reports related to the governance and operations of the school, yet it does not clearly delineate specific required reports or how the reports will be used to determine the operational and organizational health of a school.

APPLIED: As applied, the PCSC does not yet have a comprehensive system for monitoring the organizational performance and compliance with the required measures, and thus it is difficult to determine whether and how the information collected will ultimately be used by the commission. Evaluators found evidence that commission members have historically collected, reviewed, and considered synopsis reports from both staff and outside school evaluators. Because high-stakes decisions have not yet been made, it is difficult to ascertain whether or not the information found in the reports and collected were critically assessed or used to guide challenging decisions. As such, with the performance certificate process, the commission members have an opportunity to use predefined data points to guide decisions.

While the performance framework does indicate that the operational indicators comprise a secondary element of review during the renewal process, the PCSC has yet to develop a clear definition of severe or systemic noncompliance. In addition, it has not yet correlated these standards to their system of intervention or high-stakes decision making.

RECOMMENDATION
- Develop and correlate to a system of intervention and decision making a definition of severe noncompliance.

3.4 Decision Alignment

Authorizer makes accountability decisions that are informed by and align with documented evidence and analysis of the extent to which the school satisfies performance expectations. The analysis presented to decision makers is of high quality and the merits of the decisions themselves show decision making is based on thoughtful analysis, ensuring that only the charter schools that meet or exceed expectations are in operation. (Note: this section focuses on decisions by the authorizer other than the application, which is addressed in 2.7.)

Established:
Partially Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: Limited evidence exists demonstrating the alignment between accountability decisions and performance expectations. Between 2004 and July 2013, Idaho law did not permit or require renewals. While there were school closures, schools closed for reasons that were not related to the current performance-based accountability system. As such, the commission has not yet used performance measures for high-stakes decisions.

A clear intervention, renewal, or revocation policy has not yet been developed. There are no standards describing the process that will occur if the performance certificate or performance framework standards are not met. As described in sections 3.1, 3.2, and 3.3 above, this needs to take place for the academic, organizational, and fiscal requirements.

APPLIED: In practice, the PCSC is starting to apply the performance certificate requirements when making high-stakes decisions. As exemplified by the Odyssey Charter School intent-to-revoke process, the PCSC in June 2014 took the formal steps to proceed with revocation for the school's failure to comply with material terms of the performance certificate. In doing so, the PCSC demonstrated a keen ability to follow an established condition dictated by law and policy and make a challenging decision that not only establishes a precedent but also demonstrates a commitment to accountability-driven practices. This decision also demonstrated a commitment to using the accountability system to guide decisions. While this is a clear best practice, it will be essential to convey the decision to all stakeholders and frame it in a way that connects to the larger performance-based accountability discussion. In addition, the PCSC needs to ensure that all stakeholders understand what standards Odyssey failed to meet, what other factors indicated an at-risk assessment, and what due process and procedural rights were afforded to the school.

RECOMMENDATIONS

- Ensure alignment between performance expectations and high-stakes accountability decisions.
- Create key message points related to high-stakes decision making.

4

Autonomy

Do schools have the autonomy to which they are entitled?

Established:
Approaching Well-Developed

Applied:
Partially Developed

Summary Assessment

The PCSC fundamentally understands its role as authorizer and believes that it is tasked with affording its schools the autonomy to which they are entitled while holding them accountable based on the law and the terms of their contract. The PCSC roots its actions in law and has worked diligently to create a system that focuses on outcomes, allowing the schools the maximum flexibility with inputs. In interviews with the director, commission members, and several school administrators and board members, evaluators heard that upholding autonomy is being discussed more frequently and openly since they began instituting performance certificates. Idaho charter school law is clear in the autonomies afforded to charter schools and clearly delineates the laws and regulations all charters must follow. The PCSC has evolved over time from being an authorizer who was overly compliance driven, to a commission that dialogues about, engages in, and strives for a balance between autonomy and accountability. Oversight remains integral to the authorizing practice, but there is an evident shift away from a self-recognized tendency to be nitpicky toward a system focused on performance management.

The implementation of the performance framework and the performance certificates indicates a move toward a structured accountability system, but the system is new and not yet fully established. All of the schools as of the June 2014 commission meeting are operating under a performance certificate, but as they are not yet fully implemented, it is difficult to ascertain whether or not the autonomies granted by law to schools will be upheld by the authorizer and how the accountability designations will affect and correlate to high-stakes decision making.

Recommended Actions

- Continue to move toward outcome-based accountability by establishing a correlation between standards and evaluation.
- Create an amendment process aligned to the accountability designations.
- Align oversight to all high-stakes decision-making practices.

Detailed Analysis

4.1 Autonomy

The authorizer defines and respects the autonomies to which the schools are entitled based on statute, waiver, or authorizer policy. The authorizer does not reduce school autonomy unless there is a compelling reason to do so.

Established:
Partially Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: The performance certificate signed by PCSC authorized schools explicitly states the autonomies afforded it by the Idaho charter school law. Stakeholders do not feel that there is a unified system or a concrete set of rules and expectations around compliance with the expectations. Although it was evident to the evaluators that the authorizing staff read and understood all of the information they received, it was similarly clear that adjustments to the submission system will be necessary in order to align with collection needs under the new performance framework. In addition, it was not evident that all the commission members were aware of what information was required, when and why, and what information needed to be reviewed prior to PCSC commission meetings. Clarity regarding what is required of all schools and on what timetable will be critical to bolstering understanding between schools, PCSC staff, and commission members.

As demonstrated in the performance certificate, the PCSC has committed to "the extent possible…not request[ing] reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer." By making this promise, they will be responding to stakeholder feedback regarding reporting confusion and redundancy and further defining expectations.

Both commission members and authorizing staff talk about earned autonomy and an outcomes-based evaluation system, but it is not yet clear how this will work in practice. Information needs to be codified and expectations need to be clear so that all stakeholders understand the relationship between meeting the standards and earned flexibility, as well as failing to meet the standards and established consequences.

APPLIED: The PCSC members define autonomy broadly in terms of setting expectations from the time of application submission. Commission members indicated that they struggled with finding a balance between evaluated capacity and possible success. For example, although the petition and performance certificate define enrollment maximums, an enrollment threshold for opening (either preopening or year to year) does not exist. Schools stray from achieving their projected enrollment, creating possible budgetary and financial viability issues, and the PCSC does not have clear policies related to enrollment variances. While commission members and staff refer to this as an issue of autonomy for schools, evaluators found that it actually created systemic problems throughout the portfolio. By establishing clear autonomies and clear standards, all stakeholders will be more focused on overall school success.

RECOMMENDATIONS

- Review and create policy focused on autonomies granted to schools.
- Continue to move toward outcome-based accountability by establishing a correlation between standards and evaluation.

4.2 Educational Program

The authorizer defines and respects school autonomy over the educational program.

Established:
Approaching Well-Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: The PCSC appropriately respects a school's ultimate control over its educational programs. The authorizer intends to evaluate a school's programs largely based on outputs and whether it is achieving the goals set forth in its performance certificate. At this time, PCSC does not identify any priorities for educational programs at the time of approval.

The performance certificate is well done in that it clearly indicates, for each school, a section defining the key components of the educational program. It defines the items that are nonnegotiable, yet gives 40 percent of the weight within the academic framework toward mission-specific goals. The PCSC has committed to academic testing standards as well as goals related to the unique nature of each school's program. As discussed in section 3.1, this 40 percent focus on mission-specific goals is difficult to manage, validate, and monitor. While it demonstrates a commitment to assessing schools based on their individual missions, it will also create implementation challenges for the authorizer. The PCSC will need to create a system that accounts for a balance between these two output systems in order to fully establish a system for respecting school autonomy within agreed upon measures of success.

APPLIED: In practice, it is unclear how the ongoing monitoring and evaluation of the schools will respect the autonomy schools have to execute their individualized educational programs. In order to maintain the balance between autonomy and accountability, site visit processes and protocols should be developed, formalized, connected to the performance framework, and conveyed to the schools so that expectations are clear and established.

Evaluators were unable to find clear information related to the amendment process as it pertains to school eligibility. Information about submission requirements exists, but the process is not tied to outcomes or performance. Materials show that schools are able to request an amendment to their charter throughout their life cycle, from preopening to existing schools. A lack of guidance and alignment to the performance framework, and specifically to educational performance, make it difficult for PCSC staff to manage the process and for schools to know how and when to make appropriate requests.

RECOMMENDATION

- Codify an amendment process that clarifies how to seek an amendment to a charter certificate and what eligibility requirements exist based on the educational performance of a school.

4.3 Financial Management	Analysis
The authorizer defines and respects school autonomy over financial operations. Established: Approaching Well-Developed Applied: Partially Developed	ESTABLISHED: As established, the PCSC's new performance framework accounts for best practice ratios of near-term and sustainability indicators. Through the framework, the authorizer is seeking information that will assess the school's financial health and viability and is not requiring information that limits a school's financial autonomy. The processes, as established by the PCSC for financial oversight, are in line with their authority and preserve the school's autonomy to make budgetary decisions and changes as needed. As demonstrated in the June commission meeting, the PCSC does not prescribe budgetary percentages or advised fund allocations related to individual school programming. Schools' budgets were reviewed on an individual basis without a presupposed format or assumptions. APPLIED: The PCSC demonstrates a need to gain additional in-house expertise regarding financial oversight. Interviews with schools showed that they are unclear as to what the authorizer role is in relation to fiscal oversight and if it is anything more than submitting reports. In addition, schools are still uncertain why PCSC's reports differ from those that they are required to submit to the SDE and what the purpose of the various reporting requirements are. Although the fiscal ratios within the framework are a starting point for monitoring fiscal health, the criteria for and application of these tools remains unclear. RECOMMENDATION • Determine follow up protocols as they relate to financial performance indicators. Establish what questions, reports, or information will be needed when standards are evaluated.

4.4 Differentiated Oversight

The authorizer periodically reviews compliance requirements and evaluates the potential to differentiate school oversight based on flexibility in the law, demonstrated school performance, and other considerations.

Established:
Partially Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: At this time, as established, the evaluators were not able to ascertain whether or not the performance framework and certificate process will yield differentiated oversight of schools. There is a continued desire among commission members and PCSC staff to move beyond compliance as the measure of success and toward an accountability system that will create maximum flexibility and oversight aligned to a school's performance. The performance framework is based upon a weighted scoring system that should result in a rating system of honor, good standing, remediation, or critical accountability designations. The system has been developed to encourage oversight practices and high-stakes decision making like renewal and revocation, as referenced in the performance framework.

APPLIED: At this time, the performance framework and certificate process have not yet been applied or used as the basis for evaluation. As such, the evaluators did not find that there is a clear or well-defined path to differentiated oversight. The PCSC needs to establish criteria and metrics to dictate an oversight policy based on the accountability designations within the performance framework. These designations need to be correlated to renewal practices, reporting, expansion and amendment decisions, and any additional autonomies granted by law.

RECOMMENDATIONS

- Create a differentiated oversight policy based on the accountability designations within the performance framework.
- Align oversight to all high-stakes decision-making practices.

5

Organizational Capacity

To what extent do the organizational structure and systems support quality authorizing practices and forward the authorizer's mission?

Established:
Partially Developed

Applied:
Partially Developed

Summary Assessment

The PCSC is committed to being a nationally recognized authorizer of excellence. The commission members and authorizing staff commonly use and reference NACSA's *Principles & Standards* and discuss their roles and responsibilities in terms of doing high-level authorizing work. The PCSC meets regularly, strives to operate effectively, uses committees, and continuously evaluates practice and policy in order to improve its authorizing functions.

Overall, the PCSC deploys the limited resources it has effectively and efficiently toward achieving its mission and goals. All stakeholders point to a marked improvement in practice, communication, openness, and responsiveness.

The organizational implications of being an authorizer with an appointed commission and a small but dedicated staff are significant. State board of education policies and protocols control many aspects of the authorizing staff's operations, while the political appointments and the connected complexities of the commission members' roles create a sometimes symbiotic approach and a sometimes juxtaposed operating context. Despite this challenging landscape, the director and board chair continue to strive to maximize many aspects of the revised statute and organizational capacity. In order to operate effectively and develop the necessary policies, procedures, and protocols, additional resources are needed to address the gaps in the key authorizing functions and oversight necessities.

Recommended Actions

- Create and publish a strategic plan to engage stakeholders and to ensure alignment between the PCSC and authorizing staff.
- Fill the vacant positions and advocate for additional staff members and resources.

Detailed Analysis

5.1 Strategic Planning

The authorizer plans well for the future in a way that aligns with NACSA's *Principles & Standards.* The authorizer uses quality authorizing to forward its mission.

Established:
Approaching Well-Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: The PCSC does not have an established strategic planning process or a process for ongoing development. The PCSC does, however, have a clear mission, an evident commitment to improving its authorizing practices, and an aligned state board of education, commission, and authorizing staff that seek to continuously improve themselves as well as their portfolio. Evaluators found evidence of training that was aligned to national authorizing practices, board training that referenced NACSA updates and landscape changes, and a director who is keenly connected to and aware of national dialogues, networks, and resources.

APPLIED: With the current structure of the authorizing staff, there is no real time for investment in strategic planning. The current staff is clearly dedicated and committed to a cycle of continuous development and improvement, but the day-to-day responsibilities and duties make it very difficult to plan for increased workload or strategic growth. Commission members seemed overwhelmed with the meeting materials, even with the current guidance on required submission deadlines, demonstrating that the volunteer nature of the work, while vital and important to all members, makes it difficult to find the balance to forward its mission. In addition, commission members indicated that a key piece of their role, as appointed members, is to maintain an understanding of the current administration's interpretation of law and policy while making decisions based on policy and practice. The PCSC members need to communicate with, dialogue about, and strategize how to maintain a commitment to their mission, an alignment to their staff's recommendations and hard work, and a neutrality within the political landscape.

Currently, there is no training or onboarding for new commission members.

RECOMMENDATIONS

- Create an onboarding process for new commission members.
- Establish an annual strategic planning process.
- Conduct commission self-evaluation to ensure mission alignment and strategic priorities.
- Create a system to align strategic priorities and goals of commission and staff.

5.2 Organizational Structure

The authorizer purposefully and economically staffs its office to effectively carry out its authorizing duties. Staff positions are clearly defined both in policy and in practice.

Established:
Partially Developed

Applied:
Minimally Developed

Analysis

ESTABLISHED: The PCSC implements an organizational structure that is committed to, but struggles with, the capacity to complete key duties related to high-quality authorizing. The executive director of the office of the state board of education delegates his authority to the director of the PCSC, and the director acts at the direction of the commission. As of enactment of the July 2013 statutory amendment, the PCSC receives a minimal authorizing fee. With this fee and the allotted 2.5 FTE staff, it is extremely difficult to carry out the essential authorizing functions effectively. The PCSC staff is dependent on the state board of education for budgetary purposes, making it challenging to advocate for and receive the necessary resources to oversee the largest portfolio in the state. It is evident to evaluators that the current staff members are committed and dedicated to their jobs, to the work, and to the 11,700 students they serve. While law and policy establish a clear role for the PCSC and staff, there is no correlation between the vast roles and responsibilities afforded to these individuals and the resources available to carry out their duties effectively.

APPLIED: In practice, it is clear that there is not enough staff capacity to effectively implement the key authorizing functions. The PCSC thoughtfully utilizes and respects the staff members who are focused on core authorizing functions. Staff members are overwhelmed by the growing portfolio and the need to align their newly established performance management system with clear policies, practices, and procedures. With a notable and continued shift to an outcome-based rather than compliance-based approach, commission members and staff need to continue to work together to mitigate capacity constraints. School leaders and board members are concerned that the recent autonomies afforded to them and the shift from compliance to oversight will revert back if resources are not allocated appropriately.

Evaluators are fearful that the performance management system currently being created will be ineffective if not implemented with fidelity, and with the current staffing structure, it appears doubtful that this can occur. Additional resources are needed to effectively evaluate applications, create a specific PCSC application process, analyze data, monitor schools, create a renewal process, implement a monitoring and intervention protocol, and strategically move the program forward. Expertise needs to be developed or acquired in the realm of academic and financial analysis. Without increasing staff capacity, the necessary and tough decisions will not get made.

RECOMMENDATIONS

- Work with the state board of education to determine additional funds for increased staff.
- Fill the vacant administrative assistant position or, if additional FTEs become available, explore staffing models that will allow efficiencies through distribution of labor (one person assigned to a group of schools) or expertise (hiring a designated financial expert, academic expert, etc.).
- Seek out external resources for training, capacity building, and professional development.

5.3 Human Capital Processes and Systems

The authorizer has systems necessary for building and maintaining a strong workforce and implements them with fidelity.

Established:
Approaching Well-Developed

Applied:
Partially Developed

Analysis

ESTABLISHED: Due to the small nature of the authorizing staff, it is clear how the director works with and evaluates the performance of the program manager. Both staff members have been with the PCSC for multiple years and have created a working relationship that is professional, effective, and balanced.

The executive director of the office of the state board of education evaluates the PCSC director's performance via a 360-type approach. He is clear in his role, in the responsibility he has designated to the director, and in the importance of connecting with both commission and staff members to ensure that the director is leading the work with a commitment to the mission and a focus on authorizing best practices.
While commission members cite a self-evaluation conducted in the past, it is not a regular or established process. Currently, there is no board evaluation, nor any charter-specific professional development taking place.

APPLIED: Despite the limitations and difficulties of hiring, there is a strong culture that supports the PCSC's mission and goals. All authorizing staff and commission members describe a shared commitment to an outcome-based culture and cite the director's leadership, commitment, and drive to enforce authorizing best practices.

While open and easy communication between authorizing staff and PCSC members was apparent, it was also evident that there is not a predetermined schedule of communication between staff and the commission. Relationships guide the dialogue, and while the connections were strong and respectful, it would be advantageous to implement a consistent, planned, and targeted approach to engagement.

RECOMMENDATION
- Create a system for communication between authorizing staff and PCSC members.

5.4 Conflict of Interest

The authorizer operates free from conflicts of interest.

Established:
Undeveloped

Applied:
Partially Developed

Analysis

ESTABLISHED: At the present time, the PCSC has no established conflict of interest policy for either staff or commission members. As commission members are appointed, and influence over appointments is extremely limited, the lack of checks on member conflicts is problematic. Currently, several members have potential conflicts which are unable to be addressed through an appropriate screening/handling protocol.

APPLIED: While the board currently has members with potential conflicts of interest, interviews with PCSC staff, commission members, and legal counsel indicate that such conflicts are actively addressed. For example, in the case of a member who works with several authorized schools, the member always recuses herself from votes pertaining to the relevant schools and even has a practice of stepping out of the meeting room to promote open conversation. The attorney general assigned to work with the PCSC is a valuable resource in mitigating conflicts and makes herself available for counsel when conflict of interest questions arise from either PCSC staff or commission members.

While it is clear that the PCSC does not take conflicts of interest lightly, the lack of a firm policy indicating the commission's commitment to operating free from conflicts leaves open the possibility of actual or perceived harm.

RECOMMENDATIONS

- Develop and implement a strong conflict of interest policy containing clear language about how the PCSC attempts to avoid conflicts and will handle any conflicts that may inadvertently arise.
- To the extent possible, share the conflict of interest policy with those making PCSC appointments and encourage them to consider its parameters when selecting future PCSC appointments.

5.5 Organizational Budget

The authorizer's budget allows for organizational effectiveness and stability. The budget is aligned with the strategic goals and supports quality authorizing practice.

Established:
Approaching Well-Developed

Applied:
Minimally Developed

Analysis

ESTABLISHED: The PCSC receives funding through a formula in state law (I.C. § 33-5208(8)) which results in between $3,000 and $13,000 flowing to the commission for each authorized school. This funding amount is low by national averages, a challenge that is exacerbated by the fact that, under the PCSC's current structure, funds not expended do not roll over from year to year and thus no cushion can be built up to assist in covering any unexpected costs.

At the present time, the PCSC budget is a part of the larger state board of education budget but receives its own line item which is controlled, and appropriately allocated, by the PCSC director.

APPLIED: Despite the fact that the potential for complications exists in the PCSC's budgeting structure, the current arrangement of the budget as a specific line item within the larger SBOE budget appears to work well for all involved and is not viewed as problematic by PCSC authorizing staff or SBOE's executive director. The PCSC is fortunate in that the SBOE's current leadership understands and values its work and has at times assisted the office in covering some limited costs.

At this time, the most pressing concern with regard to the budget is not its structure or ability to be aligned with current strategic goals, but rather it size. At present, particularly in light of recent changes to Idaho laws which strengthened and broadened the scope of the authorizer role, it is clear that the funds available through school fees are far from sufficient to support the type of staffing structure needed to implement quality authorizing practices. This insufficiency appears poised to grow worse as the office's portfolio continues to grow and staff are stretched increasingly thin.

Interviews with PCSC staff and SBOE leadership indicated that the office's budget constraints are keenly felt but that concerns regarding the adequacy of funding for charter schools make a simple raising of the authorizer fee unattractive.

RECOMMENDATIONS

- Examine the current PCSC budget and determine what amount and structure of funding would be necessary to support staffing at a level closer to national averages as the portfolio grows over time.
- Vigorously communicate the need for additional funding to the legislature and others who may be able to assist the PCSC in achieving a sustainable funding level.

5.6 Leadership and Decision-Making Body

The authorizer leadership and decision-making body understand their roles and responsibilities; are invested in the mission, vision, and strategic plan of authorizing; and have the expertise necessary to make well-informed decisions that support the tenets of a high-quality authorizer.

Established:
Approaching Well-Developed

Applied:
Approaching Well-Developed

Analysis

ESTABLISHED: PCSC members and authorizing staff understand the authorizing role and are invested in making well-informed decisions. PCSC members are committed to operating in a manner consistent with the law and aligned to the needs of Idaho's students. Commission members make the high-stakes decisions related to applications and revocations, and will soon be making decisions related to renewal or nonrenewal. Commission members work closely with authorizing staff and continue to create policy and improve practice to ensure not only mission alignment but decision-making alignment. Commission members and authorizing staff remain committed to improving their own practices and are committed to NACSA's *Principles & Standards*.

APPLIED: In practice, commission members are engaged in the authorizing role. In meetings, it is evident that materials have been prepared and organized and that the chairman is a great authority as it relates to meeting law and etiquette. There is a reliance on the authorizing staff as well as the attorney general for certain actions and motions, demonstrating that there remains a need for onboarding and ongoing training. Authorizing staff meaningfully engage in the substance of authorizing functions, have strong relationships with the schools, work well with SDE staff, and connect to national level networks and resources. Commission members and authorizing staff need to continue to develop their practice and codify their intentions into well-defined practices and procedures, as well as ensure that the commission's annual calendar includes built-in times for training in order to promote a shared commission-staff understanding of the PCSC's role and purpose. A greater alignment of understanding will assist in minimizing the occasions on which staff recommendations and PCSC decisions differ.

RECOMMENDATIONS

- Ensure that all new PCSC members are oriented prior to being seated.
- Provide ongoing training for PCSC members, including training on the philosophy that surrounds quality authorizing and current best practices.

Sources

Background and Organizational Capacity
Charter Legislation, Statutes, and Rules 2013
Commissioner Biographies
Organizational Chart
Organizational Planning Documents
Commissioner Biographies

Application Decision Making
Three (3) Year Record of Application Decisions
Petition Review Documents
Facility Guidelines
Budget Template
Capacity Interview Materials
Petition Evaluation Rubric

Monitoring Operations
Fiscal Monitoring Documents
General Monitoring Policies and Guidance
Site Visit Protocol Documents
School Closure Protocol and Policies
School Reporting Schedule
Preopening Policies

Performance-Based Accountability
Performance Framework
Performance Framework for Alternative Schools
Mission Development Guidelines
Performance Certificate Template
Record of Accountability Decisions

School Histories
Charter Applications
Renewal Reports and Applications
Petition Review Documents
Annual Reports and Audited Financials
Charter School Correspondence
Programmatic Audits

Biographies

Molly McGraw Healy serves as the director of charter school authorizing for the University of St. Thomas in St. Paul, Minnesota, providing oversight to a midsized portfolio of charter schools in conjunction with St. Thomas's Charter Accountability Board. Molly earned her BA in English literature and education at St. Olaf College. In 2010, she earned her MPP, with an emphasis on education and charter school policy, from the Hubert H. Humphrey Institute of Public Affairs. Formerly, Molly was the senior manager of the charter school program at Volunteers of America and has also worked as an education policy researcher for the Minnesota House of Representatives' Research Department.

Amy Ruck Kagan is the director of the Office of Charter Schools for the state of New Jersey Department of Education, where she oversees a portfolio of 87 schools. Amy has a strong background in building accountability and performance management systems. Before coming to the NJDOE, Amy worked in New York City and Washington, DC, developing charter schools for a nonprofit organization. Before that she worked for the New York City Charter School Center doing new school development and operations work. Amy started her career as a teacher and remains committed and passionate about doing the hard work focused on the students.

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code
Idaho Administrative code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

According to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and an IDLA fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry.

IMPACT

IDLA served 20,945 enrollments for 2013-2014 which is a 10% increase over 2012-2013. 99% of the school districts in Idaho participated in 2013-2014. The number one reason for taking IDLA courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

Attachment 1 – 2014-2015 Fee Policy Statement Page 3
Attachment 2 – Acceptable Use Policy Page 5
Attachment 3 – Accreditation Confirmation Page 11

BOARD ACTION

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

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2014-2015 IDLA FEES POLICY STATEMENT

By legislative statute (33-5508), IDLA is granted the ability to collect fees from participating school districts. IDLA is not allowed to collect fees directly from students and guardians unless one of the following criteria is met:

1. The course is taken in addition to the student's full course load at the local school ("overload" courses).
2. The school district has an established policy that states the IDLA fee is to be paid by the student or guardian.

Fees for Idaho Digital Learning Academy

The fee schedule for 2014-2015 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) IDLA course. IDLA enrollment fees apply to all courses offered through IDLA.

IDLA Per-Enrollment Cost

The cost for one (1) enrollment is $75 for Idaho public school students.

SBAC and ISAT Courses

Courses designated with "SBAC" and "ISAT" will not incur a per-enrollment cost to the district. See IDLA Course Catalog for list of courses.

Advanced Placement/Dual Credit Courses

Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost to the district.

Students are responsible for any fees that may be charged by universities to receive college credit for Dual Credit Courses. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced Placement and Dual Credit courses may require additional textbooks (see below).

Scholarships

Scholarships are awarded through an application process which is submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/student and <u>are only available for IDLA courses which are taken in addition to the student's full course load at the local school.</u> Limited, partial scholarships are available for 2014-2015 at $50 per enrollment.

Textbooks

IDLA provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library

media centers if necessary. Please refer to the IDLA Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

IDLA reserves the right to modify the fee policy. Districts will be notified of any changes.

IDLA REFUND POLICY

IDLA requires that all drops are requested or confirmed by the Site Coordinator. The site coordinator may request a drop during the following times:

- **All cohort sessions:**
  - **Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
  - **12 week or Custom Sessions:** The IDLA Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
  - **16 week session:** The IDLA Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.
- **Flex sessions:**
  - The drop deadline for all flex classes is 14 days after the student is enrolled.
  - If a student is inactive in class for a period of 14 consecutive days, the instructor will initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.
- **After the drop deadline:** Grades will be reported for all students remaining in courses regardless of completion and the full fee will be invoiced to the district. **Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.**

IDLA ACCEPTABLE USE POLICY

Students should print and review this policy with a parent or guardian to ensure a safe and rewarding experience with IDLA. All students enrolled in any course work of Idaho Digital Learning Academy (IDLA) shall be responsible to comply with all of the policies of their home school district and the policies of IDLA including this Acceptable Use Policy (AUP).

1. The IDLA network is for educational purposes only and includes computers, communication networks, the Internet, and other electronic resources used in the delivery of IDLA courses.

2. All users of IDLA must agree to all of the terms of this AUP prior to being able to access a user account providing access to the IDLA network.

3. Privileges and Rights of IDLA Community Members:

Members of the IDLA community have certain privileges and rights. These include:

A. Safety
   - *No student or IDLA personnel shall utilize the IDLA network to access any site that includes, but is not limited to pornography, graphic sexual or violent content, or advocates the use of illegal substances.*

   - *Communication on the IDLA network between students shall respect the privacy of all individuals and shall not contain personal information regarding other persons.*

   - Bullying or harassment of IDLA users shall not be tolerated. No user of the IDLA network shall engage in any communication or entry that shall have the intent of, or results in, the bullying or harassment of other students or employees of IDLA or utilizes profanity or degrading language directed at known persons. Any user who receives, or believes they are subject of, such communications should immediately notify the IDLA online principal.

   - For reasons of privacy and safety, users are prohibited from downloading or uploading photographs of persons other than as may be directly relevant to the required coursework, and any depiction of fellow students or IDLA personnel is expressly prohibited without the written permission of the individual, or permission of that individual's parent or legal guardian if the individual is a minor.

   - Any graphic or digital representation must be presented in an appropriate manner in accordance with the local school district's dress code policy. IDLA reserves the right to determine whether a graphic representation is appropriate and to respond accordingly.

B. Access for all users
All IDLA users shall be granted access to as many IDLA services as the available technology and IDLA role will allow. Relevant exploration of the Internet for educational purposes is permissible in IDLA courses within the limitations of compliance with this policy and the acknowledgement that certain sites may be offensive to specific individuals. IDLA will make every effort to ensure that course content will be appropriate to the designated grade-level of that course, regardless of the ages of students enrolled in that course.

C. Intellectual Freedom

- Discussion forums within the IDLA course management system are a free and open forum for expression, including all viewpoints within the role and mission of IDLA. The poster of an opinion should be aware that other community members may be openly critical of such opinions.

- Any statement of personal belief is implicitly understood to be representative of the author's individual point of view, and not that of the IDLA, its administrators, teachers, other staff, or the participating schools. Personal attacks are not an acceptable use of IDLA resources at anytime and IDLA instructional staff or administration should be notified. IDLA does not officially endorse any opinions stated on the network.

D. Privacy
In guarding the safety of its students and users, there is no reasonable expectation of privacy in any use of the IDLA network by any user. IDLA is a public educational agency and therefore IDLA personnel, both technology specialists and teaching and/or administrative staff, may periodically access accounts, review emails sent or received, internet sites (including any social networking websites) and chat rooms visited, as well as electronic class discussion materials.

4. The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

5. Responsibilities of IDLA users
   With the rights and privileges of participation in the IDLA community come certain responsibilities. IDLA users need to familiarize themselves with these responsibilities.

   A. Using appropriate language
      Profanity or obscenity will not be tolerated. All IDLA community members must use language appropriate for school situations. Inappropriate language includes, but is not limited to language that is: defamatory, inaccurate, abusive, rude, sexually explicit, threatening, harassing, or racially offensive;

   B. Avoiding offensive or inflammatory speech
      IDLA users must respect the rights of others both in IDLA courses and in the Internet at large. Personal attacks are an unacceptable use of the network. If an IDLA user is the victim of a personal attack, they are responsible to bring the incident to the attention of an IDLA teacher or administrator.

   C. Copyright adherence
      IDLA users must respect all copyright issues regarding software, information, and attributions of authorship. The unauthorized copying or transfer of copyrighted materials may result in the loss of IDLA privileges.

   D. Plagiarism
      IDLA users must not engage in plagiarism, which is the act of presenting other peoples' ideas, writings, or products (written or electronic) by claiming them to be one's own and not giving credit to these sources. Forms of plagiarism include:

submitting work that is not your own, failing to properly cite words and ideas that are not your own, using direct wording from another source (even a cited one) without quotation marks, or slightly re-wording phrases from another source and passing the phrases as your own.

E. Cheating
IDLA users must not engage in cheating, which in its various forms includes, but is not limited to: copying another student's work or allowing your work to be copied; allowing someone other than yourself to submit work in your name; using unauthorized assistance on an assessment; allowing someone other than yourself to take an assessment; inappropriate use of a translator in language classes; submitting the same work for multiple courses; or giving answers to other students.

F. Fabricating Data
IDLA users must not engage in fabricating data when completing assignments that require research and/or collecting data. Forms of fabrication include, but are not limited to: falsifying or manipulating data to achieve a desired result; reporting data for an experiment that was not conducted (dry-labbing); or submitting written work with fabricated or falsified sources.

G. Academic Sabotage
IDLA users must not engage in Academic sabotage, which consists of any act that damages another student's work or grade on purpose.

H. False Information
IDLA users must not lie to an instructor, site coordinator, parent, or principal (such as saying an assignment has been completed when it has not, or lying about your grade).

I. Illegal activities
Illegal activities include tampering with IDLA computer hardware or software, unauthorized entry into computers, knowledgeable vandalism or destruction of computer files, or encouraging the use of illegal materials. Use of the IDLA for any illegal activities is prohibited and will result in legal action.

J. System disruption
Intentional or malicious attempts to degrade or disrupt system performance of the IDLA or any other computer system or network are considered criminal activity under state and federal law. IDLA encourages IDLA users to use best practices to avoid unintentional disruption of system performance.

K. Account responsibility
IDLA users have full responsibility for the use of their account. All violations of this policy traced to an individual account name will be treated as the sole responsibility of the owner of that account.

L. User information
IDLA mandates all users to provide current demographic information which includes but is not limited to full name, mailing address, email address, and phone number.

M. Impersonation
All IDLA users must use their own name in the use of the IDLA network. Impersonation (logging in as another user or under a false name) is not allowed. (This prohibition does not extend to activities with curricular objectives, such as role-playing within a class discussion, in which users are not attempting to disguise their identities).

N. Anonymity
All IDLA users must use their name on all communication. Anonymity is not allowed. As an educational network, we believe that individuals are responsible for their actions and words;

O. Representation.
When navigating locations on the Internet or using IDLA tools, IDLA users must conduct themselves as representatives of both their respective schools and the IDLA.

P. Email Communication
Email accounts are required to communicate on the IDLA network, and inappropriate email user account names will not be allowed in the system.

6. IDLA assumes no responsibility for Internet access including phone charges, line costs, usage fees, hardware, software, other media, or any other non-specified technology costs associated with a user's connectivity to the Internet or that may be required to access IDLA courses or other instructional resources. IDLA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. IDLA assumes no responsibility for any damages to the user's computer system under any circumstances. The technology requirements of all courses are available on the IDLA website prior to enrollment. Users are solely responsible for acquiring and learning to use all required technology needed to access and complete all online IDLA courses activities.

7. Failure to abide by the IDLA Acceptable Use Policy could result in:
   - Report to the local district of the infraction
   - Immediate removal of the user's access to IDLA instructional computing resources, which could result in their inability to complete learning activities and subsequent course failure.
   - Immediate removal of the user from the course.
   - Involvement of law enforcement agencies and possible legal action.

IDLA reserves the right to make modifications to the document at any time without prior

notification.

AdvancED
ACCREDITED | NWAC

This is to certify that

Idaho Digital Learning Academy

having met the requirements established by the AdvancED® Accreditation Commission and Board of Trustees is hereby accredited by the Northwest Accreditation Commission.

Valid through June 30, 2015

Mark A. Elgart, Ed.D.
President and CEO, AdvancED

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IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

SUBJECT

Idaho Bureau of Educational Services for the Deaf and the Blind (IESDB) Annual Report

REFERENCE

August 2013	IESDB Provided the Board with report updating the Board with current progress of the Bureau.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-3405(4) and 33-3411, Idaho Code, Idaho State Bureau of Educational Services for the Deaf and the Blind,

BACKGROUND/DISCUSSION

Pursuant to Section 33-3405(4), Idaho Code, the administrator of IESDB shall make an annual report of the bureau's activities to the State Board of Education at a time and in a format designated by the Board. While IESDB was moved out from the Board's direct governance in 2009, The Board retains rule making authority for education 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.

ATTACHMENTS

Attachment 1 – IESDB Annual Report Page 3

BOARD ACTION

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

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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

Diana Collins

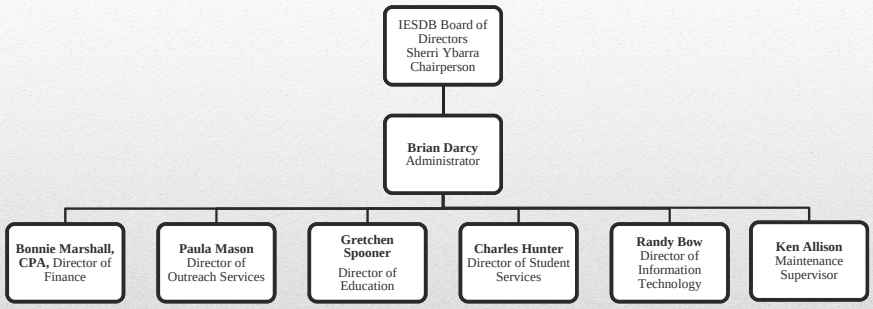
Sherri Ybarra
Supt. of
Public Instruction

Bill Russell

Ramona Lee

Michael Graham

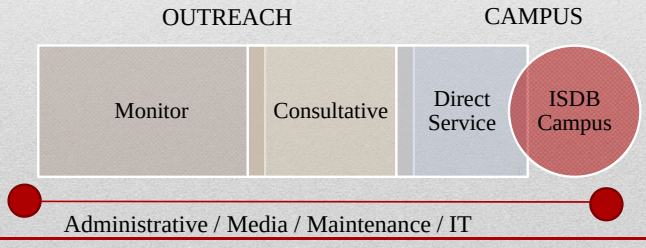
Cathi Pierson



Organizational Chart

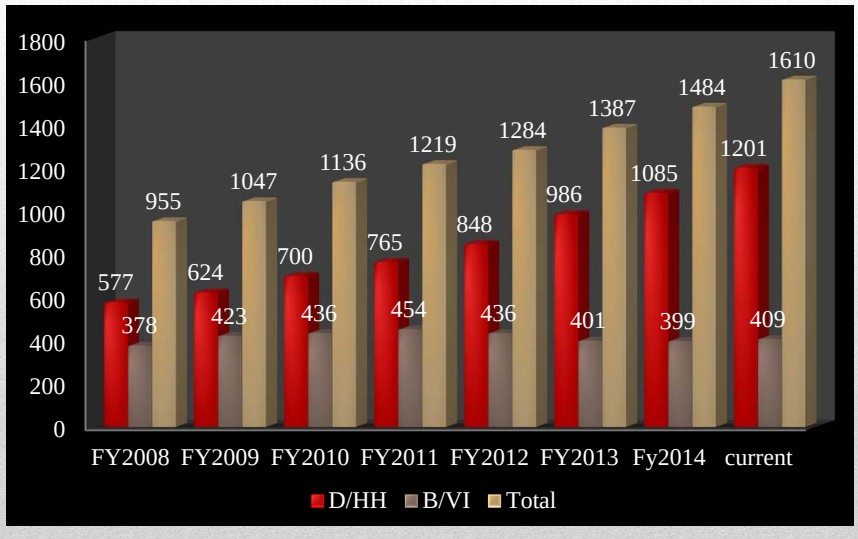
Continuum of Services

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."



Outreach

Outreach



OUTREACH Educational Specialists Provide:

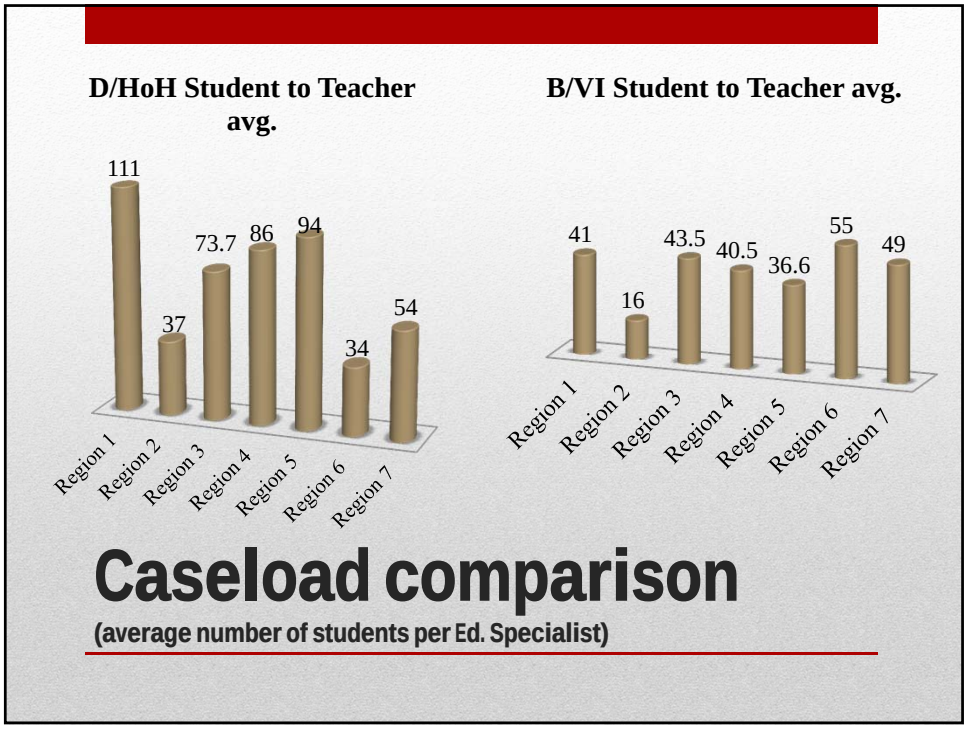
- In **home education** to parents and children of birth to three years old
  - Education – direct instruction to Parent, Child, and Siblings
  - Counseling
  - Service Coordination – Partners with Infant Toddler (H&W)
  - Participate on coaching teams
  - Teach Parent Sign Language or Braille Class
  - Transition planning/meeting – to school age students
- **Support** to all School Districts across the state
  - Consultation – New academic year or newly identified student
  - Assistive Technology identification and loan
  - Media coordination
  - Direct instruction to student – Braille, Mobility, Sign Language, etc.
  - Attend IEP (Individual Education Meetings) or 504 meetings
  - Translation of Math to Nemith Code (Braille Math)
  - Transition planning – School to work/adult life
  - Service Coordination – Partners with ICBVI, and IDVR
  - Educational Interpreter training and monitoring (per 33-1301)
  - Parent/Sibling Sign Language classes (as needed/available)

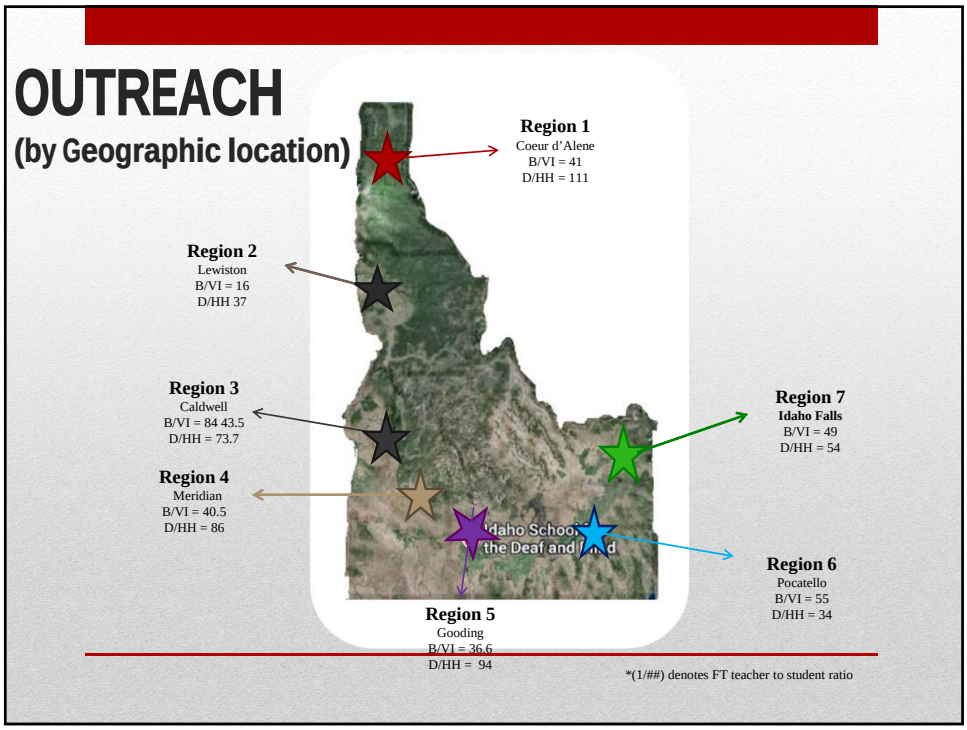
State Wide Services - Caseload

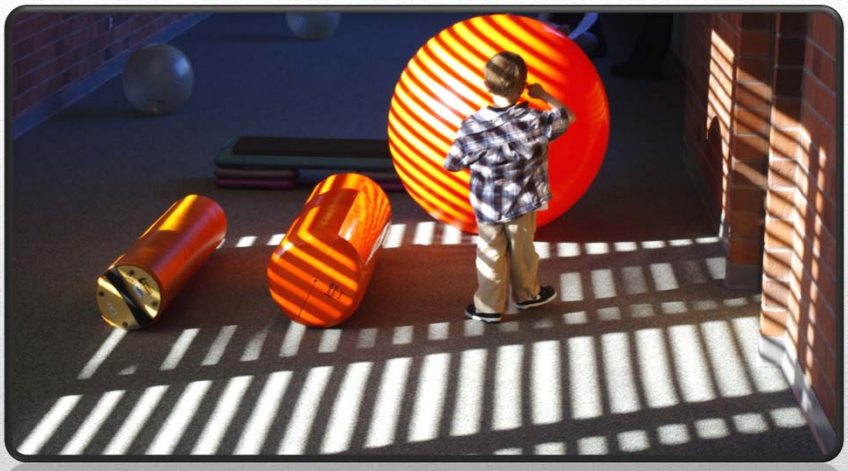
FY2015		Birth - 3	School Age	Total		Full time (per 180 day contract)	Avg. difference
Deaf/HoH	Total number served	136	1048	1184			
	avg. per (17 ES)	8	62	70			
	Time (Service hours per year)	656	2,708.54	3,364.54		1,440.00	1,924.54 /hrs
Blind/VI	Total number served	42	367	396			
	avg. per (10 ES)	4	37	41			
	Time (Service hours per year)	246	2,028.40	2,274.40		1,440.00	834.40/hrs

Compared to:

FY2009		Birth - 3	School Age	Total		Full time (per 180 day contract)	Avg. difference
Deaf/HoH	Total number served	87	502	589			
	avg. per Specialists (16 ES)	5.4	31	36.4			
	Time (Service hours per year)	442.8	1,109.20	1,552.00		1,440.00	112/hrs
Blind/VI	Total number served	58	377	435			
	avg. per (13 ES)	3	34	37			
	Time (Service hours per year)	246	1,370.00	1,616.00		1,440.00	176/hrs


D/HoH Student to Teacher avg.
111
37
73.7
86
94
34
54
Region 1
Region 2
Region 3
Region 4
Region 5
Region 6
Region 7
B/VI Student to Teacher avg.
41
16
43.5
40.5
36.6
55
49
Region 1
Region 2
Region 3
Region 4
Region 5
Region 6
Region 7
Caseload comparison
(average number of students per Ed. Specialist)


OUTREACH
(by Geographic location)
Region 1
Coeur d'Alene
B/VI = 41
D/HH = 111
Region 2
Lewiston
B/VI = 16
D/HH 37
Region 3
Caldwell
B/VI = 84 43.5
D/HH = 73.7
Region 4
Meridian
B/VI = 40.5
D/HH = 86
Region 5
Gooding
B/VI = 36.6
D/HH = 94
Region 6
Pocatello
B/VI = 55
D/HH = 34
Region 7
Idaho Falls
B/VI = 49
D/HH = 54
*(1/##) denotes FT teacher to student ratio



Short Term Programs (STP)

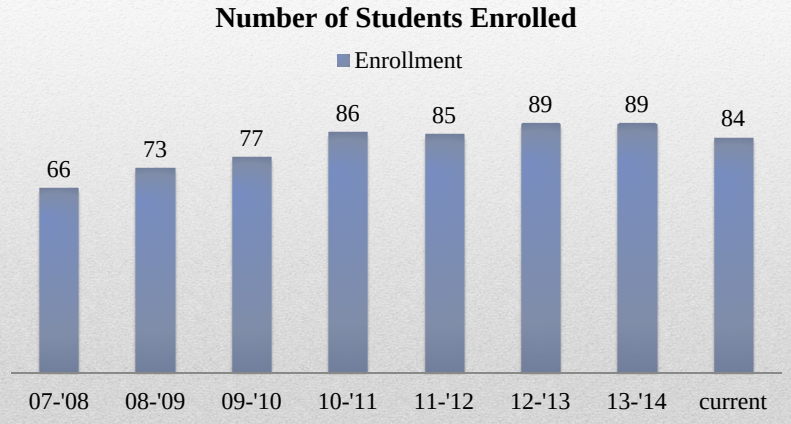
Media/Library Services

If a Blind child is assigned a printed text book as part of their curriculum, the Text book is reproduced in Braille at our Media Center.

This year, over **50,000** pages have been reproduced for students across the state at no cost to any School District.

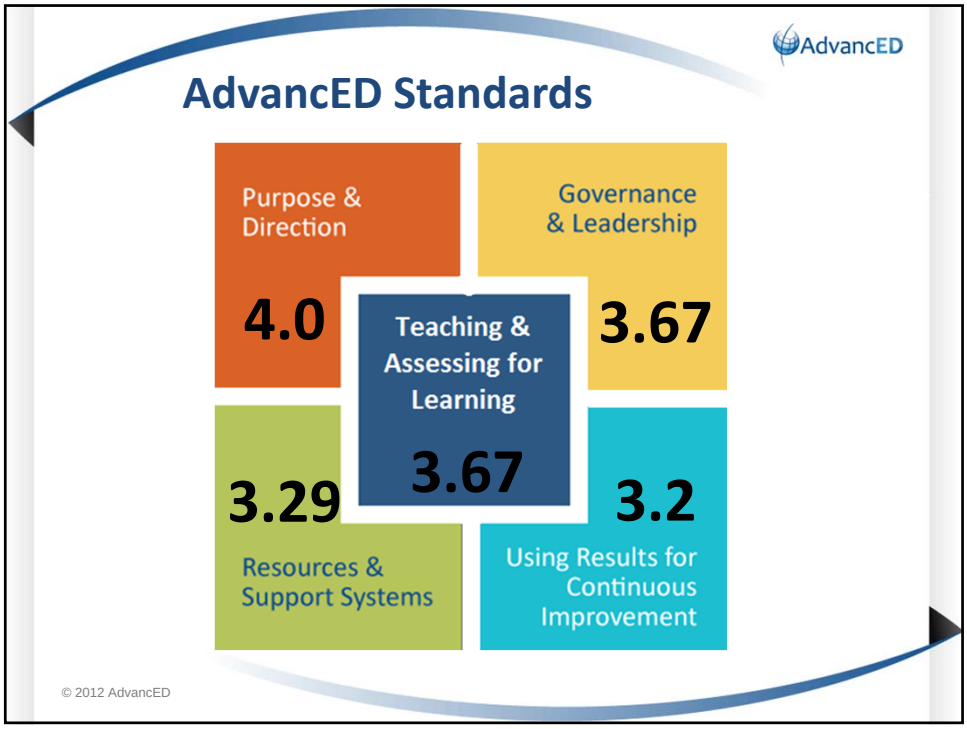
Campus

Campus



Early Access = Early Learners

Collaboration is the Key to Success


AdvancED
AdvancED Standards
Purpose & Direction
4.0
Governance & Leadership
3.67
Teaching & Assessing for Learning
3.67
3.29
Resources & Support Systems
3.2
Using Results for Continuous Improvement
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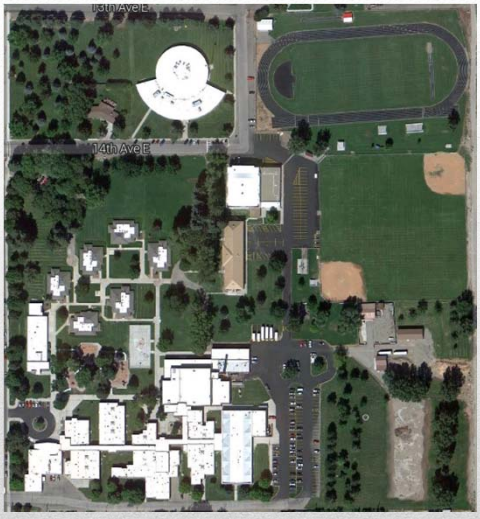
Education is about Experiences...

...and Conquering Challenges

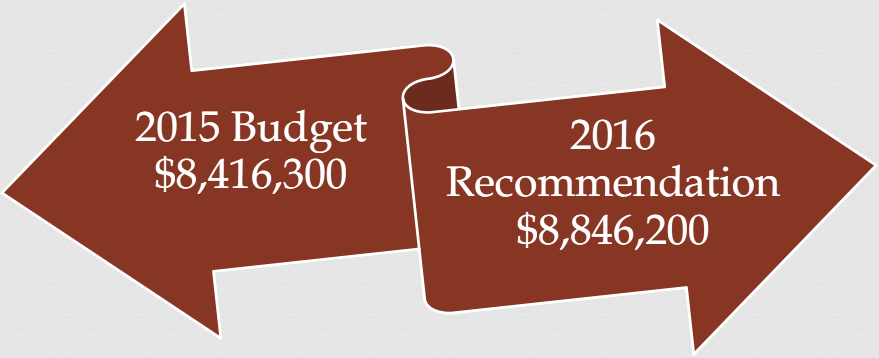


Facility Development

Focus on Safety and Accessibility

Future Requests

Governor's Recommended Budget



Governor's recommendations

Campus Budget Items

- Increased Transportation costs $ 30,000
- Increased Food Costs $ 30,000
- Refurbish Furniture (one time) $ 25,000
- CEC 3% $128,400
  - Total – Campus $ 213,400

Outreach Budget Items

- Increased Transportation costs $ 50,000
- CEC 3% $ 59,400
  - Total – Outreach $ 109,400

Total requested items $ 322,800

Current Strategic Plan

- **Goal 1 – UNDERSTAND NEEDS**
- **Goal 2 – DELIVER BEST EDUCATION SERVICES**
- **Goal 3 – EXPAND ACCESS**
- **Goal 4 – PROMOTE ENTITY SERVICES**
- **Goal 5 – GROW REVENUE**

Foreseeable Barriers

- Lack of Qualified Teachers
- Recruitment
- Retention
- Funding vs. Demand

Strategic Planning

Partnerships

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

We are all pulling together.

~ Thank you ~

SUBJECT

Board Policy, Section I.O. – Data Management Council – First Reading

REFERENCE

October 2013	Board approved second reading of the amendments to Board Policy I.O. incorporating language clarifying data protection requirements.
August 2013	Board approved first reading of amendments to Board Policy I.O.
October 2011	Board approved the second reading of Board Policy I.O. Data Management Council.
August 2011	Board approved the first reading of Board Policy I.O. Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the Council. The Council consists of representatives from the Board office, public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Department of Labor.

Current Board policy states that the Chair of the Council is currently selected by the membership on a rotating basis. This change would provide increased oversight of the Council and continuity of the Councils work.

IMPACT

The proposed amendments would specify the Chair of the Council would be the Board office staff person rather than elected by the Council as a whole.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendment – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Accountability Subcommittee of the Education Task Force recommended the change in recognition of the importance of the oversight of the SLDS and the importance of continuity in assessing and making recommendations to the Board regarding data management and security policies.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy I.O. Data Management Council as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. General Policies
SUBSECTION: O. Data Management Council ~~October~~ April ~~2013~~2015

The Idaho Data Management Council (hereinafter referred to as "Council") is a council established to make recommendation on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all student level data that is collected by the SLDS will be protected. A list of all data fields (but not the data within the field) collected by the SLDS will be publicly available. Only student identifiable data that is required by law will be shared with the federal government.

The construction, maintenance and administration of the P-20W SLDS shall be carried out by designated staff of the Office of the State Board of Education and State Department of Education. The role of the council is to provide direction and make recommendations to the Board on policies and procedures for the development and usage of the system, and to report back to the Board as needed on the progress made on any issues that require Board consideration.

1. Roles and Responsibilities
   In order to advise and make recommendation to the Board on the implementation of the SLDS, the council will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the Council will include the following:

   a. Data Standards and Quality
      i. Ensure that all data elements within the SLDS are clearly and unambiguously defined and used consistently throughout the system.
      ii. Ensure that the data within the SLDS is as complete and accurate as possible and complies with the agreed upon definitions.

   b. Access and Security
      i. Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.

ii. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.
iii. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.

c. Change Management and Prioritization
   i. Propose enhancements to the SLDS, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
   ii. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.

d. Training and Communication
   i. Establish guidelines for training of SLDS users, and review and approve specific training plans.
   ii. Ensure adequate communication concerning the SLDS.

In each of these areas, the Council shall develop policies and procedures for Board approval as appropriate.

2. Membership
The membership of the Council shall consist of:

a. One representative from the Office of the State Board of Education.

b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.

c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in subsection 3.c. above.

d. Two representatives from the State Department of Education.

e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.

f. One representative from the Division of Professional-Technical Education.

g. One representative from the Department of Labor.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for two years, commencing on July 1st. All members of the Council shall have equal voting privileges.

The representative from the Office of the State Board of Education shall serve as the Chair.~~The Chair shall be selected by the membership on a rotating basis, such that no one constituency shall hold the chair in consecutive terms (i.e. no two representatives from a postsecondary institution or school district shall serve as chair in consecutive terms.~~

3. Nominating Process

   The Council shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

   a. Incumbent Reappointment

      If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Council's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

   b. Open Appointment
      i. Council members shall solicit nominations from all constituency groups.
      ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Council. Each nominee must also provide a description of his or her qualifications.
      iii. The Council will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

      The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

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SUBJECT

Data Management Council Policies and Procedures

REFERENCE

August 2011	Board approved the Data Management Council Bylaws.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.
Section 33-133(3)(b), Idaho Code

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education (OSBE), public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Idaho Department of Labor.

The SLDS consists of three separate and distinct databases housed and managed by the State Department of Education, the Office of the State Board of Education, and the Idaho Department of Labor.

Section 33-133(3)(b) requires the state board of education to publish and make available policies and procedures to comply with the federal family education rights and privacy act (FERPA) and other relevant privacy laws. The current Council policies and procedures approved by the Board require all data requests to be submitted to the Council. The Council is proposing three (3) changes to the current policy, these include the release of aggregate data, as allowed by law, the sharing of original data with the custodian of the data, and the third change adds additional clarity to the cell size (number of data points) of data that must be masked even in the aggregate form.

IMPACT

There are three impacts from the proposed changes. The first change allows agencies the ability to release aggregate data over which they are responsible without DMC approval. If the data is not aggregate data or if the data spans different agencies, this change clarifies that in order to release that data, Council approval must be granted.

The second change is that student-level data may be shared with the original custodian of the data. This allows for audits and verification of data accuracy within the system. However, these data may only be shared without approval from the Council with the original custodian of the data.

The third change is clarification on cell size masking. SLDS data where the cell size is below 10 or within 9 from 100% shall be masked unless approval is granted from the Council.

ATTACHMENTS

Attachment 1 – Proposed policy Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The current policy is not clear on when a data request must be fulfilled through the Council process or can be requested directly from the custodian agency that is singularly responsible for the data requested. The proposed changes clarify when the Council must grant approval for a release of data. The changes also clarify how those data must be reported upon release.

Staff recommends approval.

BOARD ACTION

I move to approve the Data Management Council policies and procedures as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE BOARD OF EDUCATION
DATA MANAGEMENT COUNCIL
POLICIES AND PROCEDURES

Scope

The Idaho State Board of Education (Board) is constitutionally and statutorily charged with supervising public education in Idaho, K-20. The Board recognizes the need to measure how well our public schools are preparing children for higher education and how well higher education is preparing Idaho's future workforce. For this purpose, the Statewide Longitudinal Data System (SLDS) was created. The SLDS was created as a means to evaluate and improve the process by which a student progresses through Idaho's educational system. The SLDS allows the Board to detect strengths or weaknesses in Idaho's educational system by identifying trends in groups of students over time. These trends can then be used to analyze the public and higher education systems in order to improve efficiency, effectiveness, and accountability.

The SLDS will maintain a longitudinal record of students from preschool through all levels of the education system (elementary, middle and high schools, and higher education) and into the workforce. This system is a partnership of separate and unique source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, and the State Department of Labor wage record systems. The agreements between these separate groups allows for user-initiated matching of the data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all Personally Identifiable Information (PII) that is collected into the SLDS is protected in accordance with federal and state law.[1] Public reports generated from data within the SLDS do not identify individual students.

The Idaho Data Management Council (Council) is an oversight and controlling body of the SLDS, comprised of representatives approved by the Board from Idaho's public postsecondary institutions, the State Department of Education, the Department of Labor, Professional-Technical Education, Idaho public schools, and Board staff. The Council provides direction and makes recommendations to the Board on policies and procedures for the development and usage of the system, and reports back to the Board as needed on the progress made on issues that require Board consideration. The policies governing the Council and the SLDS are reviewed and approved by the Board of Education.

This policy defines the security of data contained in all parts of the SLDS. The definitions and policies described below are designed to protect the confidentiality of Personally Identifiable Information (PII) contained within Idaho's SLDS.

[1] Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133.

Definitions

Participating Agency – Participating agencies consist of the Idaho State Board of Education, the Idaho State Department of Education, Idaho Professional-Technical Education, Idaho public institutions of higher education, and the Idaho Department of Labor.

Education Records - Information directly related to a student, and recorded in any medium maintained by an educational agency or institution or a person acting for such agency or institution.

Personally Identifiable Information (PII) – Includes: a student's name; the name of a student's family; the student's address; a social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.[2]

Disclose or Disclosure is the access to, or to release, transfer, or otherwise communication of PII to any party, by any means.[3]

Data Breach is the unauthorized acquisition of PII.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Aggregate Data is data collected or reported at a group, cohort or institutional level and does not contain Personally Identifiable Information (PII).

Data Access Levels are the four data access levels as defined by the Data Management Council as shown below:

> *Level 1 - Restricted-Use Data* – Student-level data that includes PII. Level 1 data requires specific procedures to protect confidentiality.
>
> *Level 2 - Restricted-Use Data* – Student-level data where all PII has been removed. Merging Level 1 data with Level 2 data would result in a file that is defined as Level 1.
>
> *Level 3 - Restricted-Use Data* – Aggregate data created from Level 2 data. Data at this level contains no PII. Data at this level can be manipulated to view the data relative to a variety of data elements in compliance with data restrictions.
>
> *Level 4 - Public-Use Data* – Aggregate or summarized data created from Level 1, Level 2 or Level 3 data that contains no PII and is provided in a format that cannot

[2] Idaho Code Title 33, Section 133
[3] Family Educational Rights and Privacy Act, 34 CFR Part 99

be manipulated to reveal restricted data elements. Level 4 data may be publically released.

Data Standards and Quality

1. The Council shall maintain a dictionary of student data fields collected for inclusion within the SLDS. The dictionary shall include definitions of the data fields and explanations of the purposes for collecting the data (Data Dictionary). The Data Dictionary shall be available to the public via the Board of Education website: www.boardofed.idaho.gov. The Data Dictionary shall be reviewed annually by the Council, as required by Idaho Code, Section 33-133(3) (a). The annual review will ensure that no data is collected into the SLDS other than as set forth in the Data Dictionary. The annual review will include a determination of whether new data elements should be included into the SLDS. Any proposed changes to the Data Dictionary are subject to prior approval by the Board. Any Board approved changes made to the Data Dictionary shall be submitted to the Idaho State Legislature and the Idaho Governor annually for review and approval in accordance with Idaho law.
2. The Data Management Council is responsible for the accuracy and quality of the data contained in the SLDS. The Data Management Council shall conduct an annual review of the data contained in the SLDS to ensure that data collected is in accordance with the definitions in the Data Dictionary.
3. The Council shall recommend to the Board minimum cell size for public reports to prevent identification of individuals. The Board will set the cell size restrictions as required by Idaho Code, 33-133(1)(b).

Access and Security

1. The SLDS data shall be housed on a secure server, as defined through a Memorandum of Understanding (MOU) between the Office of the State Board of Education (OSBE) and the State Department of Education (SDE). All hardware, software, and network infrastructure shall be secured by a firewall from unauthorized external access, require individual user accounts, and be password protected to control internal access.
2. Periodic tests shall be run to ensure that technical safeguards remain effective. Documentation of the dates of tests run shall be maintained at OSBE.
3. Access to the K-12 and postsecondary SLDS shall be limited to those employees of OSBE and SDE who require access to perform their assigned duties. An annual review of existing access shall be performed by the Council.
4. Access to the SLDS shall require the use of a password. Passwords shall be unique to the assigned employee and shall not be shared.

5. Data uploaded to and downloaded from the SLDS shall be done using secure methods to protect the data from a Data Breach or Unauthorized Data Disclosure.
6. Requests for SLDS data that do not require linking data across participating agencies and meet Level 4 Data Access Level specifications may be fulfilled by the agency that governs the requested data, pursuant to section 33-133, Idaho Code.
7. Requests for SLDS data ~~from the SLDS~~ that require linking data across participating agencies or fall within Levels 1, 2, or 3 Data Access Level specifications must be submitted to the Council using the "Data Request Form" and if required the "Acknowledgement of Confidentiality Requirements" publicly available on the OSBE website. Data requests for non-Level 4 data by non-participating state agencies require the completion of an MOU. Data requests for non-Level 4 data external to state agencies require completion of a Memorandum of Agreement (MOA) and "Acknowledgement of Confidentiality Requirements". Approving applicable SLDS data requests will be the responsibility of the Council or its designee. Approved requests will be processed in accordance with applicable state and federal law.
8. Requests for SLDS student-level data by the original custodian of those data may be fulfilled by the participating agency collecting the requested data.
9. The Council will determine that human subjects research requirements are met and approved by an Institutional Review Board (IRB) and any certificates of approval are submitted to OSBE before approval of the research request.
10. The Council will verify that the annual IRB review is completed.
11. The Council is charged with evaluating requests for SLDS data, determining whether access to data is allowed under federal and state law, and ensuring that when access to data is allowed, data is provided at the Data Access Level that is most protective of privacy while still meeting the stated purpose for the request. The Council shall not approve a Data Access Level that provides greater detail than what is necessary to fulfill the data request.
12. In compliance with FERPA guidelines, the Council shall maintain a record detailing all requests for data from the SLDS and including:[4]
    a. The date of the request and the date of the response
    b. A description of the data requested
    c. The data provided in response to the request, if any
    d. If PII was included in the data provided, the statutory authorization for providing it shall be recorded and a copy of the executed agreement governing the security, use and destruction of the PII shall be maintained in the Board offices.

[4] 20 U.S.C. 1232g(b)(4); 20 U.S.C. 1232g(j)(4)

~~11.~~13. Any request by a student or their parent for individual student records shall be redirected to the original custodian of the data.

~~12.~~14. Any release of data approved by the Council will include in the MOA or MOU details on limitations of use of the data, including length of time the data can be used, and procedures for destroying the data when use is complete.

~~13.~~15. Publicly released reports shall contain only aggregate data and not contain PII.

~~14.~~16. PII will not be disclosed unless in compliance with the limited circumstances allowed by state and federal law.[5]

~~15.~~17. If the disclosure of PII is allowed under federal or state law under an exception requiring a written agreement to document the use, security and destruction of the data; data shall not be disclosed prior to the execution of the agreement.

18. PII shall not be stored on unencrypted portable devices or laptops.

~~16.~~19. If any aggregated data cell size is below 10 or within 9 of 100%, at least two data cell values shall be masked or summarized to avoid small cell sizes being released or calculated. Exceptions can be approved by the Data Management Council.

Change Management and Prioritization

1. The Council shall review proposed enhancements to the SLDS and shall set priorities for the development of those enhancements.
2. The Council shall recommend any proposed enhancements to the SLDS to the Board, including changes to the governing policies and procedures which may affect access and security policies.
3. The Council shall review and approve or deny any proposed changes to existing functionality or data definitions of the SLDS.

Training and Communication

1. The Council shall oversee the training of SLDS users to ensure consistency in procedures and adherence to access and security policies.
2. The Council shall review and approve specific training plans established by OSBE, SDE, and the Idaho Department of Labor, for properly securing SLDS data.
3. Training shall include building an understanding of federal and state privacy laws which protect the rights of students and compliance with IRB requirements.
4. The Council shall establish a webpage on the Board's website to provide the public with information pertinent to the SLDS.

[5] Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133

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SUBJECT

Board Bylaws – Second Reading

REFERENCE

October 2014	Board approved a first reading of the Board Bylaws, incorporating language outlining the purpose of the Athletic Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures – Bylaws

BACKGROUND/DISCUSSION

The Athletic Committee has been an ad hoc subcommittee of the Business Affairs and Human Resources (BAHR) Committee for a number of years. Absent any specific charge, the work of the committee largely depended upon the chair of the committee in any given year. This has created uncertainties among Board staff and institutions and a lack of continuity in the Committee process. At the Regular October 2014 Board meeting the Board approved a first reading of a policy amendment incorporating the Athletic Committing as a working committee of BAHR. The proposed amendments clearly outline the Athletics Committee responsibility regarding athletic department staff contracts and operating budgets, as well as a number of related reports.

There was some discussion at the Board meeting regarding the Athletics Committee becoming a standing committee of the Board that reported directly to the Board rather than the current process of reporting to the Board through BAHR. At that time the discussion centered on the need for close interaction and collaboration of the Athletics Committee with BAHR due to the number of Coach and Athletic Director contracts and various budget related reports the committee reviews that also all fall under BAHR's area of responsibility. No additional changes were proposed at that time.

IMPACT

Codifying the Athletic Committee with specific scope and responsibilities will bring clarity to the review and approval process of athletics agenda items for Board members, staff and institutions.

ATTACHMENTS

Attachment 1 – Board Policy – Bylaws, subsection F.5.
Athletic Committee – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Athletic Committee, as currently constituted, lacks a defined purpose and role. The absence of clear expectations and continuity from year-to-year makes it very difficult for staff to help manage the committee process and perform

appropriate due diligence. There were no changes made between the first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy – Bylaws, adding a new subsection codifying the Boards athletic committee as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: BYLAWS (Operational Procedures) ~~August~~ December 2014

F. Committees of the Board

5. Athletics Committee

a. Purpose
The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition
The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures
The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

i. athletics director and coach contracts;
ii. Athletics Department operating budgets;
iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
iv. Athletics Department employee compensation reports;
v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
vi. institutional Title IX gender equity reports;
vii. athletics division or conference changes; and
viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Review of faculty rank and promotion policy and tenure policy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II. Human Resources Policies and Procedures. Subsection: G. Policies Regarding Faculty.

BACKGROUND/DISCUSSION

Board Policy II.G.d.iii. requires each institution to establish criteria for initial appointment to faculty rank and for promotion within the ranks. Such criteria are required to be submitted to the Board for approval and upon approval be published and made available to the faculty.

The policies on a) faculty rank and promotion and b) tenure were edited to clarify definitions, criteria, and eligibility. In addition, the rank of academic instructor is proposed to be tenure-eligible.

IMPACT

The changes will bring consistency and clarity to how the institution defines the eligibility and criteria necessary for both promotion and tenure.

ATTACHMENTS

Attachment 1 – Policy 2.106: Faculty Rank and Promotion Page 3
Attachment 2 – Policy 2.111: Tenure Page 18

STAFF COMMENTS AND RECOMMENDATIONS

Lewis-Clark State College (LCSC) has indicated these polices were last provided to the Board for consider in 2008, however, no Board action was taken at that time. The policy includes the four (4) faculty ranks in Board policy as well as a fifth rank, Lecturer. The policy amendments are in conformance with Board Policy II.G.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to approve their Faculty Rank and Promotion Policy 2.106 and Tenure Policy 2.111 as submitted in attachment 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SECTION: Academic

SUBJECT: FACULTY RANK AND PROMOTION

Background: SBOE Policy II.G.1.c. Faculty Rank and Promotion.

Point of Contact: Office of the Provost/Vice President for Academic Affairs

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Dean, Academic Programs; Dean, Professional-Technical Programs; Faculty Senate

Date of approval by LCSC authority: 3/2009

Date of State Board Approval: Interim Policy

Date of Most Recent Review: July, 2008; ~~–~~July, 2014

Summary of Major Changes incorporated in this revision to the policy: Clarification ~~of timeline for promotion, the addition of eligibility of 0.5 FTE faculty and the inclusion of the library policy. Policies 2.108 and 2.109 have been incorporated into this policy.~~ of definitions, criteria, and promotion requirements for academic faculty.

1. Definitions

   A. Division

   For the purposes of this policy, the term "division" refers to Academic Program areas (Business, Education, Humanities, Natural Sciences and Mathematics, Nursing and Health Sciences, Social Sciences, ~~Library~~), ~~and~~ Professional-Technical areas (Business Technology and Service, Technical and Industrial), and the Library.~~.~~

   B. Division Chair

   For the purposes of this policy, the term "chair" refers to the administrative head of all divisions, including the Library Director.

   C. Dean

   For the purposes of this policy, the term "dean" refers to the Dean of Academic Programs or the Dean of Professional-Technical Programs.

   D. Board

   Idaho State Board of Education (SBOE)

   E. Competence

   A faculty member who demonstrates competence completes tasks and assignments on time, in a quality manner. Originality and creativity are valued but not expected on a regular basis. A

competent faculty member accepts and reflects on constructive feedback. The focus of activities is at the program and division level.

F. Proficiency

A faculty member who demonstrates proficiency completes tasks and assignments on time, in a high quality manner, and meets all minimum requirements. A faculty member who demonstrates proficient performance has advanced in terms of degree of contribution to one's program, the Division, LCSC, one's profession and community. The focus of activities is at the program, division, and college level. Leadership and mentoring of peers are expected of an individual whose performance is defined as proficient. Originality and creativity are valued. The proficient faculty member is a reflective practitioner who continually assesses and evaluates the effects of his/her teaching, advising, scholarly activity choices and service activities. The proficient faculty member actively seeks out opportunities to grow professionally.

2. Philosophy

The quality of the College is determined to a large extent by the quality of the faculty. In our concern for the College's quality, the administration and faculty base the criteria for faculty promotion upon continued growth in professional skills and performance. The College encourages and assists each faculty member to improve professionally. Promotion is one means of encouraging professional improvement, of reflecting the continuing value of the faculty member to the college, and of rewarding meritorious service. Faculty who are awarded promotion shall be afforded all rights, rewards, privileges and responsibilities pertaining to said promotion.

3. Definition of Rank

A. ~~A.~~ Lecturer: A lecturer is a faculty member who is qualified to teach college level courses, but is not eligible for promotion or tenure. This position is reserved for faculty members hired to teach lower division level and/or developmental courses for which they have appropriate preparation. Advising, scholarship, and service to the institution are not expectations of a lecturer**.**

B. Instructor: An instructor is a faculty member who is qualified to teach college level courses and who ~~,~~ may be eligible for promotion **(**Professional-Technical Programs) or tenure (Academic Programs). For academic positions, a Master's degree in content area is normally required. Service to the institution is an expectation for instructors.

C. Assistant Professor: An Assistant Professor is an individual who normally possesses the terminal degree or the equivalent in the field and appropriate professional expertise as determined by the division.

D. Associate Professor: An Associate Professor is an individual who in all but exceptional circumstances possesses a terminal degree or its equivalent in the field and appropriate professional expertise as determined by the division.

E. Professor: A Professor is an individual who in all but very exceptional circumstances possesses a terminal degree or the equivalent in the field and who has demonstrated meritorious performance in the field as defined by the individual's division. The rank of Professor shall be awarded only to those who are proven masters of the field, are outstanding in that field, and whose general attributes are recognized by their fellows with such determination to be made by the administration and the faculty.

4. Timeline for Promotion

Unless otherwise established in the candidate's initial letter of appointment, the usual time in rank required for promotion for faculty hired after August 22, 2008, is as follows:

A. Instructor to Assistant Professor—After two (2) full years of service as Instructor, a faculty member within Professional-Technical Programs may apply and be evaluated for promotion to Assistant Professor. Instructors within Academic Programs are not eligible for promotion.

B. Assistant to Associate Professor—After four (4) full years of service as Assistant Professor, a faculty member may apply and be evaluated for promotion to Associate Professor.

C. Associate to Full Professor—After five (5) full years of service as Associate Professor, a faculty member may apply and be evaluated for promotion to Professor.

5 Criteria for Promotion for all Faculty

A. Criteria for promotion are consonant with the role and mission of Lewis-Clark State College. Accordingly, a teaching faculty member advancing through the ranks is expected to meet escalating standards of performance and assume additional responsibilities in teaching, advising and mentoring, ~~and advising,~~ scholarly/creative~~/creative~~ -activity and professional development, and service. The Library faculty are expected to meet escalating standards of professional knowledge and skills, scholarly/creative activity and professional development, and service.

B. Each division shall maintain a written policy that identifies appropriate standards for promotion from Instructor to Assistant Professor (does not apply to divisions within Academic Programs-), Assistant Professor to Associate Professor, and Associate Professor to Professor. Division criteria for promotion must be developed by division faculty and be approved by division faculty, the division chair, the respective dean, and the provost. Changes to the criteria will follow the same approval process. Each list of criteria must include the date the faculty approved the division criteria. Copies of the criteria will be maintained in the offices of the provost, dean, and division chair. The division chair will distribute copies to all division faculty.

C. For faculty whose duties are primarily instructional, teaching and activities that develop and improve teaching will be weighed most heavily in any evaluation. For librarians, activities that increase access to knowledge will weigh most heavily. However, it is recognized that the faculty of Lewis-Clark State College perform varied tasks, and that the relative value placed on teaching, ~~and~~ advising and mentoring, professional knowledge and skills, scholarly/creative activity and professional development, and service differ among faculty. Because of this, division chairs are

to negotiate with the faculty member the relative importance of each criterion to the evaluation of an individual faculty member's performance. Each criterion will be weighed relative to its value to the division and its appropriateness to the college's role and mission. This weighing shall be used in a consistent fashion by all reviewers.

D. Faculty with a 0.5 FTE or greater appointment may be eligible to apply for promotion.

6. Terminal Degrees

For the purposes of promotion, terminal degrees are defined as follows:

A. Academic Terminal Degrees

(1) Business

(a) PhD, DBA, JD or appropriate and related earned doctorate, or

(b) CPA, CMA, current license plus appropriate Masters Degree, or

(c) Appropriate Masters and a minimum of 5 years of executive level decision making authority in the respective content area in a local or regionally recognized organization or

(d) Appropriate Masters plus 10 years of exemplary teaching in the content area.

(2) Education.....EdD, PED, PhD

(3) Humanities

(a) ~~Journalism~~ Art…….Master's of Fine Arts (MFA), ~~or~~ PhD, or equivalent
Creative Writing
Music
Theater

(b) Foreign and Heritage Languages~~Languages~~ …… MA

(c) All other areas.....PhD

(4) Library …….. Master's of Library Science (MLS) or PhD

(5) Natural Sciences & Mathematics .....PhD

(6) Nursing and Health Sciences

(a) Nursing .....Masters in Nursing for Assistant Professor and Associate Professor
PhD, EdD, Doctorate in Nursing or related fields for Professor

(b) Radiography.....Bachelor's Degree for Assistant Professor
Masters Degree for Associate Professor and Professor

(7) Social Sciences.....PhD for Associate Professor and Professor
MSW for Social Work Assistant Professor
MA or MS for Justice Studies Assistant Professor
ABD for Social Sciences Assistant Professor

B. Professional-Technical Terminal Degrees

(1) Business Technology and Service

(a) Graphic Arts/Printing Technology.....Bachelor's Degree

(b) Business Management .....Master's Degree
Early Childhood Development
Hotel/Restaurant Management
Office Technology
Paralegal
Web Development

(2) Technical and Industrial .....Bachelor's Degree

7. Promotion Requirements

LCSC recognizes faculty within Academic Programs, Professional-Technical Programs, and the Library. Each unit differs in the requirements for promotion which are presented separately herein.

A. Academic Faculty

(1) Promotion from Assistant Professor to Associate Professor for Academic Faculty

(a) Reviewers will evaluate and make recommendations for promotion from Assistant Professor to Associate Professor on the basis of the following:

(i) ~~Candidate Statement.~~ Candidate Statement. The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on 1) teaching 2) advising and mentoring 3) scholarly/creative activity and professional development and 4) service. The statement shall include examples of division-specific evidence the candidate has accumulated to demonstrate proficiency in each of the four areas. Appropriate representative documentation in support of the personal statement may be included by the candidate. Such documentation must be made available if requested by any reviewer.~~The candidate for Associate Professor shall provide a personal statement describing the candidate's role within the division that includes substantive statements on teaching and advising, scholarly/creative activity and professional~~

~~development, and service. The statement also shall include a description of how the candidate meets division specific criteria for promotion. Substantive supporting documentation shall be included as appendices or made available at the request of any reviewer.~~

(ii) Teaching. ~~-~~The candidate for Associate Professor shall demonstrate proficiency in teaching appropriate to the discipline and rank as established by the candidate's division.

(iii) Advising and mentoring.~~and advising.~~ The candidate for Associate Professor shall demonstrate proficiency in ~~teaching and advising~~advising and mentoring appropriate to the discipline and the rank as established by the candidate's division.

(iv~~ii~~) Scholarly/creative activity and professional development.~~/Creative Activity and Professional Development.~~ The candidate for Associate Professor shall demonstrate proficiency in ~~scholarly/creative activity and professional development~~scholarly/creative activity and professional development as appropriate to the discipline and rank as established by the candidate's division.

(v~~iv~~) Service. The candidate for Associate Professor shall demonstrate a proficient record of active contributions and ~~a record of active contributions and~~ continuing growth in service activities appropriate to the discipline and rank as established by the candidate's division.

(2) Promotion from Associate Professor to Professor for Academic Faculty

(a) Reviewers will evaluate and make recommendations for Promotion from Associate Professor to Professor on the basis of the following:

(i) ~~Candidate Statement. Th~~Candidate Statement. The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on 1) teaching 2) advising and mentoring 3) scholarly/creative activity and professional development and 4) service. The statement shall include examples of division-specific evidence the candidate has accumulated to demonstrate excellence in each of the four areas. Appropriate representative documentation in support of the personal statement may be included by the candidate. Such documentation must be made available if requested by any reviewer.~~e candidate for Professor shall provide a personal statement as described in section 7.A.(1)(a)(i).~~

(ii) Teaching. The candidate for Professor shall demonstrate excellence in teaching appropriate to the rank and to the discipline as established by the candidate's division.

(iii) ~~and~~ ~~A~~advising and mentoring. The candidate for Professor shall demonstrate excellence in ~~teaching and~~ advising and mentoring appropriate to the rank and to the

discipline as established by the candidate's division.

(iv~~ii~~) Scholarly/Creative Activity and Professional Development. The candidate for Professor shall demonstrate excellence in scholarly/creative activity and professional development appropriate to the rank and to the discipline, as established by the candidate's division.

(v~~iv~~) Service. The candidate for the rank of Professor shall demonstrate an excellent record of service as appropriate to the rank and to the discipline, as determined by the candidate's division.

B. Professional-Technical Faculty

Within Professional-Technical Programs, faculty have the option of pursuing one of two paths for promotion: 1) the Academic Degree Path or 2) the Business/Industry Path. Both paths lead to the rank of Professor. Regardless of the path chosen, all candidates must have current professional technical certification from the State of Idaho.

(1) Promotion from Instructor to Assistant Professor for Professional-Technical Faculty.

(a) Reviewers will evaluate and make recommendations for promotion from Assistant Professor to Associate Professor on the basis of the following:

(i) Candidate Statement. The candidate shall provide a personal statement describing the candidate's role within the division and that includes appropriate statements on teaching and advising, scholarly/creative activity and professional development, and service. The statement also shall include a description of how the candidate meets division criteria for promotion. Appropriate supporting documentation shall be included as appendices or made available at the request of any reviewer.

(ii) Teaching and advising. The candidate for Assistant Professor shall demonstrate competency in teaching and advising appropriate to the discipline and the rank as established by the candidate's division.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Assistant Professor shall demonstrate competence in the basic tools of scholarly/creative activity common to the discipline and the rank and demonstrate sufficient professional development, as established by the candidate's division.

(iv) Service. The candidate should demonstrate effective service, according to the candidate's division guidelines.

(2) Promotion from Assistant Professor to Associate Professor for Professional-Technical Faculty

(a) Candidates who choose the Academic Degree Path for promotion to Associate Professor

will have acquired a bachelor's degree in an appropriate field. Candidates who choose the business/industry path must meet the criteria for this path as established by the division.

(b) Reviewers will evaluate and make recommendations for promotion from Assistant Professor to Associate Professor on the basis of the following:

(i) Candidate Statement. The candidate for Associate Professor shall provide a personal statement as described in section 7.B.(1)(a)(i).

(ii) Teaching and advising. The candidate for Associate Professor shall demonstrate proficiency in teaching and advising appropriate to the discipline, rank, and promotion path as established by the candidate's division.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Associate Professor shall demonstrate proficiency in scholarly/creative activity and professional development as appropriate to the discipline, rank, and promotion path as determined by the candidate's division.

(iv) Service. The candidate for Associate Professor should demonstrate a record of active contribution and continuing growth appropriate to the discipline, rank, and promotion policy as determined by the candidate's division.

(3) Promotion from Associate Professor to Full Professor for Professional-Technical Faculty

(a) Candidates who choose the Academic Degree Path for promotion to Professor will have acquired the terminal degree in an appropriate field. Candidates who choose the business/industry path must meet the criteria for this path as established by the division.

(b) Reviewers will evaluate and make recommendations for promotion from Associate Professor to Professor on the basis of the following:

(i) Candidate Statement. The candidate for Professor shall provide a personal statement as described in section 7.B.(1)(a)(i).

(ii) Teaching and advising. The candidate for Professor shall demonstrate excellence in teaching and advising appropriate to the discipline, rank, and promotion path as established by the candidate's division.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Professor shall demonstrate excellence in scholarly/creative activity and professional development as appropriate to the discipline, rank, and promotion path as determined by the candidate's division.

(iv) Service. The candidate for Professor should demonstrate a record of excellence in service appropriate to the rank, discipline, and promotion policy as determined by

the candidate's division.

C. Library Faculty

(1) Promotion from Assistant Professor to Associate Professor for Library Faculty

(a) Reviewers will evaluate and make recommendations for promotion to Associate Professor on the basis of the following:

(i) Candidate Statement. The candidate shall provide a personal statement describing the candidate's role within the library that includes appropriate statements on professional knowledge and skills, scholarly/creative activity and professional development, and service. The statement also shall include a description of how the candidate meets library criteria for promotion. Appropriate supporting documentation shall be included as appendices or made available at the request of any reviewer.

(ii) Professional Knowledge and Skills. The candidate for Associate Professor shall demonstrate competency in professional knowledge and skills appropriate to the rank as established by the library.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Associate Professor shall demonstrate competence in the scholarly/creative activity and professional development as established by the library.

(iv) Service. The candidate shall demonstrate effective service, according to the library guidelines.

(2) Promotion from Associate Professor to Professor for Library Faculty

(a) Reviewers will evaluate and make recommendations for Promotion from Associate Professor to Professor on the basis of the following:

(i) Candidate Statement. The candidate for Professor shall provide a personal statement as described in section 7.C.(1)(a)(i).

(ii) Professional Knowledge and Skills. The candidate for Associate Professor shall demonstrate excellent competency in professional knowledge and skills appropriate to the rank as established by the library.

(iii) Scholarly/Creative Activity and Professional Development. The candidate for Professor shall demonstrate excellence in the scholarly/creative activity and professional development appropriate to the rank as established by the library.

(iv) Service. The candidate for the rank of Professor shall demonstrate an excellent record of service as appropriate to the rank, according to the library guidelines.

8. Promotion Portfolio

   A. The promotion portfolio will be prepared by the applicant and must include, at a minimum, the following contents:

      (1) Division Criteria for promotion

      (2) Candidate Statement [See 7.A.(1)(a)(i), 7.B.(1)(a)(i). or 7.C.(1)(a)(i).].

      (3) Curriculum Vitae.

      (4) Job descriptions and annual chair and peer evaluations over the last four (4) years.

      (5) For teaching faculty, student course evaluations over the last four (4) years.

      (6) Other materials as determined by the division guidelines.

      (7) Reviewers may request additional materials. If additional materials are requested by the Individual Promotion Committee (IPC), Standing Tenure and Promotion Review Committee (STPRC), Standing Promotion Review Committee (SPRC), division chair, dean, provost, or president, the request and its justification must be in writing and copied to the applicant. The requested information will be added to the portfolio as it is forwarded to the next level of review. If the request includes materials that are in the applicant's personnel file and the applicant chooses to honor the request, he/she must sign a waiver available in the Human Resources office allowing access to the requested materials. The requested information will be added to the portfolio as it is forwarded to the next level of review. The applicant may respond in writing to clarify a situation if he/she believes his/her record has been or may be misinterpreted. Any such letter will be added to the portfolio and forwarded with the rest of the portfolio.

9. Promotion Process

   A. The Promotion Portfolio

      (1) Applicants eligible for promotion shall prepare a promotion portfolio. The applicant shall receive copies of all items sent to the provost or placed in the portfolio by reviewers.

      (2) The applicant's portfolio may also be used for tenure decisions if tenure and promotion occur simultaneously (see Tenure Policy 2.111).

   B. Portfolio Review

      (1) The portfolio will be made available in the division office for review by the division chair, the division faculty, IPC, and the dean. The portfolio will be made available for review in the provost's office for the provost, president, and if necessary, the STPRC or SPRC.

(2) Each reviewer or group of reviewers will write a promotion recommendation. The recommendation will address the candidate's fulfillment of institutional and divisional promotion criteria. The original recommendations of the division chair, division faculty, IPC and dean will be placed in the portfolio with copies to the applicant and chair of the STPRC or SPRC.

(3) At the completion of the applicant's review process, the original recommendations will be sent to Human Resources for filing in the applicant's personnel file and the portfolio will be returned to the applicant.

C. Individual Promotion Committee (IPC)

(1) The IPC may be the same as the Individual Tenure Committee (ITC) as long as criteria for both committees are met (see Tenure Policy 2.111).

(2) There shall be an IPC for each applicant. The IPC will consist of five (5) members and be composed as follows:

(a) Two (2) or more faculty members that hold the rank the applicant seeks or a higher rank (from the candidate's division if available),

(b) One (1) or more faculty from outside the division,

(c) One (1) or more students, but not more than 50 percent of the committee membership. (Student members must have declared a major and, for teaching faculty, have taken upper-division course work in the applicant's division.)

(3) Faculty in the applicant's division will elect one (1) member from the division's faculty and one (1) student to serve on the committee; the applicant will select the remaining members.

(4) Faculty in the applicant's division will elect the chair of the committee from the members of the IPC.

(5) No IPC will be formed for faculty currently serving as division chairs. The STPRC or SPRC will serve as the review committee for faculty currently serving as division chairs. All other portions of the review process will occur for such individuals (see section 9B).

D. Standing Review Committees

(1) The College has two (2) standing promotion review committees, one (1) for academic faculty and one (1) for professional-technical faculty. The name of the academic faculty standing promotion review committee is the Standing Tenure and Promotion Review Committee (STPRC). The name of the professional-technical faculty standing promotion review committee is the Standing Promotion Review Committee (SPRC) (see Policy 1.104 Article

IV, Sections 5 and 6 for both committees' responsibilities, committee makeup, and terms of service).

10. Procedures for Promotion Evaluation

A. After review of all credentials and criteria, the provost notifies faculty of their eligibility to apply for promotion.

B. Following notification by the provost of eligibility to apply for promotion, the applicant submits a "Request for Promotion Evaluation" to the provost's office. Request for Promotion Evaluation authorizes the IPC to secure current formal student evaluations and formal teaching evaluations and annual performance evaluations.

C. The provost provides the faculty senate chair, STPRC or SPRC chair, division chairs, and deans with a list of faculty members who have indicated they will be applying for promotion.

D. The applicants' division submits names of IPC members, including the chair, to the STPRC or SPRC chair.

E. The STPRC or SPRC chair issues the list of approved IPCs, identifying the chair, to the applicant, the faculty senate chair, the division chairs, the deans, and the provost.

F. The applicant submits the portfolio to the division office where it will be housed for review by the division chair, the division faculty, the IPC and the dean.

G. The dean will ensure that a portfolio for each faculty member is completed and made available for review in the division office by the division chair, the division faculty, the IPC, and the dean. The dean will notify the above mentioned reviewers that the file is ready for review.

H. The division chair will write a summative promotion evaluation/recommendation of the applicant member based on annual evaluations and other materials in the applicant's portfolio. Prior to submission, the division chair and applicant must discuss the summative evaluation/recommendation. The summative evaluation/recommendation should be attached to copies of prior annual performance evaluations, including those by both the division's evaluating body, if applicable, and the division chair. The original copy of the evaluation/recommendation is to be placed in the portfolio. A copy will be given to the applicant and to the chair of the STPRC or SPRC.

I. The division faculty members may choose to review the portfolio and make a written recommendation to be placed in the portfolio. A copy will be submitted to the applicant and the division chair.

J. The IPC will review the portfolio and arrive at a recommendation. Each member of the committee will have a full vote. Voting will be by secret ballot with no tally recorded. The chair of the IPC will prepare a written recommendation. The committee's recommendation may be

signed by the chair only. The original copy of the recommendation will be added to the portfolio with a copy submitted to the applicant and the chair of the STPRC or SPRC.

K. The dean shall review the portfolio and prepare a recommendation. The original copy of the recommendation will be added to the portfolio and a copy forwarded to the applicant and the chair of the STPRC or SPRC, the division chair and the IPC chair.

L. The dean will then move the portfolio to the provost's office for review by the provost, the STPRC or SPRC if warranted, and the president.

M. The provost will review the portfolio to determine whether the portfolio will be reviewed by the STPRC or SPRC. The provost may solicit STPRC or SPRC input for any portfolio; however, the STPRC or SPRC must review a portfolio if the division chair, IPC, or dean recommends against promotion.

N. The STPRC or SPRC will review the portfolio and arrive at a recommendation by simple majority vote. Votes shall be cast by secret ballots, and no tally of the votes shall be reported. Each member of the committee will have an equal vote in all matters. The chair of the STPRC or SPRC will prepare the written recommendation. The committee's recommendation may be signed by the chair only.

O. If the STPRC or SPRC recommends against granting promotion, it shall inform the applicant before submitting its recommendation to the provost. The applicant shall then be given an opportunity to meet with the STPRC or SPRC and to present additional material in support of the granting of promotion. Immediately after the meeting with the applicant the STPRC or SPRC will review all materials and again arrive at a recommendation. The STPRC or SPRC will submit its recommendation to the provost and provide a copy to the applicant, the division chair, the IPC chair, and the dean.

P. The provost will review the portfolio and prepare a recommendation to the president. If the STPRC or SPRC have made a recommendation and if the provost disagrees with the recommendation, the provost will, in writing, inform the STPRC or SPRC and candidate of that decision. Before forwarding a recommendation to the president or sharing it with the applicant, the provost will meet with the STPRC or SPRC to discuss how the applicant has met or failed to meet the criteria for promotion, or other reasons for the recommendation.

Q. When any reviewer or the provost recommends against granting promotion, the applicant shall be afforded the opportunity to present a written response to the provost, who will consider all pertinent material prior to submitting a recommendation to the president. The applicant's written response will be added to the portfolio.

R. The complete portfolio and the provost's final written recommendation shall be forwarded to the president. The president shall review the portfolio and determine whether to recommend approval of the application for promotion. If the president decides to not recommend promotion, he/she shall, in writing, notify the applicant, the IPC chair, the division chair, the dean, the STPRC or SPRC, and the provost. The applicant may meet with the president to discuss the

recommendation. If the president recommends promotion, he/she shall submit a recommendation for granting promotion to the State Board of Education, with a copy to the applicant, the IPC chair, the division chair, the dean, the STPRC or SPRC, and the provost.

11. Procedures for Appeal

    A. The candidate may appeal to the Hearing Board (see Policy 2.115, Faculty Grievance Policy).

    B. The president's decision on the Hearing Board's recommendation is final.

12. Timeline

Each year the provost's office will publish the specific dates on which activities are to be completed.

Timeline	Action
By 1st week of Fall Semester	Provost • notifies faculty of their eligibility to apply for promotion based on time in rank and appropriate terminal degree
1 week	Eligible faculty • submit "Request for Promotion Evaluation" to the provost
1 week	Provost • provides faculty senate chair, STPRC/SPRC chair, division chairs, and deans with list of faculty members who have indicated they will be applying for promotion
2 weeks	Applicants' division • submits names of IPC members (including chair) to STPRC/SPRC chair
1 week	STPRC/SPRC Chair • issues list of approved IPCs (identifying chair) to applicant, Faculty Senate chair, division chairs, deans, and provost
6 weeks from notification of eligibility	Applicant • submits portfolio to division office where it will be housed for reviewers (division chair, division faculty, IPC, and dean)
1 week	Dean • ensures that portfolio is complete • notifies appropriate reviewers the portfolio is available in the division office
3 weeks	Division Chair • places summative evaluation/recommendation in the portfolio • provides the applicant and chair of the STPRC/SPRC with a copy of the evaluation/recommendation Division Faculty members (optional) • place written recommendation in portfolio • provide the applicant and division chair with a copy of the recommendation.

3 weeks	IPC • places written recommendation in the portfolio • submits a copy of the recommendation to applicant and chair of the STPRC/SPRC.
4 weeks	Dean • places written recommendation in the portfolio • submits a copy of the recommendation to the applicant, division chair and chair of the STPRC/SPRC • moves portfolio to the provost's office
4 weeks	Provost • submits list of applicants for review to chair of STPRC/SPRC
3 weeks	STPRC/SPRC • considers portfolios and direction from provost and respond to provost
3 weeks	Provost • submits final recommendation and portfolio with all recommendations to President • submits a copy of the recommendation to the applicant, division chair, IPC chair, STPRC/SPRC chair, and the dean
3 weeks	President • sends recommendation to applicants with a copy to the division chair, faculty senate chair, IPC chair, dean, the STPRC/SPRC chair, and the provost • forwards all written recommendations to Human Resources for filing in the applicant's personnel file • returns portfolio to the applicant • notifies the State Board of Education of promotion recommendation • announces promotion awarded as is appropriate

SECTION: ACADEMIC

SUBJECT: TENURE

Background: SBOE Policy II.G.6. Tenure.

Point of Contact: Office of the Provost/Vice President for Academic Affairs

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Dean, Academic Programs; Faculty Senate

Date of approval by LCSC authority: 8/2008

Date of State Board Approval: Interim Policy

Date of Most Recent Review: July, 2008; ~~–~~July, 2014

Summary of Major Changes incorporated in this revision to the policy: Clarification of definitions, criteria, and eligibility ~~timeline~~ for tenure. ~~and the addition of library faculty eligibility for tenure.~~ Addition of academic instructor rank eligibility for tenure.

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1. Definitions

   A. Division

   For the purposes of this policy, the term "division" refers to Academic Program areas (Business, Education, Humanities, Natural Sciences and Mathematics, Nursing and Health Sciences, Social Sciences~~), Library), and~~ Professional-Technical areas (Business Technology and Service, Technical and Industrial), and the Library.~~.~~

   B. Division Chair

   For the purposes of this policy, the term "chair" refers to the administrative head of all divisions, including the Library Director.

   C. Dean

   For the purposes of this policy, the term "dean" refers to the Dean of Academic Programs.

   D. Board

   Idaho State Board of Education (SBOE)

   E. Competence

   A faculty member who demonstrates competence ~~,~~ completes tasks and assignments on time, in a quality manner. ~~, and meets all minimum requiremen~~ ~~ts.~~ Originality and creativity are valued but not expected on a regular basis. ~~Leadership and mentoring of peers are not expected.~~ A

competent faculty member accepts and reflects on constructive feedback. The focus of activities is at the program and division level.

F. Proficiency

A faculty member who demonstrates proficiency completes tasks and assignments on time, in a high quality manner, and meets all minimum requirements. A faculty member who demonstrates proficient performance has advanced in terms of degree of contribution to one's program, the Division, LCSC, one's profession and community. - The focus of activities is at the program, division, and college level. Leadership and mentoring of peers are expected of an individual whose performance is defined as proficient. ~~This growing maturity in one's career can be demonstrated by exceeding minimum requirements.~~ Originality and creativity are valued. The proficient faculty member is a reflective practitioner who continually assesses and evaluates the effects of his/her teaching, advising, scholarly activity choices, and service activities. The proficient faculty member actively seeks out opportunities to grow professionally.

2. Philosophy

A. Tenure refers to a faculty member's continuous employment following the end of a probationary period and upon fulfillment of the appropriate criteria. After tenure is awarded, the faculty member's service may be terminated only for adequate cause as defined by Board policy, in the case of retirement, financial exigency as declared by the Board, where extreme shifts in enrollment have eliminated the justification for a program, or if the Board has otherwise authorized the elimination or reduction of a program.

B. Tenure is based upon the principle of academic freedom, specifically: 1) freedom to teach, conduct research, and participate in extramural activities, and 2) the assurance of sufficient stability to establish a mutually-beneficial commitment between a faculty member and the institution. Toward that end, tenure embodies a long-term relationship of trust, commitment, and reciprocal obligation between the institution and the faculty member. Tenure is granted only to faculty members who demonstrate they have made and will continue to make significant contributions to~~in~~ their disciplines and the college.

3. Eligibility for Tenure Status

A. Pursuant to SBOE policy, tenure is available only to eligible, full-time institutional faculty members, as defined by the institution. Eligible full-time faculty members as defined by the institution include those academic faculty holding the rank of instructor, assistant, associate, and full professor. Instructors have the option of declaring tenure-track or non-tenure track status. Instructors can declare tenure-track status at any time but once tenure-stack status is declared they cannot revert back to non-tenure-track status. ~~. Instructors also may choose to be tenure track and must meet the same criteria for granting tenure as all other tenure eligible ranks. (See Section 5.B)~~ Faculty holding the rank of adjunct instructor or lecturer are not eligible for tenure.

B. Professional-Technical faculty hired and tenured prior to July 1, 1993 retain tenure. All other Professional-Technical faculty are not eligible for tenure.

C. All first-year faculty appointments are made for a period not to exceed one (1) year. Ordinarily appointments are made for periods of one (1) year each before a tenure decision is made.

(1) Faculty

(a) A probationary period typically precedes the granting of tenure. A faculty member may apply and be evaluated for tenure after at least four (4) full years of tenure-track service and in no case later than during the faculty member's sixth (6th) full academic year of tenure-track employment. When circumstances permit, and when the appropriate criteria have been met, a faculty member may be considered for promotion and tenure in the same year.

(b) Satisfactory service in any tenure-eligible rank may be used to fulfill the time requirement for acquiring tenure. In cases involving prior service, tenure may be granted following less than the usual period of service. Normally a maximum of 2 years credit will be allowed for prior service. Eligibility for early tenure consideration, however, must be stipulated in writing by the provost in the candidate's initial letter of appointment.

(2) Academic Administrators

(a) Academic administrators include the president, chief academic officer of the institution, deans and division chairs of the academic units. An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department, contingent upon approval by the institutional president or the SBOE if the president is to be awarded tenure. Upon termination of employment as an administrator, a tenured employee may return to employment in the department in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause. An employee with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department.

(b) An individual hired as a non-academic administrator from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, if the individual will teach and otherwise contribute to that department, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost ~~or chief academic officer~~ and president.

(c) Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed ~~in the same manner as tenured faculty.~~as per SBOE policies for the evaluation of academic administrators.

4. Notice of and Standards for Non-Reappointment or Termination of Appointment of Non-Tenured Faculty Members Hired in Tenure Track Positions.

A. First Amendment Guarantee

All non-tenured faculty members are under First Amendment and institutional guarantees of academic freedom.

B. Non-Reappointment or Termination

Notice of non-reappointment or termination, or of intention not to recommend reappointment, must be given in writing in letter form. (See Policy 3.118 Reappointment, Nonreappointment, or Termination of Faculty and Other Exempt Employees with Term Appointments.)

5. Criteria for Granting Tenure

A. Criteria for granting tenure are consonant with the role and mission of Lewis-Clark State College. Accordingly, a faculty member seeking tenure is expected to meet high standards of performance and assume additional responsibilities relevant to their appointment.

B. A successful tenure candidate must demonstrate proficiency in 1) teaching and 2) advising and mentoring, as well as proficiency in at least one of the other two evaluation areas 3) scholarly/creative activity and professional development and/or 4) service). In addition, the faculty member must be able to demonstrate competence and professional growth in all four evaluation areas. :

~~i. Be able to demonstrate proficiency in 1) teaching and 2) advising & mentoring, as well as proficiency in at least one of the other two evaluation areas (scholarly activity and/or service). In addition, the faculty member must be able to demonstrate competence and professional growth in all four evaluation areas.~~

C. For faculty whose duties are primarily instructional, teaching and activities that develop and improve teaching will be weighed most heavily in any evaluation. For librarians, activities that increase access to knowledge will weigh most heavily. However, it is recognized that the faculty of Lewis-Clark State College perform varied tasks, and that the relative value placed on teaching, ~~and~~ advising and mentoring, professional knowledge and skills, ~~and/or providing access to knowledge~~, scholarly/creative activity and professional development, and service differ among faculty. Because of this, division chairs are to negotiate with the faculty member the relative importance of each criterion to the evaluation of an individual faculty member's performance. Each criterion will be weighed relative to its value to the division and its appropriateness to the college's role and mission. This weighing shall be used in a consistent fashion by all reviewers.

6. Evidence

A. Each division shall publish a list of evidence appropriate for demonstrating competency/proficiency within the areas of 1) teaching 2) advising and mentoring 3) scholarly/creative activity and professional development and 4) service.

7~~6~~. Tenure Portfolio

SECTION: ACADEMIC

SUBJECT: TENURE

A. The tenure portfolio will be prepared by the applicant and must include, at a minimum, the following contents:

(1) ~~Institutional Criteria for Tenure~~A copy of policy 2.111

(2) Candidate Statement. The candidate shall provide a personal statement describing the candidate's role within the division that includes substantive statements on 1) teaching 2) advising and mentoring 3) scholarly/creative activity and professional development and 4) service. The statement shall include examples of division-specific evidence the candidate has accumulated to demonstrate competency and/or proficiency in each of the four areas. Appropriate representative documentation in support of the personal statement may be included by the candidate. Such documentation must be made available if requested by any reviewer.~~Candidate Statement . The candidate shall provide a personal statement describing the candidate's role within the division that includes appropriate statements on teaching and advising, and/or providing access to knowledge, scholarly/creative activity and professional development, and service. The statement shall include a description of how the candidate meets division criteria for tenure. Appropriate supporting documentation shall be included as appendices or made available at the request of any reviewer.~~

(3) Curriculum Vitae

(4) Job description and annual chair and peer evaluations over the last four (4) years

(5) For teaching faculty, student course evaluations over the last four (4) years

~~(6) Other materials as determined by division policies on evidence for tenure..~~

(6~~7~~) Reviewers may request additional materials. If additional materials are requested by the Individual Tenure Committee (ITC), Standing Tenure and Promotion Review Committee (STPRC), division chair, dean, provost, or president, the request and its justification must be in writing and copied to the applicant. The requested information will be added to the portfolio as it is forwarded to the next level of review. If the request includes materials that are in the applicant's personnel file and the applicant chooses to honor the request, he/she must sign a waiver available in the Human Resources office allowing access to the requested materials. The requested information will be added to the portfolio as it is forwarded to the next level of review. The applicant may respond in writing to clarify a situation if he/she believes his/her record has been or may be misinterpreted. Any such letter will be added to the portfolio and forwarded with the rest of the portfolio.

8~~7~~. Tenure Process

A. The Tenure Portfolio

(1) Applicants eligible for tenure shall prepare a tenure portfolio. The applicant shall receive copies of all items sent to the provost or placed in the portfolio by reviewers.

(2) The applicant's portfolio may also be used for promotion decisions if tenure and promotion occur simultaneously (see Promotion Policy 2.106).

B. Portfolio Review

(1) The portfolio will be made available in the division office for review by the division faculty, division chair, dean, and ITC. Subsequently, the portfolio will be made available for review in the provost's office for the provost and president, and if necessary, the STPRC.

(2) Each reviewer or group of reviewers will write a tenure recommendation. The recommendation will address the candidate's fulfillment of institutional and divisional tenure criteria. The original recommendations of the division chair, division faculty, ITC and dean will be placed in the portfolio with copies to the applicant and chair of the STPRC.

(3) At the completion of the applicant's review process, the original recommendations will be sent to Human Resources for filing in the applicant's personnel file and the portfolio will be returned to the applicant.

C. Individual Tenure Committee (ITC)

(1) The ITC may be the same as the Individual Promotion Committee (IPC) as long as criteria for both committees are met (see Promotion Policy 2.106).

(2) There shall be an ITC for each applicant. The ITC will consist of five (5) members and be composed as follows:

(a) Two (2) or more tenured faculty members, and one (1) or more non-tenured faculty members from the applicant's division, if available,

(b) One (1) or more faculty from outside the division,

(c) One (1) or more students, but not more than 50 percent of the committee membership (student members must have declared a major and, for teaching faculty, have taken upper-division course work in the applicant's division).

(3) Faculty in the applicant's division will elect one (1) member from the division faculty and one (1) student to serve on the committee; the applicant will select the remaining members.

(4) Faculty in the applicant's division will elect the chair from the members of the Individual Tenure Committee.

D. Standing Tenure and Promotion Review Committee (STPRC)

(1) The name of the academic faculty standing tenure review committee is the Standing Tenure and Promotion Review Committee (STPRC) (see Policy 1.104 Article IV, Section 5 for the

committee's responsibilities, makeup and terms of service).

9~~8~~. Procedures for Tenure Evaluation

A. After review of all credentials and criteria, the provost notifies faculty of their eligibility to apply for tenure.

B. Following notification by the provost of eligibility to apply for tenure, the applicant submits a "Request for Tenure Evaluation" to the provost's office. Request for Tenure Evaluation authorizes the ITC to secure current formal student evaluations and formal teaching evaluations and annual performance evaluations.

C. The provost provides the faculty senate chair, STPRC chair, division chairs, and dean with a list of faculty members who have indicated they will be applying for tenure.

D. The applicant's division submits names of ITC members, including the chair, to the STPRC chair.

E. The STPRC chair issues the list of approved ITCs, identifying the chair, to the applicant, the faculty senate chair, the division chairs, the dean, and the provost.

F. The applicant submits the portfolio to the division office where it will be housed for review by the division chair, the division faculty, the ITC and the dean.

G. The dean will ensure that a portfolio for each faculty member is completed and made available for review in the division office by the division chair, the division faculty, the ITC, and the dean. The dean will notify the above mentioned reviewers that the file is ready for review.

H. The division chair will write a summative tenure evaluation/recommendation of the applicant member based on annual evaluations and other materials in the applicant's portfolio. Prior to submission, the division chair and applicant must discuss the summative evaluation/recommendation. The summative evaluation/recommendation should be attached to copies of prior annual performance evaluations, including those by both the division's evaluating body, if applicable, and the division chair. The original copy of the evaluation/recommendation is to be placed in the portfolio. A copy will be given to the applicant and to the chair of the STPRC.

I. The division faculty members may choose to review the portfolio and make a written recommendation to be placed in the portfolio. A copy will be submitted to the applicant and the division chair.

J. The ITC will review the portfolio and arrive at a recommendation. Each member of the committee will have a full vote. Voting will be by secret ballot with no tally recorded. The chair of the ITC will prepare a written recommendation. The committee's recommendation may be signed by the chair only. The original copy of the recommendation will be added to the portfolio with a copy submitted to the applicant and the chair of the STPRC.

K. The dean shall review the portfolio and prepare a recommendation. The original copy of the recommendation will be added to the portfolio and a copy forwarded to the applicant and the chair of the STPRC, the division chair or, and the IPC chair.

L. The dean will then move the portfolio to the provost's office for review of the provost, the STPRC if warranted, and the president.

M. The provost will review the portfolio to determine whether the portfolio will be reviewed by the STPRC. The provost may solicit STPRC input for any portfolio; however, the STPRC must review a portfolio if the division chair, ITC, or dean recommends against tenure, or if a tenured faculty member is undergoing a full tenure review.

N. The STPRC will review the portfolio and arrive at a recommendation by simple majority vote. Votes shall be cast by secret ballots, and no tally of the votes shall be reported. Each member of the committee will have an equal vote in all matters. The chair of the STRPC will prepare the written recommendation. The committee's recommendation may be signed by the chair only.

O. If the STPRC recommends against granting tenure, it shall inform the applicant before submitting its recommendation to the provost. The applicant shall then be given an opportunity to meet with the STPRC and to present additional material in support of the granting~~ining~~ of tenure. Immediately after the meeting with the applicant the STPRC will review all materials and again arrive at a recommendation. The STPRC will submit its recommendation to the provost and provide a copy to the applicant, the division chair, the ITC chair, and the dean.

P. The provost will review the portfolio and prepare a recommendation to the president. If the STPRC has made a recommendation and if the provost disagrees with the recommendation, the provost will, in writing, inform the STPRC and candidate of that decision. Before forwarding a recommendation to the president or sharing it with the applicant, the provost will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or other reasons for the recommendation.

Q. When any reviewer or the provost recommends against granting tenure, the applicant shall be afforded the opportunity to present a written response to the provost, who will consider all pertinent material prior to submitting a recommendation to the president. The applicant's written response will be added to the portfolio.

R. The complete portfolio and the provost's final written recommendation shall be forwarded to the president. The president shall review the portfolio and determine whether to recommend approval of the application for tenure. If the president decides to not recommend tenure, he/she shall, in writing, notify the applicant, the ITC chair, the division chair, the dean, the STPRC and the provost. The applicant may meet with the president to discuss the recommendation. If the president recommends tenure, he/she shall submit a recommendation for granting tenure to the State Board of Education, with a copy to the applicant, the ITC chair, the division chair, the dean, the STPRC or SPRC, and the provost.

10~~9~~. Procedures for Appeal

A. The candidate may appeal to the Hearing Board (see Policy 2.115, Faculty Grievance Policy).

B. The president's decision on the Hearing Board's recommendation is final.

11~~0~~. If tenure is denied, the faculty member will be issued a terminal contract for the next academic year.

12~~1~~. Timeline

Each year the provost's office will publish the specific dates on which activities are to be completed.

Timeline	Action
By 1st week of Fall semester	Provost • notifies faculty of their eligibility to apply for tenure based on time in rank.
1 week	Eligible faculty • submit "Request for Tenure Evaluation" to the provost
1 week	Provost • provides faculty senate chair, STPRC chair, division chairs, and dean a list of those faculty who have indicated they will be applying for tenure
2 weeks	Applicants' division • submits names of ITC members (including chair) to STPRC chair
1 week	STPRC chair • issues list of approved ITC (identifying chairs) to applicant, faculty senate chair, division chairs, dean, and provost
6 weeks from notification of eligibility	Applicants • submit portfolio to division office where it will be housed for reviewers (division chair, dean, division faculty, and ITC)
1 week	Dean • ensures that portfolio is complete • notifies appropriate reviewers that the portfolio is available in the division office
3 weeks	Division Chair • places summative evaluation/recommendation in the portfolio • provides the applicant and chair of the STPRC with a copy of summative evaluation/ recommendation Division faculty members (optional) • place written recommendation in portfolio • provide the applicant and division chair with a copy of the recommendation
3 weeks	ITC • places written recommendation in the portfolio • submits a copy of the recommendation to the chair of the STPRC and applicant
4 weeks	Dean

SECTION: ACADEMIC

SUBJECT: TENURE

	• places written recommendation in the portfolio • submits a copy of the recommendation to the applicant, division chair, and chair of the STPRC • moves portfolio to the provost's office
4 weeks	Provost • submits list of applicants for review to chair of STPRC
3 weeks	STPRC • consider portfolios and direction from provost and respond to provost
3 weeks	Provost • submits final recommendation and portfolio with all recommendations to President • submits a copy of the recommendation to the applicant, division chair, ITC chair, STPRC chair, and the dean
3 weeks	President • sends recommendation to applicants with a copy to the faculty senate chair, ITC chair, division chair, dean, STPRC chair, and the provost • forwards all written recommendations to Human Resources for filing in the applicant's personnel file • returns portfolio to the applicant • notifies the State Board of Education of tenure recommendation • announces tenure awarded as appropriate

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PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Joe Dunlap, North Idaho College President and current chair of the Presidents' Council, will give a report on the recent activities of the Presidents' Council and answer questions.

BOARD ACTION

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

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SUBJECT

Reconsideration of Pending Rules Docket 08-0203-1401, Graduation Requirements and Docket 08-0203-1406, K-12 Data Elements

REFERENCE

November 24, 2014	Board approved Pending rules Docket 08-0203-1401 and Docket 08-0203-1406
August 14, 2014	Board approved Proposed rules Docket 08-0203-1401 and Docket 08-0203-1406

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code, Idaho Administrative Code, IDAPA 08.02.03.105
Section 33-105 and Section 33-133, Idaho Code - Idaho Administrative Code, IDAPA 08.02.03.115

BACKGROUND/DISCUSSION

Docket 08-0203-1401, High School Graduation

In 2014 the Department of Education requested the Board promulgate administrative rules to start the transition of the proficiency requirement in the high school graduation requirements to grade eleven (11). The current requirement in IDAPA 08.02.03.105 requires student score proficient or advanced on the Idaho Standards Achievement Test (ISAT) in grade ten (10). The rule further allows for multiple attempts for those who do not achieve proficiency in grade ten (10) as well as an alternate path determined by the school district should the student not achieve proficiency by the end of grade eleven (11). In 2010 the Board adopted new math and English content standards. The math and English content standards are not only more rigorous than previous version they are also aligned with college and career ready standards. With the realignment of the ISAT with the math and English content standards, the new assessment developed by the Smarter Balanced Consortium was intended to be taken and to measure grade eleven (11) content knowledge. The intent of the Department of Education following the implementation of the new version of the ISAT, over the past several years, has been to request approval from the Board to transition the graduation proficiency requirement to grade eleven (11). It has been determined that students by grade eleven (11) would also be able to show a level mastery to measure their college readiness. Idaho's public postsecondary institutions agreed early on in the process that if the student could show proficiency at a specific level in grade eleven (11) the institutions would automatically place them in credit bearing courses, should they meet the admission requirements and enroll at one of their institutions. The Pending rule, as part of the transition to a grade eleven (11) proficiency requirement, required students graduating in 2017 and 2018 to complete the ISAT in grade eleven (11) and for student graduating in 2019 to pass the ISAT at a proficiency level set by the Board. Additionally, the Pending rule added language regarding students using sports participated in outside of the school to meet the Health/Wellness requirement and required students graduating in 2019 to pass an

end of course assessment in biology or chemistry at a proficiency level set by the Board.

The original purpose of the grade ten (10) proficiency requirement when adopted by the Board was, in part, to require students to meet a specified level of content knowledge in math, English, and science prior to graduation. In 2006 (for students graduating in 2012) as part of the Board's High School Redesign initiative, the Board adopted a requirement that secondary students also take a college entrance exam in grade eleven (11). The purpose the college entrance exam was based on research that indicated taking a college entrance exam was a trigger for increasing a student's probability of going on to postsecondary education after graduation. Generally, students are applying for and making decision regarding their postsecondary education in grade eleven (11), requiring the postsecondary entrance exam in grade eleven (11) aligned with the time students were making those decisions and was determined to be the timeframe where it would have the greatest impact.

Docket 08-0203-1406, Data Elements

Section 33-133, Idaho code, enacted in 2014, requires any new student level data elements in the state data system be "provisional" data elements pursuant to Governor and legislative approval, the elements may remain in the SLDS for up to one year prior to approval. This section of code defines the state data system as the state's elementary, secondary, and postsecondary longitudinal data system. The only existing mechanism in place that includes both Governor and legislative approval is the rulemaking process. During the past year the Department has added a number of data elements in the form of Proposed and then Pending rules for approval. Of the eight (8) data elements proposed only four (4) of them are student level data and are required to be approved by the Governor and the legislature. Seven of the elements the Department indicated they were required to process payments for the various Advanced Opportunities programs that the state funds. The either (8th) element, "Home Schooled Flag" was required for the correct allocation of funds to the districts. The Department as indicated, at this time, that they do not need any of the requested data elements.

IMPACT

Rejection of the Pending rules at this stage would allow Board staff to request the germane committees reject the rules in whole or in part based on Board action. Rules rejected by both committees would become null and void at the conclusion of the legislative session.

ATTACHMENTS

Attachment 1 – Docket 08-0203-1401, Graduation Requirements Page 5
Attachment 2 – Docket 08-0203-1406, Data Elements Page 11

STAFF COMMENTS AND RECOMMENDATIONS

The Board's Accountability Oversight Committee reviewed the graduation requirement at their February 4, 2015 meeting and is recommending the Board reconsider moving the graduation requirement at this time and only require the college entrance exam for graduation purposes in grade eleven (11). The committee's concerns centered on requiring the students to take both, the ISAT and the college entrance exam in grade eleven (11) and continued uncertainty at the district level during the transition from the old assessment to the new assessment. The committee felt the Board should consider if it is in the best interest of the student to take both assessment, the ISAT and the college entrance exam, in grade eleven (11), and should require one or the other in a single year.

The formal recommendations of the committee at this meeting concerning this and other assessment issues where:

- The Board should maintain the current grade ten (10) proficiency requirement for graduation and school accountability purposes.
- To require current year sophomores only participate in the ISAT or the ISAT-Alt, rather than show proficiency.
- That students entering grade nine (9) in 2015 (graduating in 2019) be the first to be required to meet the proficiency requirement for graduation purposes.
- The Board remove the current language in administrative rule allowing grade nine (9) students to "bank" their scores, should they meet the set proficiency levels.

The Committee will meet again following the Board meeting to start a more in-depth review of the states K-12 Accountability System and bring formal recommendations forward for the Board's consideration at that time.

In addition to the proficiency requirements for graduation in Docket 08-0203-1401, this docket includes clarifying language regarding the Health/Wellness credit requirement and the science end of course assessment requirement in biology or chemistry. It has been the Board's practice in the past to include any new graduation requirements in administrative rule at the same time or prior to the students entering grade nine (9) that will be impacted by those requirements.

Should the Board choose to allow the Pending rules to continue through the rule making process, then no action would be required.

Staff recommends that should the Board choose to reject the ISAT proficiency requirements in Docket 08-0203-1401, they only reject the sections specific to those requirements.

Staff recommends the Board reject Docket 08-0203-1406, regarding the new data elements.

BOARD ACTION

I move to reject sections 105.06.e through g in Docket 08-0203-1401.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to reject Docket 08-0203-1406.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-1401

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2015 Idaho State Legislature for final approval. The pending rule becomes final and effective at the conclusion of the legislative session unless the rule is approved or rejected in part by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved or rejected in part by concurrent resolution, the rule becomes final and of full force and effect upon adoption of the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section 33-105, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change:

IDAPA 08.02.03.105.i - At the request of the Legislature, the substitution clause for one credit of physical education for graduation is clarified. Student participation in one (1) season in any sport recognized by Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education to include a clause ensuring the student show mastery of the content standards in a format provided by the district.

IDAPA 08.02.03.105.03.b.iii - The rule currently states: students may elect an exemption in grade eleven (11) from the college entrance exam requirement if: Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam. This should be corrected from spring to fall. The spring administration is for seniors and the College Board does not allow students to test outside of their grade level group.

IDAPA 08.02.03.105.05 - This rule currently contains the word required. It is being removed because it is too vague and this is meant for any class the student is enrolled that meets teacher certification requirements and content standards.

IDAPA 08.02.03.105.06.e-.k - This rule makes changes to high school graduation requirements in regards to testing. This docket adds Idaho Standards Achievement Tests (ISAT) requirements to the previous docket for the class of 2018 and beyond, as well as a graduation requirement for biology and chemistry in the form of End of Course Assessments.

Idaho high school students have been required to pass the ISAT since the class of 2006. The previous requirement was for students to pass the 10th grade ISAT at a proficient level prior to receiving a diploma. The Board passed the requirement in 2003 with Legislative approval in 2004. The graduation requirement was phased in over three years. As Idaho continues to transition to higher standards, Idaho's graduation requirement must be retooled. The new ISAT will be a true college and career ready test and given for graduation in the student's junior year. Previously, the Board made accommodations for the Class of 2016 as students took the field test. For the class of 2017, the Department recommends students are required to take the test in 11th grade and phase in the graduation requirement similar to the phase in when the graduation requirement was initiated in 2006. The class of 2018 will be required to pass the ISAT in math and English language usage at a 9th grade level. The class of 2019 will be required to pass the math and English language usage ISAT at a 10th grade level and then the class of 2020 must pass at the college and career level. The rule also allows for students who are advanced to create a mastery element in the requirement. Therefore, students who can pass the ISAT in 9th or 10th grade at an 11th grade college and career ready level will be exempt from taking the ISAT in the future and their graduation requirement is met.

In 2010, the State Board of Education removed the requirement for students to pass the ISAT science test in 10th grade. At that time, the Department began work on replacing the science test with a more appropriate measure of science knowledge in the form of an End of Course assessment. Tests in biology and chemistry were developed and

field tested. For the class of 2017 (sophomores in 2014-2015) and class of 2018, students will be required to take either biology or chemistry.

After the Public Comment period ended, the following changes were made:

- Striking the words after "usage" in subsection 105.06.f.
- Students who graduate in 2019 are required to pass the ISAT in grade eleven in mathematics and English language usage at a proficiency level set by the state board of education."
- Striking subsection 105.06.i.
- In subsection 105.06.k. inserting "Students who graduate in 2019 will be required to pass an end of course assessment in science at a proficiency level set by the State Board of Education.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code. Only those sections that have changes that differ from the proposed text are printed in this bulletin. The complete text of the proposed rule was published in the October 1, 2014, Idaho Administrative Bulletin, **Vol. 14-10, pages 142 though 149**.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year:

These changes result in no fiscal impact.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this pending rule, contact Tracie Bent, State Board of Education: (208) 332-1582, **tracie.bent@osbe.idaho.gov**.

DATED this 24th Day of November, 2014.

Tom Luna
Superintendent of Public Instruction
State Department of Education
650 West State Street, 2nd Floor
Boise, ID 83720-0027
Phone: (208) 332-6812
Fax: (208) 334-2228

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-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

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. A student 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. Six (6) 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. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) 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)

(2) 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)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit

Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. 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 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. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. ~~(3-12-14)~~(____)

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 grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student's eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the ~~*spring*~~ fall statewide administration of the college entrance exam. ~~(3-12-14)~~(____)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

04. **Senior Project**. 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. (3-12-14)

05. **Middle School**. A student will have met the high school content and credit area requirement for any ~~*required*~~ high school course if: ~~*(3-12-14)*~~( )

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school; and (3-12-14)

c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught. (3-12-14)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. (3-12-14)

06. **Proficiency**. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. 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. (3-12-14)

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)

d. Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)

e. Students who graduate in 2017 are required to complete the ISAT in grade eleven (11) in mathematics and English language usage. ( )

f. Students who graduate in 2018 are required to *complete* the ISAT in grade eleven (11) in mathematics and English language usage. ( )

g. Students who graduate in 2019 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a proficiency level *set by the State Board of Education*. ( )

h. Students who graduate, beginning in 2017, are required to complete an End of Course Assessment (EOC) provided by the state in either biology or chemistry after completion of the course. ( )

i. *Students who graduate in* 2019 *will be* required to pass an end of course assessment in biology or chemistry *at a proficiency level set by the State Board of Education*. ( )

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. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

IDAPA 08 - STATE BOARD OF AND STATE DEPARTMENT OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-1406

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is November 24, 2014. This pending rule has been adopted by the agency and is now pending review by the 2015 Idaho State Legislature for final approval. The pending rule becomes final and at the conclusion of the Legislative session unless the rule is approved or rejected in part by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved or rejected in part by concurrent resolution, the rule becomes final and of full force and effect upon adoption of the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224 and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a pending rule and amended a temporary rule. The action is authorized pursuant to Section 67-5221(1), Idaho Code, and Section 33-105, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and amending the temporary rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change:

The rule allows for the five new data elements to be collected which will provide the necessary information for finance to accurately calculate payments necessary for staffing and for the Advanced Opportunities option.

The last three fields listed below were not originally included in the rule description but were included in the New Items Excel Spreadsheet attached and approved by the State Board of Education as part of the Rule.

The text of the pending rule has been amended in accordance with Section 67-5227, Idaho Code, and is being republished following this notice. Rather than keep the temporary rule as previously adopted while the pending rule awaits legislative approval, the State Department of Education amended the temporary rule with the same revisions made to the pending rule. Only the sections that differ from the proposed rule text are printed in this Bulletin. The original text of the temporary and proposed rule was published in the original text of the proposed rule was published in the October 1, 2014 Idaho Administrative Bulletin, **Vol. 14-10, pages 165 and 166**.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year:

This change in rule results in no fiscal impact.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule and the amendment to temporary rule, contact Joyce Popp, State Department of Education, (208) 332-6970, **jpopp@sde.idaho.gov**.

DATED this 24th Day of November, 2014.

Tom Luna
Superintendent of Public Instruction
State Department of Education
650 West State Street, 2nd Floor
Boise, ID 83720-0027
Phone: (208) 332-6812
Fax: (208) 334-2228

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0203-1406

115. DATA COLLECTION.
The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The ~~*enrollment*~~ data collection ~~*will*~~ shall contain ~~*information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status*~~ all data as listed on the State Department of Education's website under "required data elements." The collection ~~*will be done in mid-October, early February, and May (end of the testing window)*~~ shall be submitted monthly for any period of time in which students are receiving educational instruction or services provided by a state public school or charter school. Each participating school is required to verify and assure the accuracy and completeness of the data submitted in the files. ~~*(5-8-09)*~~*(____)*

~~0~~*1*. **New Data Elements in State Student Data System**. To meet the requirements of Section 33-133.3, Idaho Code, the following data elements will be added to the monthly ISEE data upload beginning in the 2014-2015 school year. (____)

a. Private or Home Schooled Flag in the Student Demographics File. To indicate if the student is Private or Home Schooled as well as proper grade level for testing for use in correct allocation of funds. (____)

b. Provider School Name Field in the Student Course Enrollment File. To indicate the name of the institution providing instruction of a non-regular course, i.e. virtual or distance education. For use in accurate calculation of payment for Advanced Opportunity Program payments. (____)

c. Instructor Name Field in the Student Course Enrollment File. To indicate the name of the actual instructor within an institution that is providing instruction of a non-regular course, i.e. virtual or distance education. For use in accurate calculation for Advanced Opportunity Program payments. (____)

d. Examination to be Taken Flag in the Student Course Enrollment File. To indicate if a course has a specific examination that requires payment to sit for the examination. To identify and accurately calculate the examination reimbursement payments for the Advanced Opportunities Program. (____)

e. Examination Type Field in the Student Course Enrollment File. To collect the type of college credit bearing examination that a student is associated with a specific Advanced Opportunity course to identify the type of examination and the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program. (____)

f. *Examination CertType Field in the Student Course Enrollment File. To collect the type of exam certification or licensure type associated with a specific Advanced Opportunity course to identify the type of examination and the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program.* *(____)*

g. *Examination Result Field in the Student Course Enrollment File. To collect the students' result on the college credit bearing examination associated with a specific Advanced Opportunity course to identify the qualification of examination and the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program.* *(____)*

h. *Examination Cost Field in the Student Course Enrollment File. To collect the cost of college credit bearing examination that a student is associated with a specific Advanced Opportunity course to identify the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program.* *(____)*