12	**BOARD POLICY I.Q. – SECOND READING**	Motion to Approve
13	**TEMPORARY RULE – IDAPA 08.01.14 – PAY FOR SUCCESS CONTRACTING**	Motion to Approve

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   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 2016

Strategic Plan Implementation

The goals and strategies of our 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 have made substantial progress in a number of areas.

Goal #1: "*Create a signature, high-quality educational experience for all students.*"

In Fall, 2012, Boise State began implementation of our Foundational Studies Program. The program is a complete restructuring of the way we deliver general education that 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.

May, 2016 will mark four years since implementation began, and graduating this May will be the first cohort of students who entered as freshmen and will graduate after four years with our Foundational Studies Program. The following graphs give an idea of the magnitude of the number of students being educated under the new program. UF 100 and UF 200 courses are university-wide courses that are taken typically in the freshman and sophomore years, respectively. Communication in the Discipline and Finishing Foundations courses are embedded in the major curriculum and are designed to reinforce University Learning Outcomes later in a student's career.
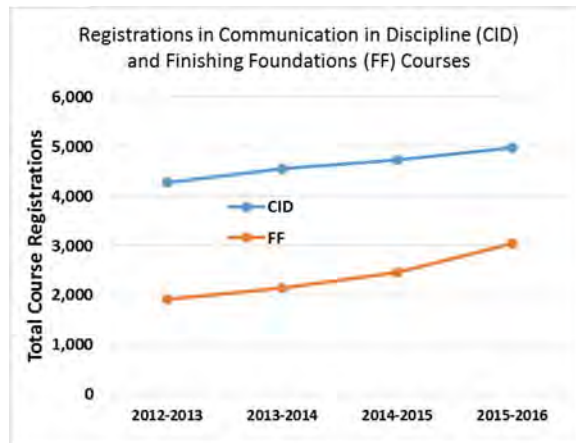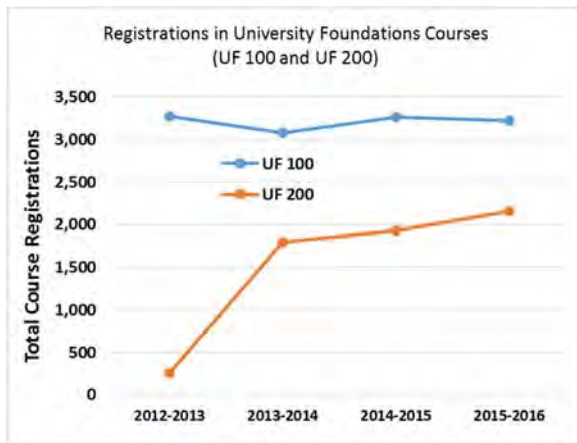

The Foundational Studies Program is organized around eleven University Learning Objectives (ULOs) that every Boise State graduate will be expected to have met, regardless of major. Importantly, the ULOs align well with the types of skills and knowledge sought by employers: written and oral communication, problem solving, critical thinking, teamwork, and ethics.

The ULOs also provide a framework of uniform assessment categories for departments and degree programs. Boise State has established "Digication" software as the ePortfolio platform that is being used to document and evaluate the achievement of the ULOs and to facilitate student learning via the reflection process inherent in ePortfolio 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. As can be seen in the accompanying figure, use of ePortfolios by students has increased by nearly six-fold in just two years.
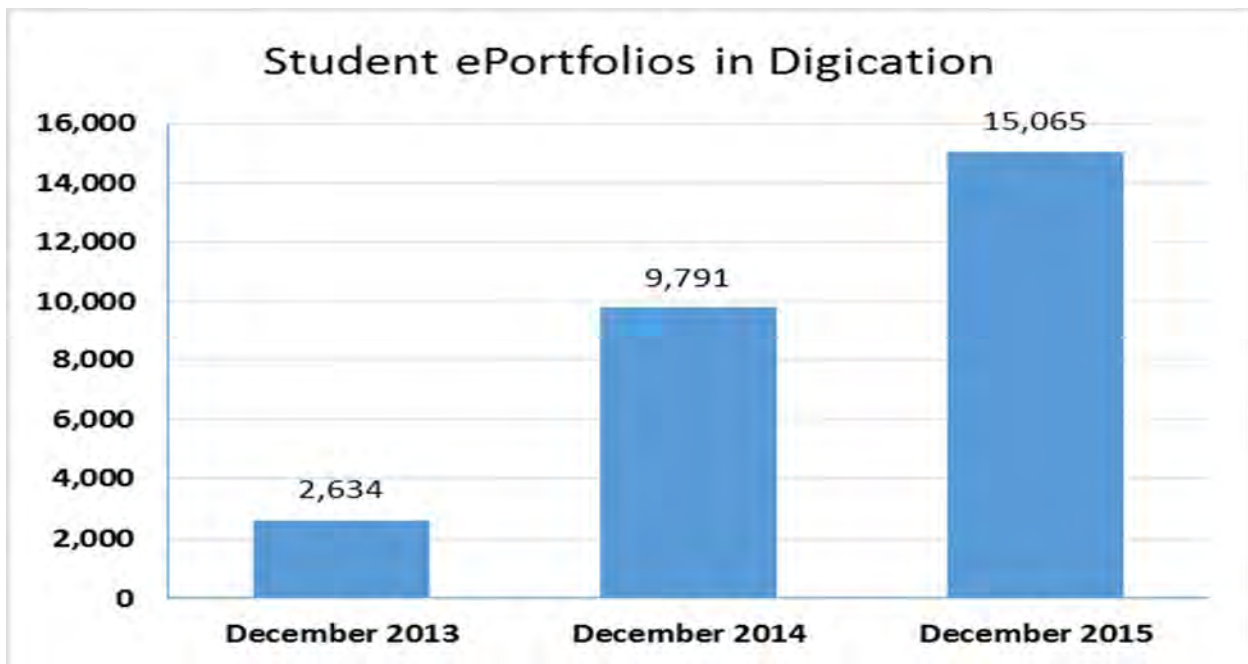
Goal #2: "*Facilitate the timely attainment of educational goals of our diverse student population.*"

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 2014-15 was 10% higher than the 2014-15 target given to Boise State by the SBOE.
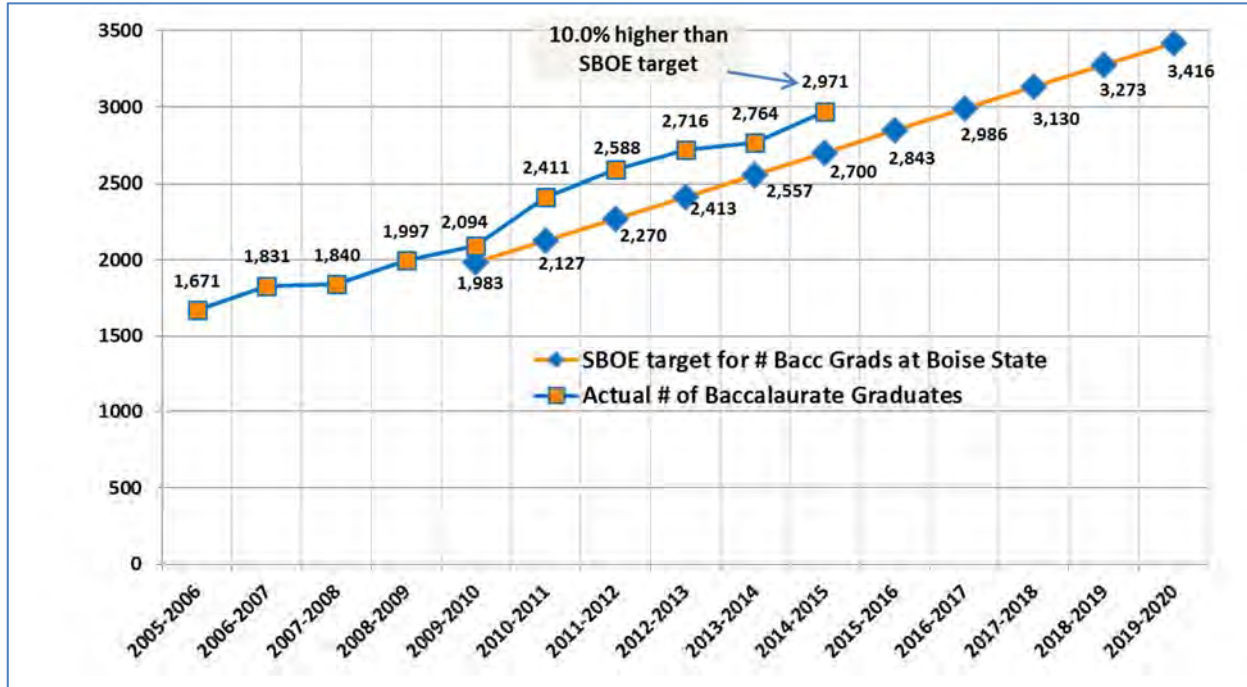
Boise State University produces more baccalaureate graduates than any other Idaho public institution: in 2014-15, more than 46% graduated from Boise State. We have been able to increase the number of baccalaureate graduates while maintaining a relatively steady enrollment by taking a number of actions that have increased the successful progression of our students. That success is reflected in (i) increased retention during the first year, which increased from 60% for the Fall 2004 cohort to 76% for the Fall 2014 cohort, and (ii) increased 6-year graduation rate, which increased from 24% for the Fall 2002 cohort to 38% for the Fall 2009 cohort.

Much of our effort has been focused on increasing the success of Freshman and Sophomore students. The following are a selection of the initiatives we are pursuing:

- The Math Learning Center redesigned remedial math by blending online learning modules with face-to-face instructions, whereby students "learn math by doing math" within an encouraging environment. Pass rates, since implementation, have increased consistently in a range of math courses as can be seen in the following figure.
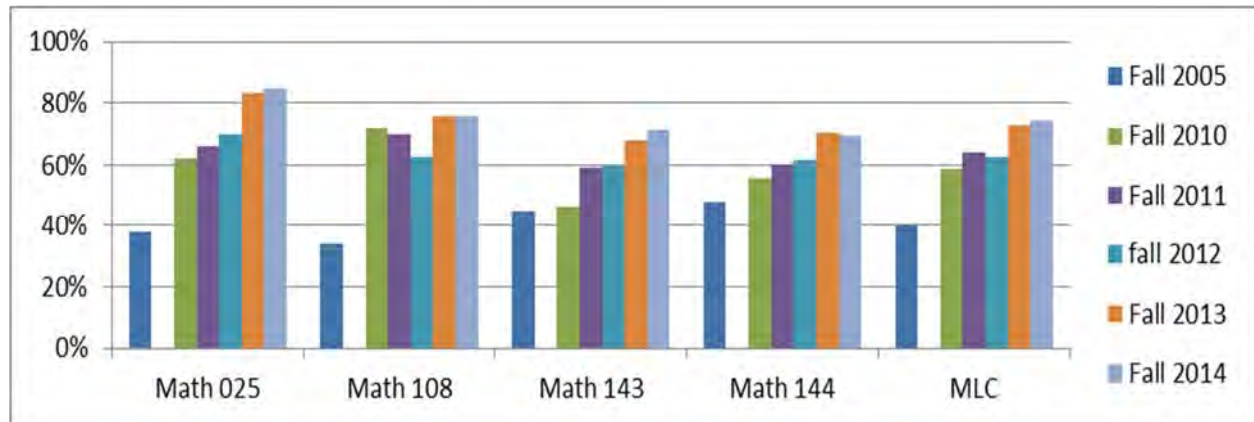
- We redesigned our English course placement and remediation. The new placement process is designed to ensure that students are in the course level in which they can be successful. Using the new placement process for the Fall 2013 student cohort, successful completion of first-year writing courses increased 5% compared to the Fall 2012 cohort. Students needing English remediation who completed a newly created co-requisite 4-credit version of English 101 (known as English 101+) were also retained at higher rate than students who did not require remediation and took the English 101 component alone.

- We expanded our use of Learning Assistants program, which provides peer leaders to support students and faculty inside and outside the classroom. Learning assistants support active learning during class and build mentoring relationships with students outside of class through four hours per week of facilitated study sessions. Peer support is coupled with a faculty coordinator working to align and improve curriculum across sections. The figure shows that participants had significantly higher pass rates in the classes in which they received assistance.

Non-Participant
n = 13347
mean course grade = 2.15

Fail 26.2%
Pass 73.8%

Participant*
n = 3021
mean course grade = 2.65**

Fail 12.4%
Pass 87.6%
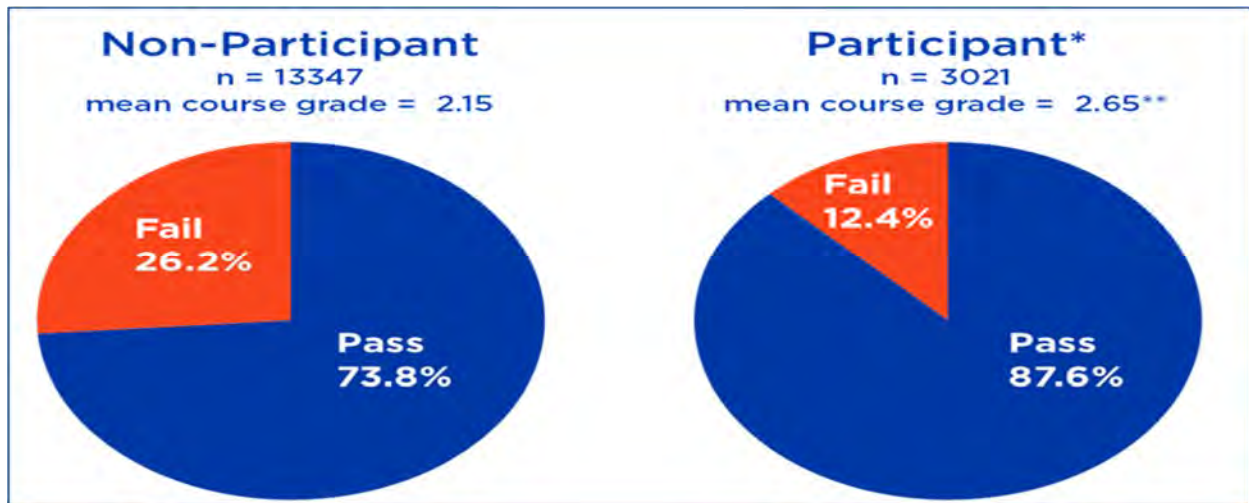
The overall impact of these and other initiatives can be seen in the following graph, which shows that we have been highly successful at increasing the success of our freshman students in their coursework. The graph shows an analysis of the success of incoming freshmen in their first semester at Boise State. This graphs considers students who receive a grade of D or F or W (which constitutes a withdrawal from class) as being unsuccessful. As you can see, the percentage of credits for which a D/F/or W was received by those students has gone down substantially over the last five years: from 20% to 12%. If examined in terms of our Fall 2015 cohort of 2,160 freshmen, this increase in success equates to 301 of those students each in a three-credit class and each receiving a grade of C or better. Our research shows that one of the most important contributors to the retention of freshmen is their success in their first classes. Therefore, a big increase in success in courses will translate to a big increase in retention.

Increased First Semester Success of New First-Time-In-College Full-time Freshmen: Decreased % D, F, or W Grades

Percent of Lower Division Course Credits Taken with Grades D or F or W

20%
18%
17%
15%
15%
12%

Equates to 301 students (out of a cohort of 2,160) each enrolled in a 3-credit class who received a grade C or above in 2015 but would have received a D, F, or W in 2010.

Fall 2010   Fall 2011   Fall 2012   Fall 2013   Fall 2014   Fall 2015
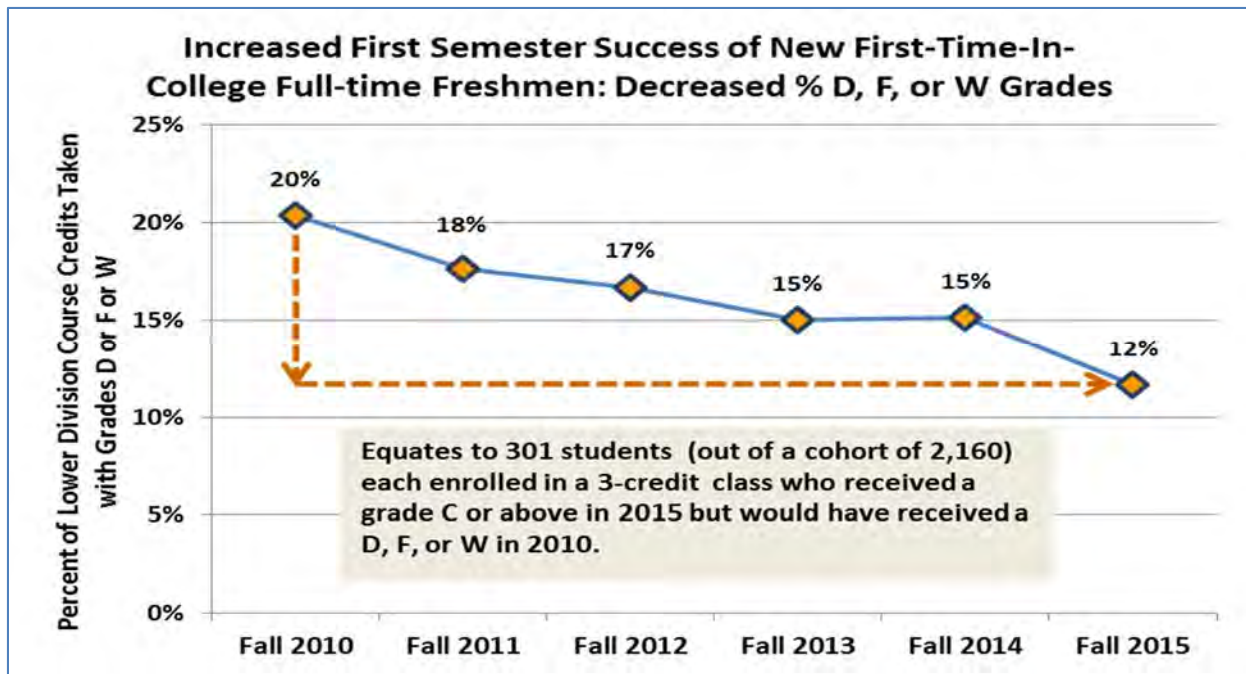
Goal #3 is *"Gain distinction as a doctoral research university."*

The Carnegie Foundation recently announced the 2015 classifications of institutions of higher education, and Boise State now has a Basic Classification of "Doctoral University." The new classification was a result of remarkable accomplishments depicted in the key parameters used in the classification process: number of doctoral graduates, amount of research expenditures, and number of research personnel. As is shown in the following table, all three of those parameters more than doubled between the 2008-09 academic year (on which the previous classification of "Master's University" was based) and the 2013-14 academic year, on which the new classification is based.

	2008-09	2013-14	Percent change
Indicators Used In Assigning Basic Classification			
>Number of PhD and EdD graduates	9	34	278% increase
>Research and Development expenditures as reported to the National Science Foundation	$12,305,000	$26,567,923	116% increase
>Number of postdoctoral and non-faculty doctorate-holding research personnel	5	32	540% increase

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. Now in development are a PhD in Ecology, Evolution, and Behavior and a PhD in Computing. The following figure shows the growth in the number of doctoral programs and in the number of students enrolled in those programs.
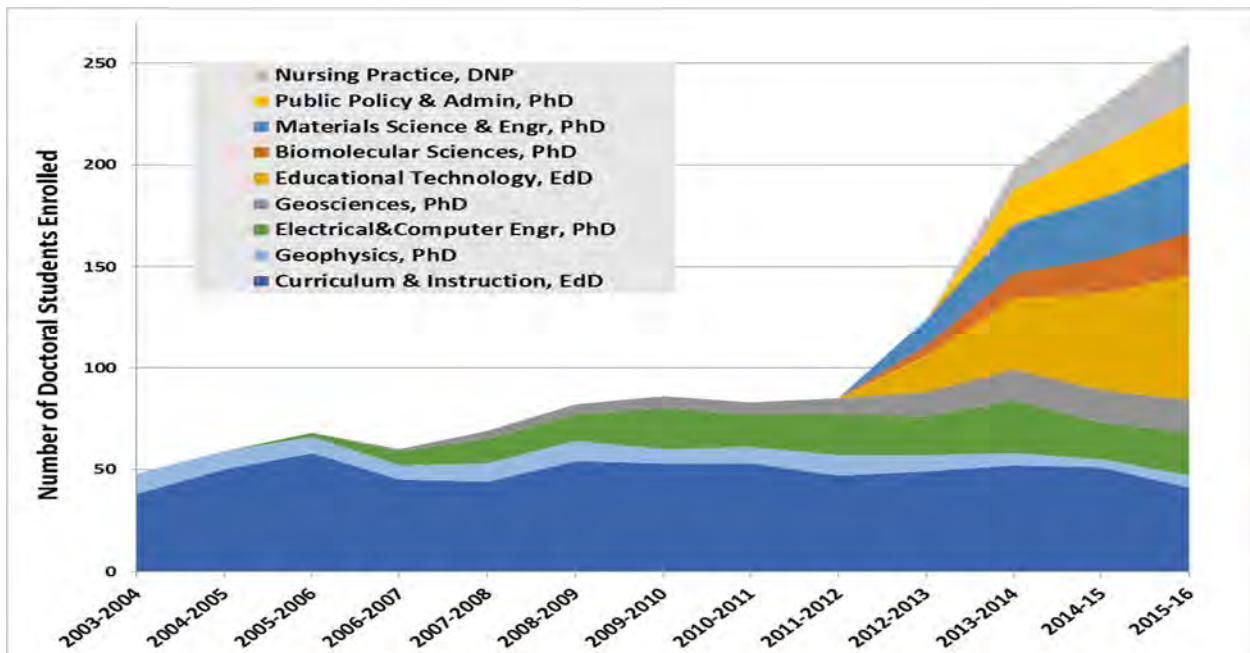
Goal #4 is *"Align university programs and activities with community needs."*

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).

Computer science has been the focus of considerable investment by the state, by the university, and by industry. Boise State's Computer Science Department is moving to a downtown location to be close to industry partners. The department has partnered with the industry on Hackfort and in many other community efforts aimed at boosting the industry in Idaho. These efforts have paid off: the number of students enrolled in the department's program has grown dramatically.

Fall Enrollments in Computer Science Programs

MS Computer Science: 133% increase

BS Computer Science: 70% increase
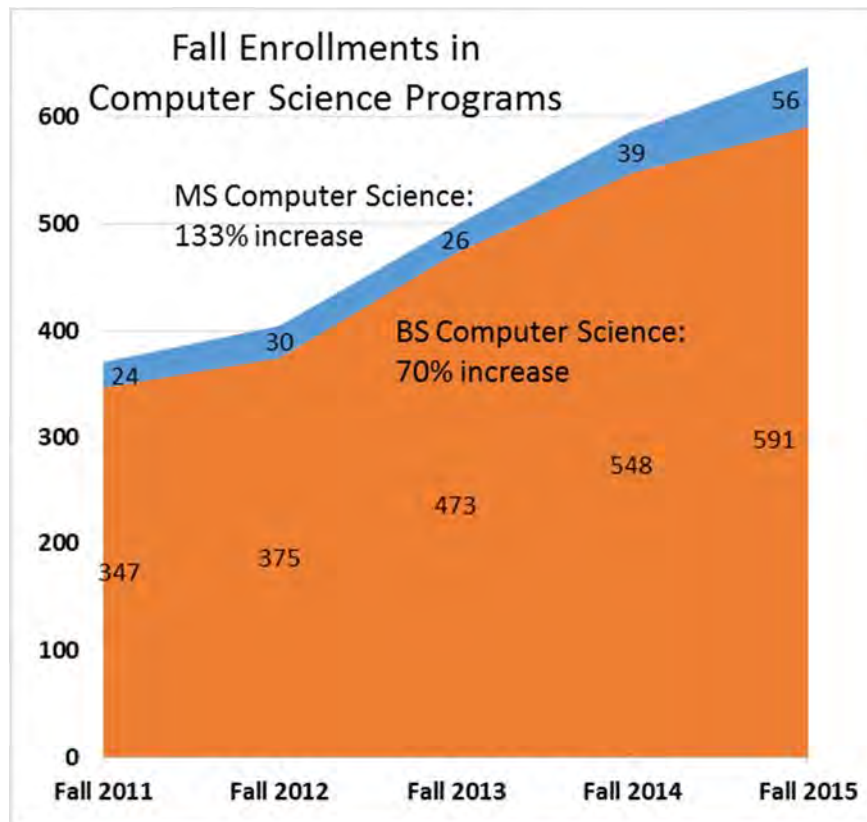
Boise State has undertaken several efforts to help ensure that our graduates are well-prepared for the workplace. Make College Count is a program developed by The Career Center so that students have every opportunity to understand why they are in college, what skills and experiences employers say are critical to employability, and how to gain these skills and experiences and make the most of their college experience. Bridge to Career is a multifaceted effort. The College of Business and Economics created a certificate and a minor that focus on providing key business skills to students who are not business majors. The College of Innovation and Design developed a variety of credit and non-credit courses that provide project-driven face-to-face learning coached by leading experts.

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

Boise State and Oracle have teamed up to implement Oracle Financials Cloud at Boise State, which will produce the following benefits:
- Automate and transform business processes (including financial management and billing, procurement, grant management, project management and reporting) to drive greater operational efficiency and organizational effectiveness
- Empower staff with information and critical insight when and where they need it
- Reduce IT complexity and boost IT agility to meet rapidly changing needs
- Improve total cost of IT ownership while ensuring scalability
- Eliminate the initial and ongoing costs of purchasing, building out and modernizing hardware infrastructure, which will reduce our data center footprint and IT burden while delivering a robust, flexible, and reliable financials system.

Boise State will work with Oracle Consulting on the implementation, which also will look to drive new levels of precision and transparency to grants management, a capability that is increasingly important as the university expands our research and graduate programs.

Boise State is in the early stages of developing and implementing an entirely new budget model: BroncoBudget 2.0. The model will be similar to models at other universities that go by the names of Responsibility-Centered Management, Incentive-Based Budgeting, and Activity-based Budgeting. Key to the new model is that the resources that are provided to academic units are tied to the productivity and outcomes of those units. The model will facilitate entrepreneurship in colleges, alignment with university mission and strategic goals, improvement of quality, increased relevance, and increased access to programs that are over capacity.

This fall, we restructured some reporting lines to increase efficiency and effectiveness in a number of areas. Specifically, we shifted oversight from Student Affairs for campus service operations (Student Union, Conference Services, Bookstore, Broncoshops, and Campus Dining) to the umbrella of Campus Operations. Having these business functions reside under the same reporting line as transportation & parking and facilities operations & maintenance will create opportunities for efficiency

and improved patron relations. This move aligns well with our program prioritization efforts, which are still playing out across our campus. And while partnerships with Student Affairs in these areas will continue, this move will free up our Student Affairs division to focus on the increasingly important areas of enrollment and student services.

The successful transition of University Health Services from a business unit to a hybrid business/academic unit under the College of Health Sciences provides us a model that we followed with the transition of the Children's Center to the College of Education. This new arrangement will allow for continued services to our faculty, staff and students with childcare and educational needs, but will now also provide an opportunity for our students in the College of Education to get hands-on experience and applied knowledge in a lab school environment.

Budget

Revenue and Expenditures for FY 2015; From Audited Financial Statement	
Operating Revenue	**FY 2015**
Student tuition and fees (Gross)	142,445,827
Scholarship discounts and allowances	(24,597,200)
Federal grants and contracts	25,987,687
State and local grants and contracts	3,344,399
Private grants and contracts	4,071,040
Sales and services of educational activities	3,729,493
Sales and services of auxiliary enterprises	61,836,973
Other	2,374,609
Total operating revenues	219,192,828
Operating Expenses	
Instruction	109,933,975
Research	21,222,821
Public Service	15,361,949
Libraries	5,370,746
Student Services	17,242,116
Operation & Maintenance of plant	21,027,199
Institutional Support	25,906,877
Academic Support	21,514,093
Auxiliary Enterprises	64,985,479
Scholarships and Fellowships	12,798,914
Depreciation	25,658,622
Total operating expenses	341,022,792
Operating income/(loss)	(121,829,964)
Non-operating revenues/(expenses):	
State appropriation - general	84,740,497
State appropriation - maintenance	2,418,576
Pell grants	26,175,741
Gifts	21,435,600
Net investment income	396,947
Change in fair value of investments	(28,161)
Interest	(9,544,339)
Gain/loss on retirement of assets	(1,008,377)
Other non-operating revenue/(expense)	95,757
Net non-operating revenues/(expenses)	124,693,241
Other revenue and expenses:	
Capital appropriations	2,275,920
Capital gifts and grants	4,814,788
Total other revenues and expenses	7,090,708
Increase in net position	(5,548,042)
Net position - beginning of year	385,326,898
Net position - end of year	379,778,856

Enrollment Fall 2015

Enrollment Fall 2015 (October 15 census)	Headcount
Undergraduate Degree-seeking	15,953
Graduate Degree-seeking	2,426
Early college	2,894
Other non-degree seeking (undergraduate and graduate combined)	813
TOTAL	22,086

2014-2015 Graduates

Degree and graduate certificate graduates	Distinct number of Graduates
Baccalaureate Degree (Academic)	2,971
Graduate Certificate	226
Master's Degree	703
Doctoral Degree	14

Employees

Employees (from 2015 IPEDS Human Resources Report [based on Nov 2014 snapshot])	Full-time	Part-time	FTE	%
Instructional Faculty	678	524	853	37.0%
Professional Staff (all)	917	53	935	40.5
Classified Staff	504	42	518	22.5
TOTAL				100%

Research and Economic Development

	FY2011	FY2012	FY2013	FY2014	FY2015
	Office of Technology Transfer				
Invention Disclosures	23	25	24	16	15
Patent Applications Filed	8	18	16	9	11
Patents Issued	7	2	7	6	3
Licenses/Options/Letters of Intent	12	15	22	27	38
License Revenue	$500	$34,471	$37,582	$5,600	$21,475
Startups	0	0	1	0	0
FTEs	1	2	2	2	1
Number of protocols reviewed by:	*Office of Research Compliance*				
Institutional Biosafety Committee	16	29	45	36	42
Institutional Animal Care and Use Committee	42	52	50	72	95
Social and Behavioral Institutional Review Board	280	300	319	296	312
Medical Institutional Review Board	62	38	23	18	17
	Office of Sponsored Programs				
Total # of Proposals Submitted	368	340	361	435	561
Total # of Awards	257	299	233	290	304
Total Federal Appropriation (Earmark) Funding	$732,088	0	0	discontinued	discontinued
Total Recovery/Stimulus Funding	$4,480,370	$907,438	0	discontinued	discontinued
Remainder of Sponsored Projects Funding	$30,762,184	$35,120,876	$31,367,273	$32,008,716	$40,167,055
Total Sponsored Projects Funding	$35,974,642	$36,028,314	$31,367,273	$32,008,716	$40,167,055
Total Research and Development Expenditures as reported to NSF	$24.2M	$27.9M	$25.7M	$26.6M	Not available at this time
Externally Funded Research Expenditures	$20.3M	$21.8M	$17.8M	$17.3M	$20.6M

Other University Updates

Boise State student Kelly Schutt won one of the world's most competitive scholarships this year for his work researching solar energy in our department of materials science and engineering. He joins just 31 other students this year — hailing from schools such as Yale, Harvard, Princeton and Johns Hopkins. The Marshall scholarship, statistically speaking, is harder to get than a Rhodes scholarship, they say.

Idaho's Professor of the Year, as named by the Carnegie Foundation for Teaching, is Boise State's own chemistry professor, Susan Shadle. Susan doesn't just do eye-catching teaching in her own classroom. She is the campus leader in improving teaching methods and helping faculty at all levels use technology and the latest research in making sure our students succeed through the Center for Teaching and Learning. Even with this additional assignment, she doesn't shy away from what many view as the hardest job on campus — teaching introductory and often very large chemistry classes. Her methods create small groups to explore and understand the subjects that otherwise get lost in large classroom settings.

At a time many universities are re-entrenching and losing students and relevance, Boise State launched two future-driven efforts: The College of Innovation and Design and the School of Public Service. Along with Idaho-based research projects, our new Dean Corey Cook's goal is for the school to be a valuable resource and partner in shaping Idaho's future. Meanwhile, the Stanford-trained former head of the Harvard Innovation Lab, Gordon Jones, is leading groundbreaking efforts at the College of Innovation and Design to best prepare Boise State graduates for the modern workplace, to redefine our partnerships with business and innovation leaders, and to help shape what the university of the future should look like.

One of the new College's programs is already moving the needle on what new technologies can do. Students and faculty in our Gaming, Interactive Media and Mobile Technology program — which combines, art and computer science and psychology and other disparate fields — are working with our nursing school to use virtual reality to introduce and train students on new techniques that previously had to be practiced in expensive simulation labs. Before these students were out of their first year in the program, it had won a western award for innovation for finding affordable ways to produce more competent health care workers.

This new degree prepares students to produce and manage hardware and software across all of the platforms we use daily – tablets, smart phones, websites, etc. They are also prepared to build virtual learning environments and new machines to enhance the user experience. The degree was developed to serve the needs of local industry, and has grown to 63 students enrolled in only its second semester. When they graduate, these students will find jobs as mobile, game and web developers, and in the health care industry, which is increasingly relying on automated systems and virtual

environments. Local companies that have endorsed this major as very relevant to their needs include Pulse Robotics, Unity Technology, and HDR to name just a few.

Collaborations

Boise State was pleased to announce a $25 million gift from the Micron Foundation that will have a transformational impact on the field of engineering and materials research. The largest gift in the university's history will fund the establishment of a new Center for Materials Research, operated by the College of Engineering.

The Center for Materials Research will allow Boise State to better answer industry's call for a more broadly based, technically fluent workforce. Students earning a degree in materials science and engineering emerge as important contributors across many scientific disciplines, including manufacturing technology, new materials, cancer research, energy studies, space and aeronautics, and the development of new sensors. The program has quickly matured into an effective partner with Idaho companies, including:
- Idaho National Laboratory (hired one of our first graduates!)
- Micron
- HP
- DuPont
- Plexus
- American Semiconductor (Boise)
- Premier Technology (SE Idaho)
- Quality Thermistor (Boise
- PKG (Meridian)
- NxEdge (Boise)
- Fiberguide (Caldwell)
- Western Electronics (Meridian)

We began another partnership that will pay longterm, dividends for the students at Boise State. And that is with eastern Idaho native philanthropist Greg Carr, and the Gorongosa National Park in Mozambique, Africa that he is helping to restore. This agreement provides our students and faculty from all areas — biology, ecology, political science and many more disciplines — access to this unique ecological "laboratory" for research, learning opportunities and more.

Capital Campaign

Boise State is not currently in a capital campaign, but is in the midst of a scholarship campaign. The campaign, "Extraordinary Times, Extraordinary Measures" began in January 2013 and continues until June 2017. Our initial goal was set at $25 million. We have raised $22,098,384 as of December 31, 2015.

New Buildings

A new building project on our campus reflects the commitment Boise State is making to the highest academic quality and will accommodate the fast-growing number of academically accomplished and talented students in the university's Honors College. Nearly 600 students are now enrolled in Honors, which provides challenging and engaging discussions and coursework on top of each student's individual majors — and they do come from all over. At Honors, it isn't unusual for students from computer science, creative writing, philosophy, engineering and health sciences to come together in their core classes, share perspectives, and challenge each other's thinking. This project is not only a first for Boise State, but a first for public higher education in Idaho, in that it is the result of a unique partnership with a private company that will front all of the costs of construction — a necessity in our changing landscape and one that will ensure that Boise State can continue to provide a cutting-edge higher education experience without breaking the bank of the state or our students.

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PRESIDENTS' COUNCIL

SUBJECT
 Presidents' Council Report for January 5, 2016 meetings.

BACKGROUND/DISCUSSION
 President Tony Fernández, Lewis-Clark State College President and current chair of the Presidents' Council, will give a report on the Presidents' Council meetings held on January 5, 2016.

 Governor Otter joined the group to discuss the education initiatives that will be recommended to the legislature during the 2016 legislative session.

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

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SUBJECT

Idaho Public Charter School Commission Update

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Section 33-5213, Idaho Code, creates the Public Charter School Commission (Commission), and locates it in the Office of the State Board of Education. The Board's Executive Director or designee is responsible with the enforcement of Chapter 52, Title 33 (Public Charter Schools) as well as serving as the Secretary to the Commission. The Director for the Commission, Tamara Baysinger, is the designee.

In addition to acting as an independent authorizer for public charter schools, the Commission also has the responsibility of making recommendations to the Board regarding the oversight of public charter schools in Idaho. Ms. Baysinger will provide the Commissions annual update to the Board on the status of the Commission's portfolio schools and the ongoing implementation of best authorizing practices.

IMPACT

This presentation will provide the Board with an update on the charter schools authorized by the Commission and provide the Board with the opportunity to ask questions

ATTACHMENTS

Attachment 1 – PCSC's Annual Report   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

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 2015 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 72% of Idaho's 50 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.

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

Over the past two years, significant and ongoing changes to the state's school accountability system have impacted the ability of this framework to function as intended. Elimination of the Star Rating System, as well as implementation of the ISAT by SBAC, have limited the scope of valid academic data available for publication in this report.

As of early 2016, our portfolio has expanded to include one new school: Alturus International Academy. AIA is anticipated to open in fall 2016 in Idaho Falls, providing students with the option of an International Baccalaureate program.

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 affirmed our direction and served as a guide for future improvement. Over the past year, we have continued to implement NACSA's recommendations, with positive results.

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

Sincerely,

Alan Reed, Chairman

Tamara L. Baysinger, Director

February 2016

Portfolio Overview

The PCSC's portfolio comprises 36 public charter schools. These schools are located all across the state, in both rural and urban communities. Their time in operation ranges from pre-opening to 16 years. They offer an array of educational choices: Core Knowledge, Expeditionary Learning, Harbor, Montessori, Classical, Waldorf, International Baccalaureate, 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.

PCSC PORTFOLIO SCHOOL	YEAR	LOCATION	GRADES	METHOD
Alturas International Academy	2016	Idaho Falls	K-8	International Baccalaureate
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	9-12	Postsecondary Preparation
Blackfoot Community Charter Learning Center	2000	Blackfoot	K-8	Brain-Based, Multi-Age
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
Conner Academy (formerly The Academy)	2006	Pocatello	K-8	Harbor
Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor
Heritage Academy	2011	Jerome	K-8	Schoolwide Enrichment
Heritage Community Charter School	2011	Caldwell	K-8	Classical, Dual-Language
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	4-8	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	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	Ammon	K-6	Montessori
North Idaho STEM Charter Academy	2012	Rathdrum	K-12	STEM
North Star Charter School	2003	Eagle	K-12	International Baccalaureate
North Valley Academy	2008	Gooding	K-12	Core Knowledge
Palouse Prairie Charter School	2009	Moscow	K-8	Expeditionary Learning
Richard McKenna Charter School	2002	Mountain Home	K-12	Montessori K-8, Virtual Alt. HS
Rolling Hills Public Charter School	2005	Boise	K-8	Harbor
Sage International School of Boise	2010	Boise	K-12	International Baccalaureate
Syringa Mountain School	2014	Ketchum	K-6	Waldorf Inspired
Taylor's Crossing Public Charter School	2006	Idaho Falls	K-12	Harbor
The Village Charter School	2011	Boise	K-8	7 Habits & Leadership
Victory Charter School	2004	Nampa	K-12	Harbor
Vision 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	Classical

Approximately 16,060 students are served by the PCSC's portfolio schools. About 4,865 of these are enrolled in virtual charter schools. The PCSC's portfolio saw an increase of about 520 brick-and-mortar charter school students since 2014; virtual school enrollment dropped by about 60 students. Idaho also offers 14 district-authorized charter schools. The total number of public charter school students in Idaho is approximately 20,220.

In December 2014, the PCSC placed a temporary moratorium on the approval of additional transfer petitions until such time as the PCSC had the capacity to meet its statutory obligations and adequately service its existing portfolio, new charter petitioners, and transfer petitioners. We are pleased to report that, in August 2015, the PCSC was able to lift this moratorium. We thank the Idaho State Board of Education and Idaho's Legislature for approving the additional staff positions that allowed us to reopen our doors to transfer proposals, as well as provide additional services to both proposed and operating schools.

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 the spring.

The PCSC office is staffed by the Office of the State Board of Education and includes 4 FTE, an increase of 1.5 FTE (60%) from FY15: Director Tamara Baysinger, Charter Schools Program Manager Kirsten Pochop, Accountability Program Manager Jennifer Barbeau, and an Administrative Assistant.

The PCSC's fiscal year 2016 budget is $468,000, an increase of 41% from fiscal year 2015. The majority of this increase reflects additional personnel and facility costs. The PCSC's FY16 revenue represents a combination of authorizer fees and state funds appropriated as part of the State Board of Education's budget. No substantial increase in funding is anticipated for FY17.

In its October 2013 Authorizing Roadmap, the National Association of Charter School Authorizers provided a comparison of PCSC resources compared to those of similar authorizers. Below, that comparison has been updated to reflect FY15 data.

Authorizer	# of Schools	FTE	Budget
CO CSI	32	16	$2,042,567
HI PCSC	34	18	$1,400,000
Denver Public Schools	55	15	$1,328,000
Idaho PCSC	36	4	$468,000

Although our resources remain limited, we are pleased to report that the addition of 1.5 FTE has already enabled us to improve and broaden the services our staff is able to offer to petitioning groups, portfolio schools, and the Commission itself. We are now able to spend more time visiting with school leaders, developing resources, providing training opportunities, and considering both hard data and "soft" observations to better understand the impact of each school on its students and community. The additional personnel will prove especially critical as we seek a thorough understanding of all schools scheduled for renewal consideration in 2017.

OUR COMMISSIONERS

Chairman Alan Reed
Idaho Falls
Term: 2014 - 2018

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

Commissioner Evan Frasure
Pocatello
Term: 2015 - 2019

Commissioner Kelly Murphey
Castleford
Term: 2014 – 2018

Commissioner Wanda Quinn
Coeur d'Alene
Term: 2012 - 2016

Commissioner Brian Scigliano
Boise
Term: 2012 – 2016

Commissioner Gayann DeMordaunt
Boise
Term: 2015 – 2019

We also thank former Commissioner Esther Van Wart (term ended 5/15)

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 statute.

The PCSC's performance framework is divided into four sets of measures: academic, mission-specific, operational, and financial. Renewal decisions should be based primarily on the academic and mission-specific results, but will also be informed by operational and financial outcomes.

The academic portion of the framework was designed to dovetail with Idaho's Star Rating System (SRS). At the time, it was believed that the SRS would remain in use, with some modifications to accommodate the ISAT by SBAC and better reflect the achievements of alternative schools. However, the State Department of Education has since discontinued use of the SRS. This, in addition to the absence of growth data due to the statewide assessment change, has severely curtailed the PCSC's ability to provide academic performance data within the framework.

For the 2014-2015 school year, only three to four of the original fifteen academic measures in the framework can be applied (3 for elementary schools, 4 for high schools). The scope of the remaining measures is considerably reduced from the categories of state and federal accountability, proficiency, growth, and college and career readiness that the framework was designed to address. Additionally, there is presently no clear state goal for student achievement such as §33-5209A(2), Idaho Code, requires our measurable performance targets to meet.

We look forward to working with other state education leaders to ensure that, over the long term, our portfolio schools can be evaluated in a thorough, fair, meaningful, and consistent manner.

Annual Performance Reports

Each PCSC portfolio school receives an annual performance report reflecting its outcomes on measures 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).

Data contained in the reports was gathered primarily through Idaho System for Educational Excellence (ISEE) reports, independent fiscal audits, and State Department of Education records. In 2014-2015, most PCSC portfolio schools needed to submit only three, additional reports to the PCSC.

Schools were provided with draft reports in December 2015. Following a response period, final reports were published in January 2016. Individual schools' annual performance reports, including scoring details and explanatory notes as applicable, are available on the PCSC's website at chartercommission.idaho.gov.

Typically, annual reports include scores on multiple, individual measures, which are then tallied to establish an accountability designation in each of three categories: academic & mission specific (combined), operational, and financial. Due to the limited availability of academic data for 2014-2015, however, no academic & mission specific accountability designations are included in this report.

This report does offer comparisons of PCSC portfolio schools' academic proficiency rates with those of neighboring schools and the state as a whole. Demographic data is provided for additional context. However, it is important to bear in mind that proficiency rates, while important, cannot paint a complete picture of a school's academic quality.

3

Summary of 2015 Performance Outcomes

The following chart provides an "at a glance" summary of each PCSC portfolio school's performance outcomes in the areas of academics, operations, and finance.

Each academic subject, Math and English Language Arts (ELA), is shaded according to whether the school's proficiency rate exceeded or fell short of the state's proficiency rate. Light gray shading indicates that the school's results were higher than the statewide proficiency rate; dark gray indicates lower results.

In the operational and financial categories, results are color-coded by schools' accountability designations as detailed in their individual annual performance reports. The four accountability designations are honor (blue), good standing (green), remediation (yellow), and critical (red).

To ensure masking of individually identifiable student data, schools are alphabetically arranged within each of two groups: those that exceeded the state's math proficiency rate, and those that fell below it. For schools that offer both general and alternative programs, only general population results are reflected in this chart. Virtual schools are highlighted in beige.
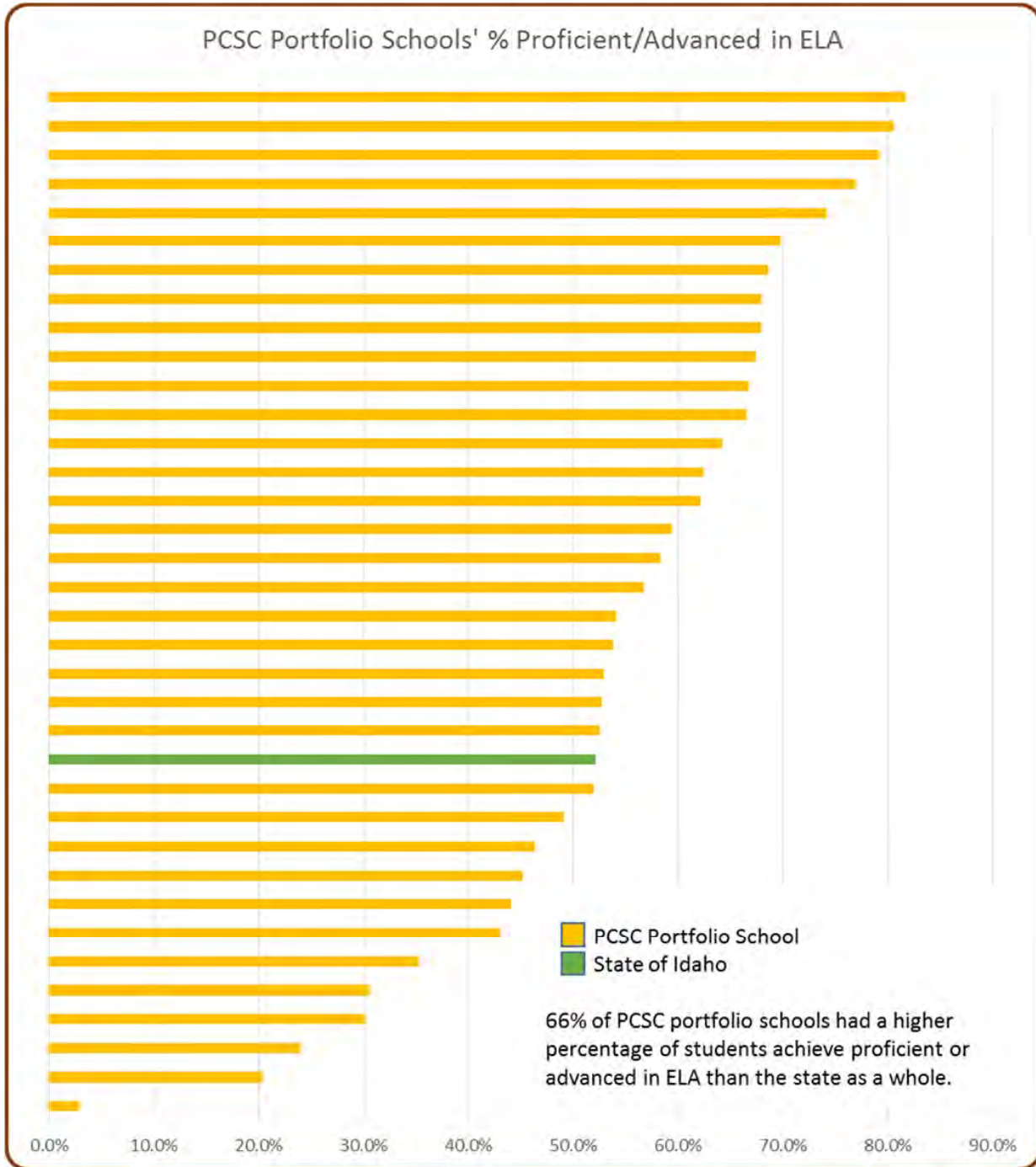
PCSC PORTFOLIO SCHOOL	MATH	ELA	OPERATIONAL	FINANCIAL
American Heritage Charter School	light gray	light gray	blue	blue
Coeur d'Alene Charter Academy	light gray	light gray	blue	blue
Compass Public Charter School	light gray	light gray	blue	yellow
Connor Academy	light gray	light gray	blue	blue
Falcon Ridge Public Charter School	light gray	light gray	blue	blue
Legacy Charter School	light gray	light gray	blue	blue
Liberty Charter School	light gray	light gray	blue	blue
Monticello Montessori Charter School	light gray	light gray	blue	blue
North Idaho STEM Charter Academy	light gray	light gray	blue	blue
North Star Charter School	light gray	light gray	green	yellow
Palouse Prairie Charter School	light gray	light gray	blue	blue
Rolling Hills Public Charter School	light gray	light gray	blue	blue
Sage International School of Boise	light gray	light gray	blue	blue
Taylor's Crossing Public Charter School	light gray	light gray	blue	blue
Victory Charter School	light gray	light gray	blue	blue
Vision Charter School	light gray	light gray	blue	blue
White Pine Charter School	light gray	light gray	blue	blue
Xavier Charter School	light gray	light gray	blue	blue
Another Choice Virtual School	dark gray	dark gray	blue	green
Bingham Academy	dark gray	light gray	yellow	red
Blackfoot Charter Community Learning Center	dark gray	dark gray	green	red
Chief Tahgee Elementary Academy	dark gray	dark gray	green	green
Heritage Academy	dark gray	dark gray	green	blue
Heritage Community Charter School	dark gray	dark gray	blue	green
Idaho College and Career Readiness Academy	dark gray	dark gray	blue	blue
Idaho Connects Online	dark gray	dark gray	blue	blue
Idaho Science and Technology Charter School	dark gray	dark gray	blue	green
Idaho Virtual Academy	dark gray	dark gray	blue	blue
INSPIRE Connections Academy	dark gray	light gray	blue	green
iSucceed Virtual School	dark gray	dark gray	blue	red
Kootenai Bridge Academy (Alternative)	dark gray	dark gray	blue	blue
North Valley Academy	dark gray	light gray	blue	blue
Richard McKenna Charter School	dark gray	light gray	green	blue
Syringa Mountain School	dark gray	dark gray	green	red
The Village Charter School	dark gray	light gray	green	yellow

Academic Outcomes

2015 standardized test results represent the first set of data that the state has published based on the ISAT by SBAC. For this reason, schools' results cannot be compared to outcomes from prior years. This report focuses instead on comparisons of PCSC portfolio schools' ISAT proficiency rates to those of their surrounding districts and the state as a whole. Data is available for two subject areas: Math and English Language Arts (ELA).
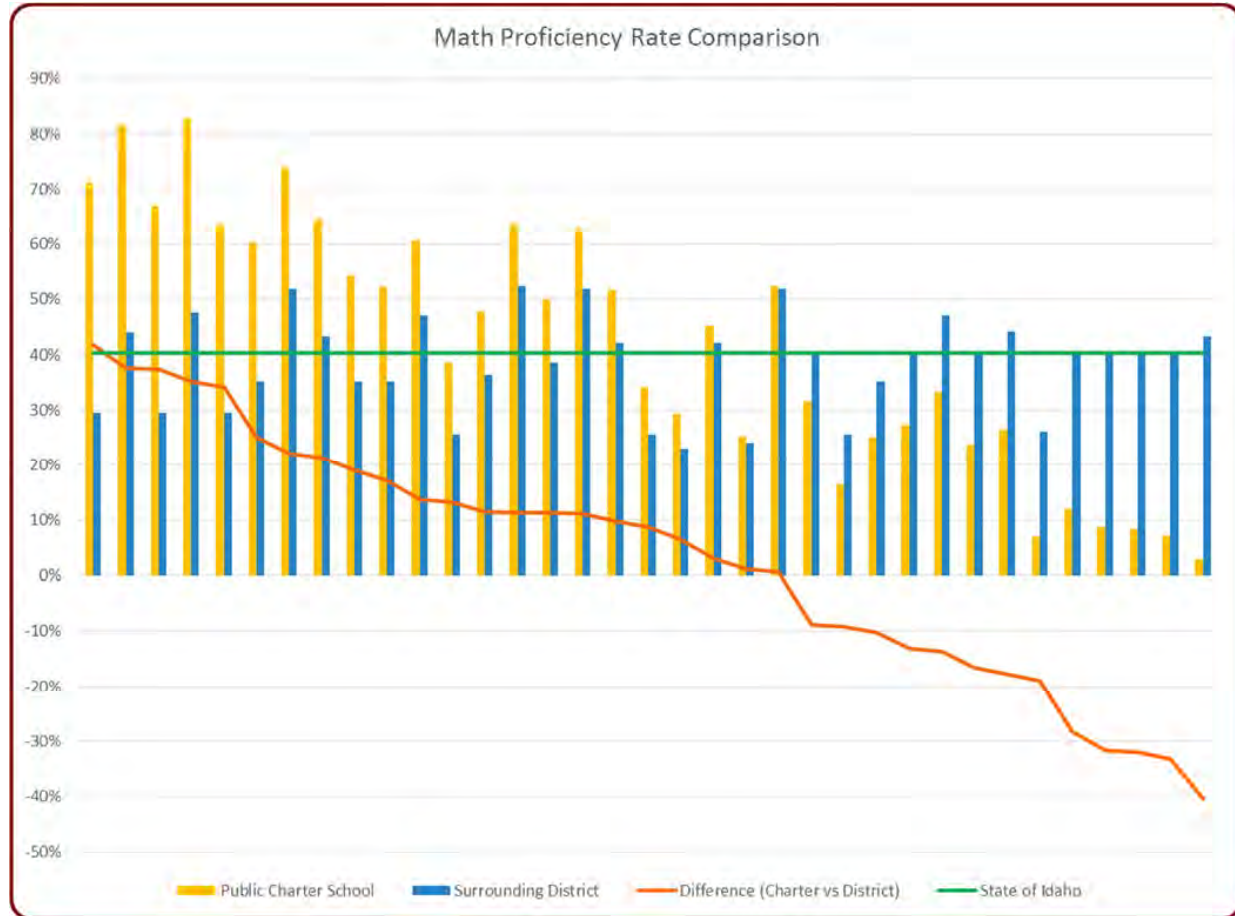

PCSC Portfolio Schools' % Proficient/Advanced in Math

Legend:
- PCSC Portfolio School
- State of Idaho

51% of PCSC portfolio schools had a higher percentage of students achieve proficient or advanced in Math than the state as a whole.

5
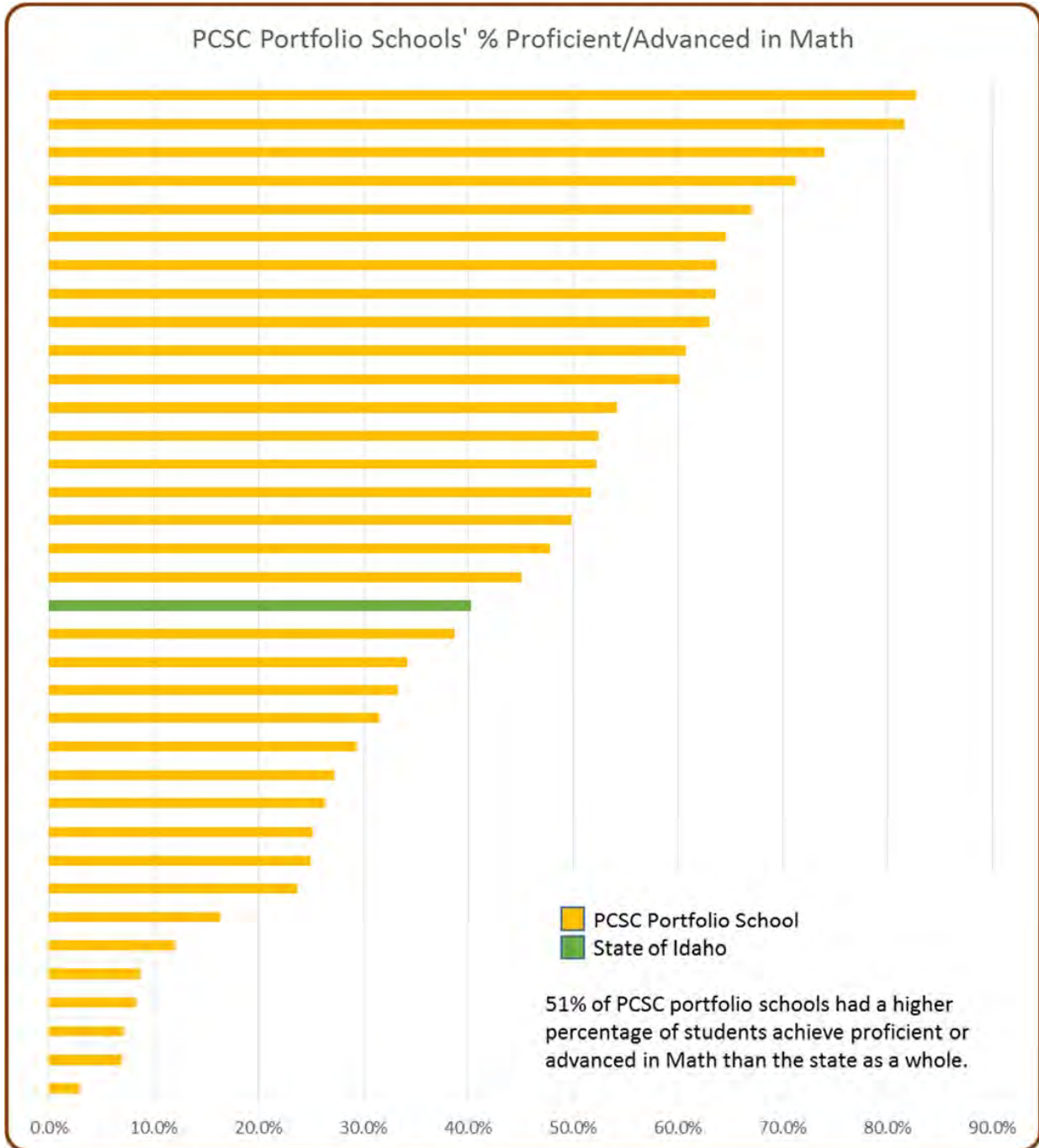
Although there are some exceptions, it can be generally observed that ELA proficiency rates tend to be higher than Math proficiency rates at both public charter and traditional public schools. Very low proficiency rates at a small number of schools indicate a need for further investigation into the reasons for such outcomes and what action school leaders are taking to address identified deficiencies.

PCSC Portfolio Schools' % Proficient/Advanced in ELA

- PCSC Portfolio School
- State of Idaho

66% of PCSC portfolio schools had a higher percentage of students achieve proficient or advanced in ELA than the state as a whole.

In the following charts, PCSC portfolio schools' proficiency rates are compared to those of neighboring or similar schools. The "surrounding district" data represented by the blue columns describes other public schools that are located in the same geographical area. In the case of virtual schools, which serve multiple districts or the entire state, the State of Idaho is used for comparison in place of the "surrounding district."

The columns are arranged by degree of difference between the public charter schools' proficiency rates and those of their surrounding districts. As indicated by the orange line, charter schools toward the left side of the chart have proficiency rates exceeding those of the district, while charter schools toward the right side have proficiency rates lower than those of the district.

63% of PCSC portfolio schools surpass their surrounding districts' proficiency rates in math, and 69% of PCSC portfolio schools surpass their surrounding districts' proficiency rates in ELA. However, 31% of PCSC portfolio schools have math proficiency rates that are 10 – 40 percentage points lower than their surrounding districts. Seventeen percent of PCSC portfolio schools have ELA proficiency rates that are 17 – 54 percentage points lower than their surrounding districts.

Additional detail, including contextual information such as demographic data and school type (virtual, alternative, etc.) is provided later in this report.
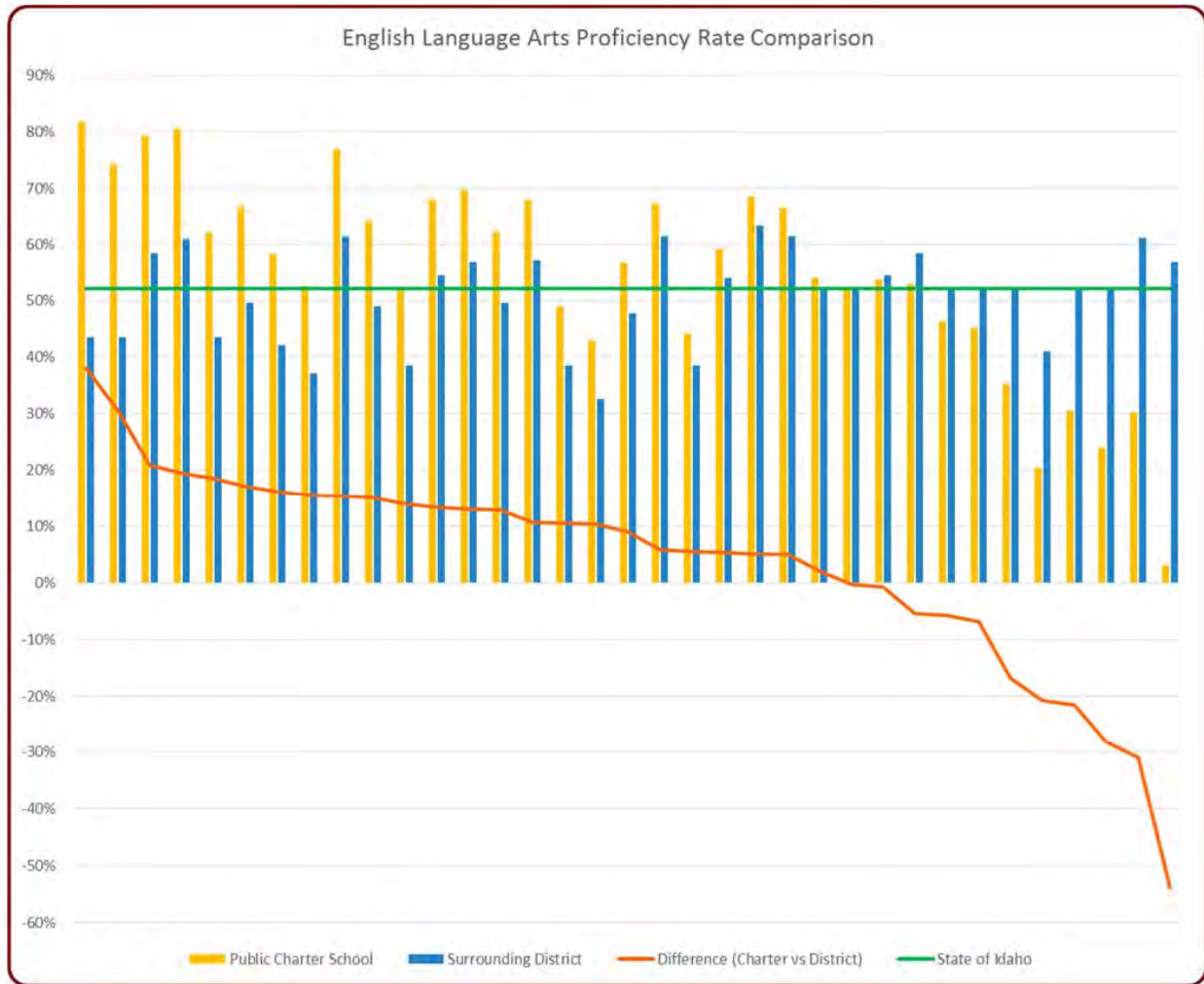
Comparison Data by Geographic Area

The following pages provide additional detail comparing individual PCSC portfolio schools' ISAT results and demographics to those of other schools located in geographical areas they serve.

Each PCSC portfolio school is compared to other area schools serving similar grade levels. Virtual schools are compared with other virtual schools. For public charter schools that offer both general and alternative programs, only the general population results are shown. Alternative program results are addressed in individual schools' annual performance reports, which are available on the PCSC website.

In the demographic charts, each PCSC portfolio school is compared to the State of Idaho and the district in which it is physically located. It should be noted that some public charter schools have primary attendance areas that cross school district boundaries. Additional detail is available in these schools' individual reports.

Blackfoot Area Comparison Data

The PCSC authorizes three schools in the Blackfoot area: Blackfoot Charter Community Learning Center (K-8), Idaho Science and Technology Charter School (4-8), and Bingham Academy (9-12).

Blackfoot Area Demographic Comparison
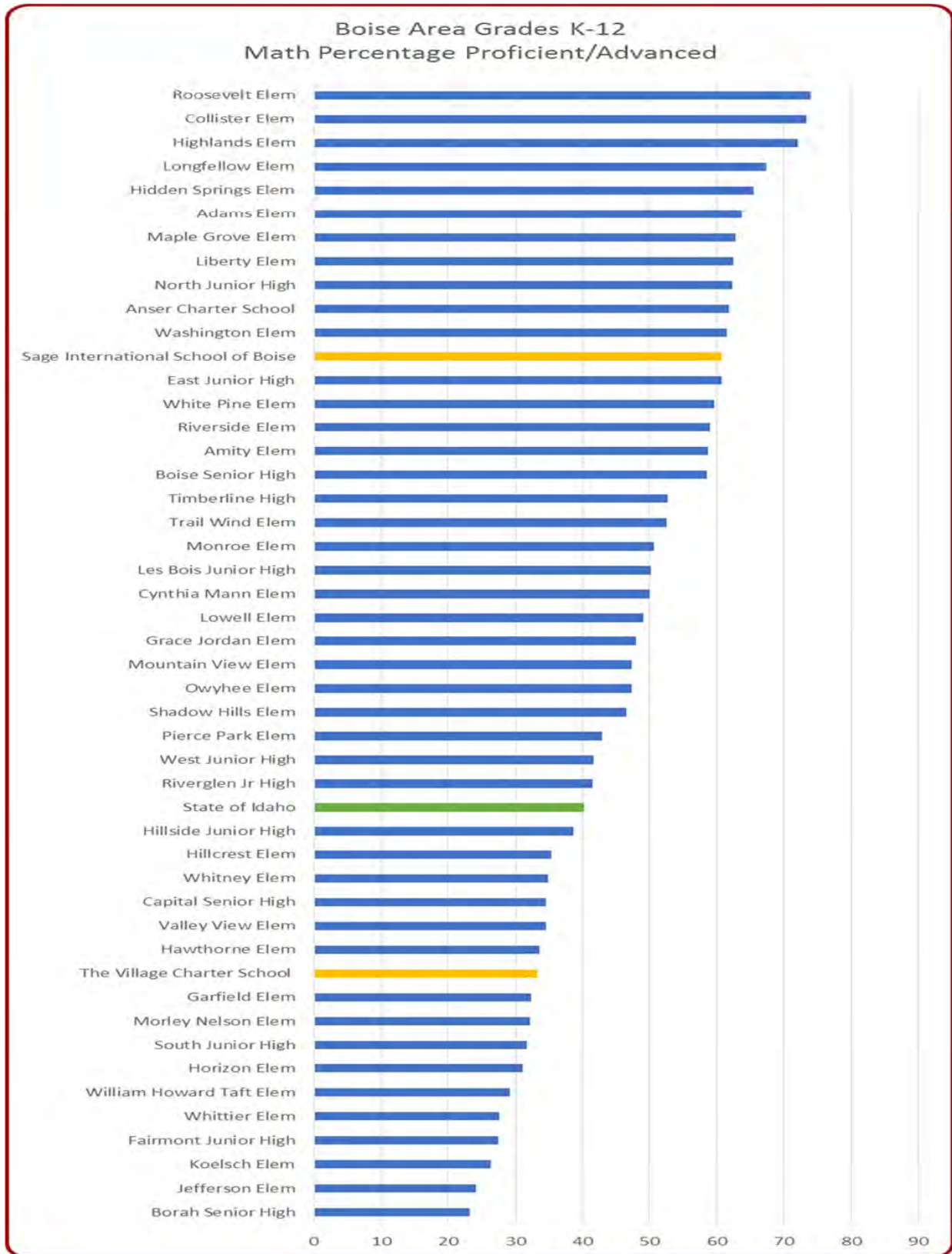

Blackfoot Area Grades K-8
Math Percentage Proficient/Advanced

Blackfoot Area Grades K-8
ELA Percentage Proficient/Advanced

School	
Wapello Elem	
State of Idaho	
Snake River Middle	
ID Science and Tech Charter School	
Rockford Elem	
IT Stoddard Elem	
Riverside Elem	
Blackfoot Charter Community Learning Center	
Ridge Crest Elem	
AW Johnson Elem	
Snake River Junior High	
Groveland Elem	
Mountain View Middle	
Firth Middle	
Blackfoot 6th Grade Elem	
Donald D. Stalker Elem	

(axis: 0 10 20 30 40 50 60 70)

Blackfoot Area Grades 9-12
Math Percentage Proficient/Advanced

School	
State of Idaho	
Firth High	
Blackfoot High	
Snake River High	

(axis: 0 10 20 30 40 50 60)

Bingham Academy is excluded per state law or statistical irrelevance

Blackfoot Area Grades 9-12
ELA Percentage Proficient/Advanced

School	
Blackfoot High	
State of Idaho	
Firth High	
Snake River High	

(axis: 0 10 20 30 40 50 60)
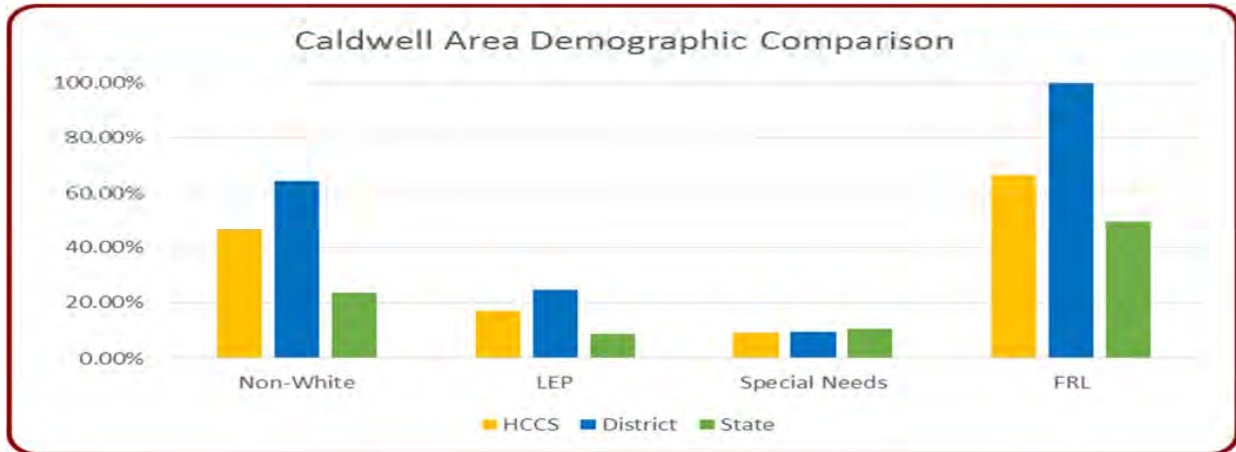
Bingham Academy is excluded per state law or statistical irrelevance

Blaine Area Comparison Data

The PCSC authorizes one school in the Blaine area: Syringa Mountain School (K-6).

Blaine Area Demographic Comparison

Blaine Area Grade K-6
Math Percentage Proficient/Advanced

Blaine Area Grades K-6
ELA Percentage Proficient/Advanced

11
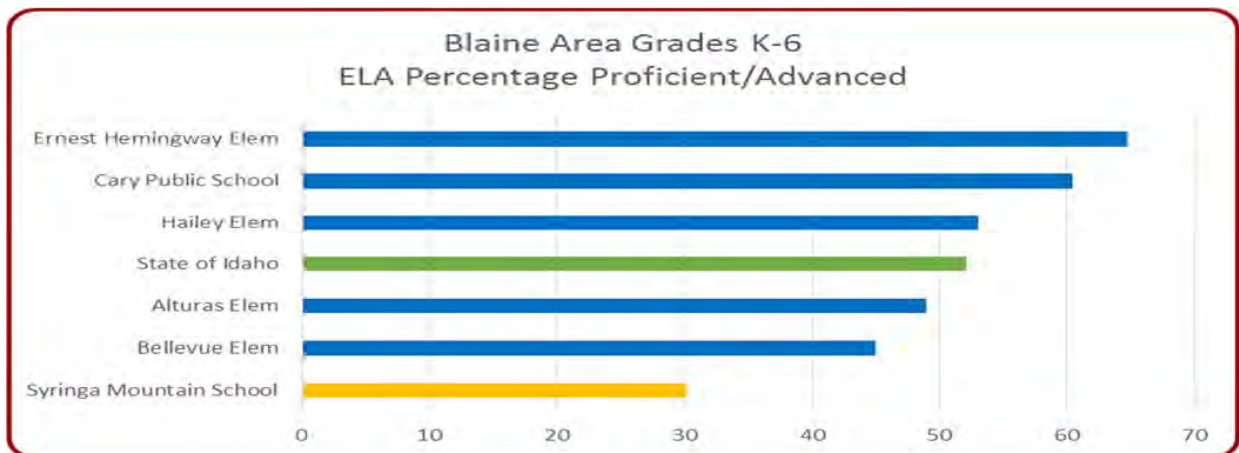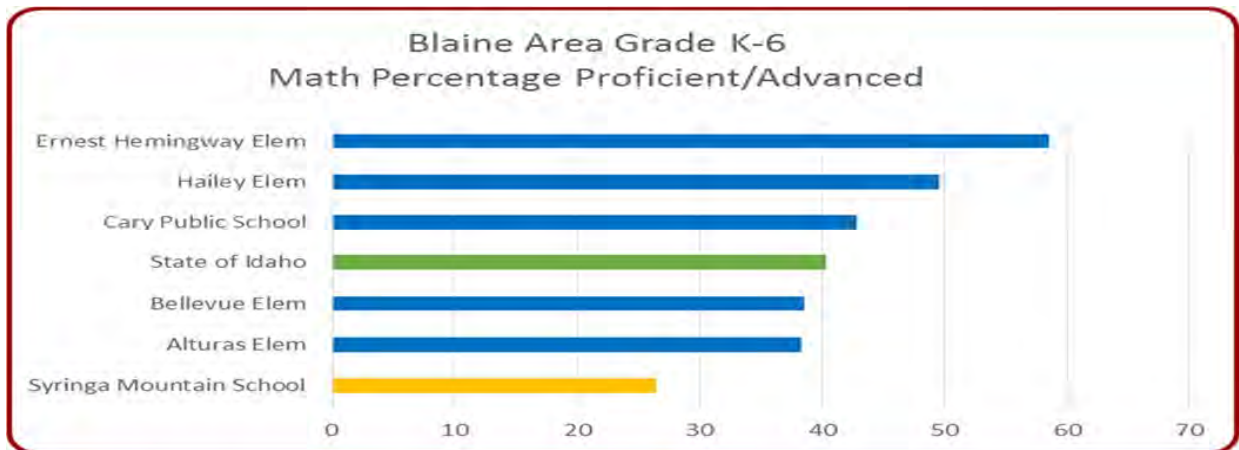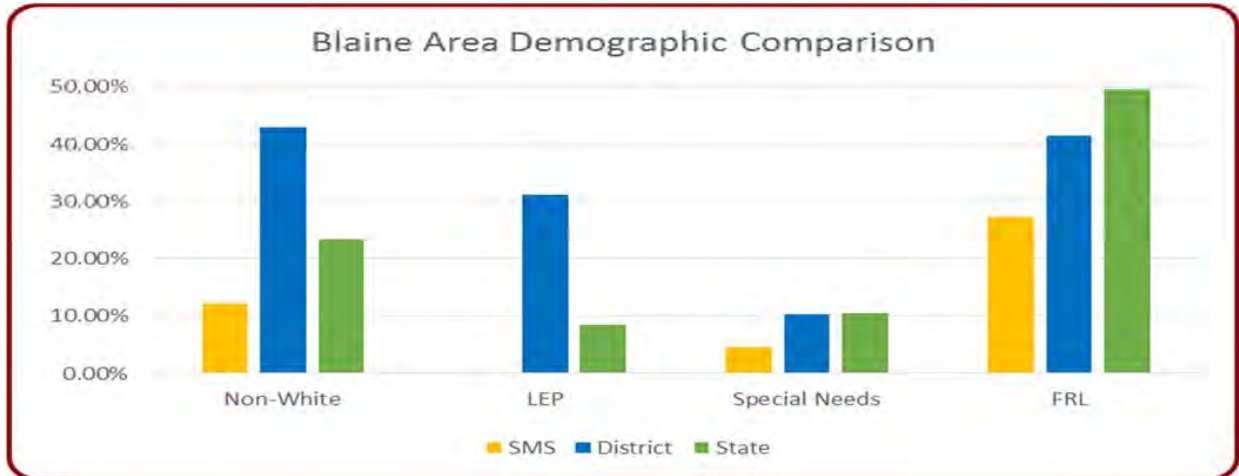
Boise Area Comparison Data

The PCSC authorizes two schools in the Boise area: Sage International School of Boise (K-12), and The Village Charter School (K-8).

Boise Area Grades K-12
Math Percentage Proficient/Advanced

Boise Area Grades K-12
ELA Percentage Proficient/Advanced
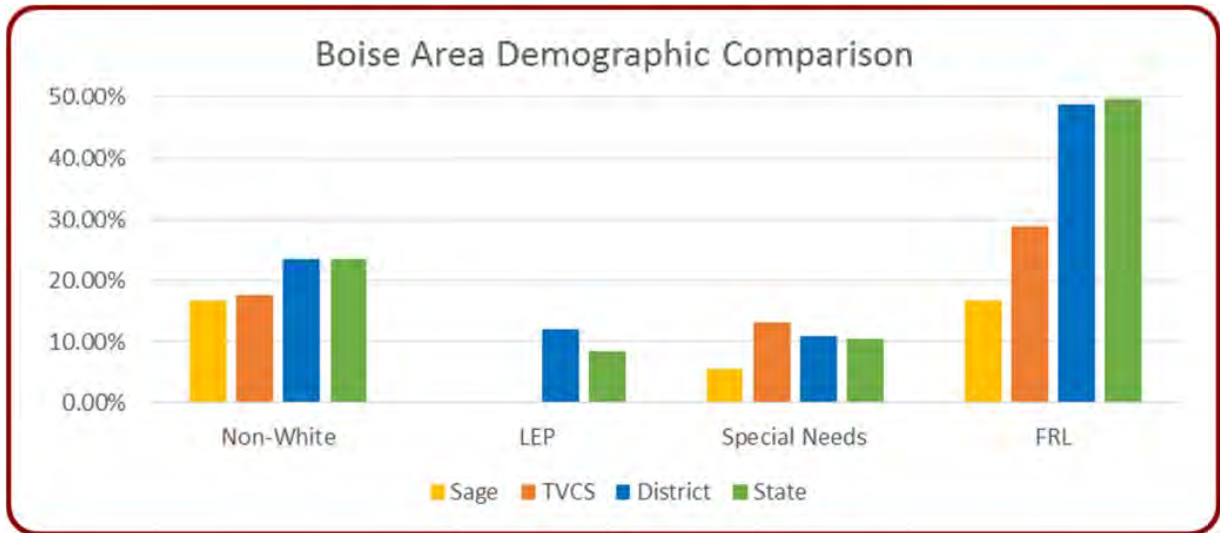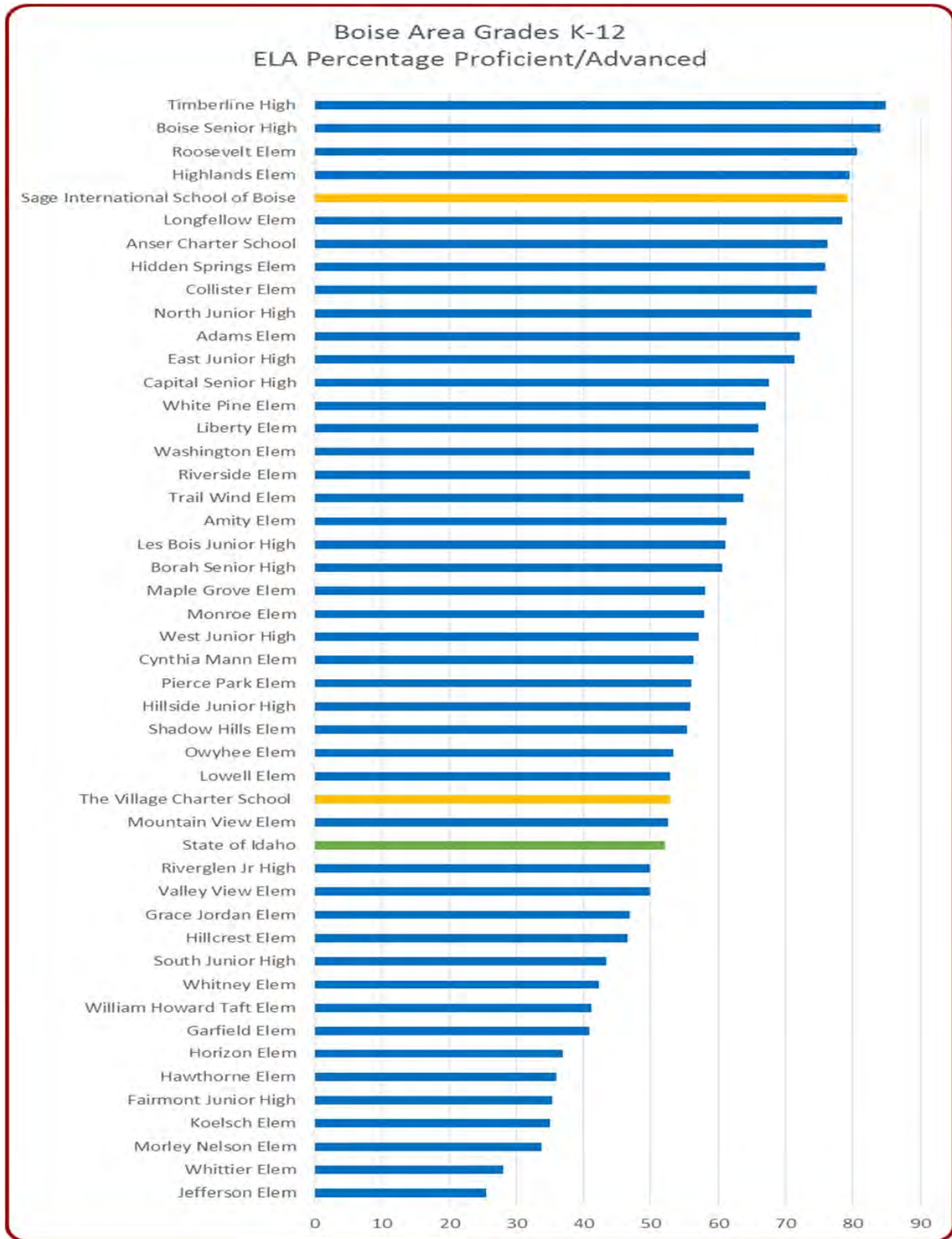
Bonneville/Idaho Falls Area Comparison Data

The PCSC authorizes four schools in the Bonneville/Idaho Falls area: Taylor's Crossing Public Charter School (K-12), White Pine Charter School (K-8), Monticello Montessori Charter School (K-8), and American Heritage Charter School (K-12).

Bonneville & Idaho Falls Area Grades K-12 ELA Percentage Proficient/Advanced

School	Percentage
Skyline Senior High	
White Pine Charter School	
Idaho Falls Senior High	
American Heritage Charter School	
Compass Academy	
Taylor's Crossing Public Charter School	
Westside Elem	
Taylorview Junior High	
Monticello Montessori Charter School	
Eagle Rock Junior High	
State of Idaho	
Longfellow Elem	
Edgemont Gardens Elem	
Theresa Bunker Elem	
Linden Park Elem	
Ethel Boyes Elem	
Temple View Elem	
Foxhollow Elem	
Hawthorne Elem	
A H Bush Elem	
Dora Erickson Elem	

Caldwell Area Comparison Data

The PCSC authorizes one school in the Caldwell area: Heritage Community Charter School (K-8).

Caldwell Area Demographic Comparison

Caldwell Area Grades K-8
Math Percentage Proficient/Advanced

Caldwell Area Grades K-12
ELA Percentage Proficient/Advanced

17
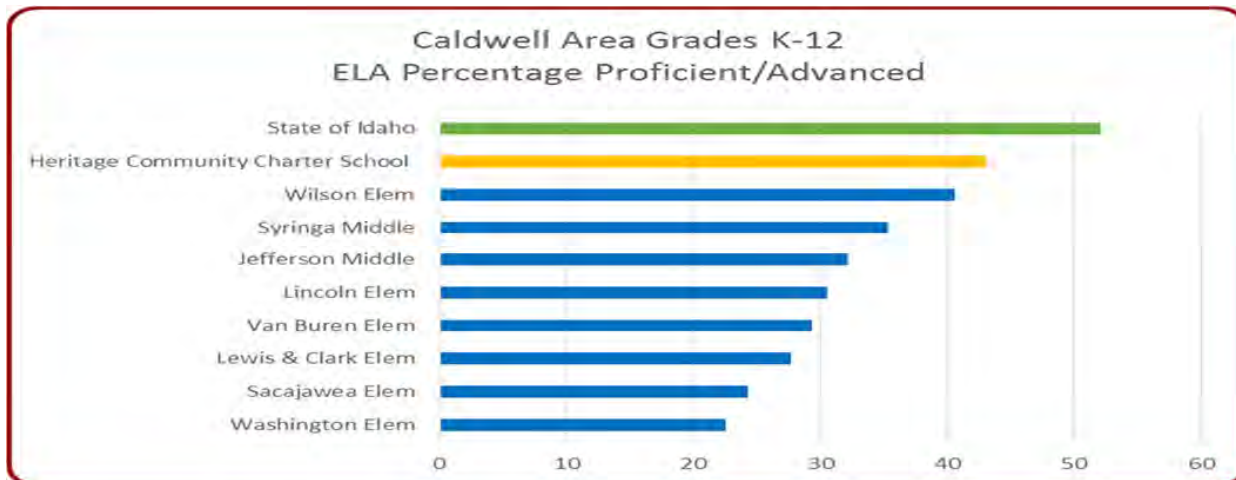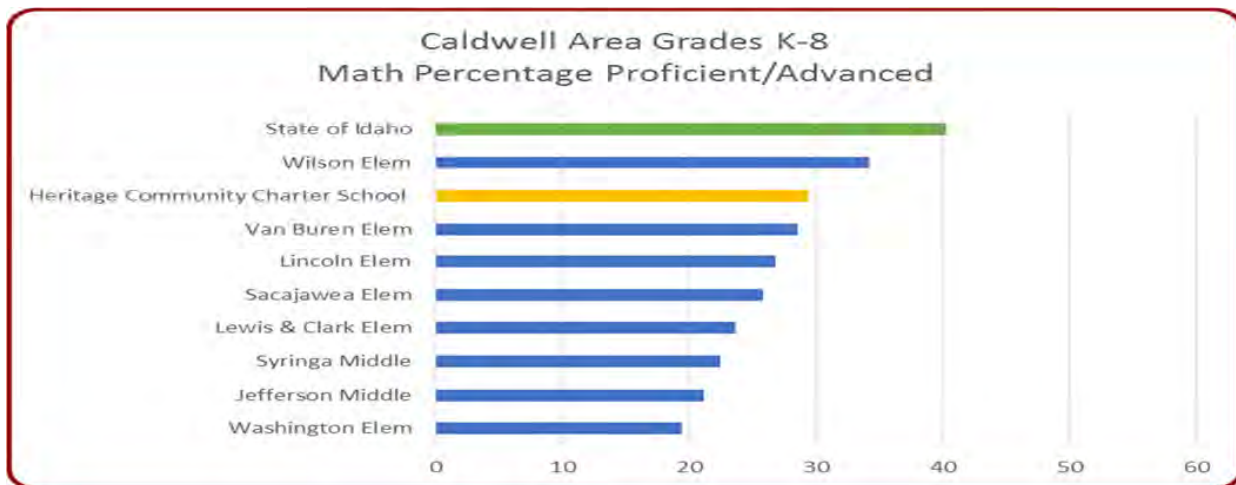
Coeur d'Alene Area Comparison Data

The PCSC authorizes two schools in the Coeur d'Alene area: Coeur d'Alene Charter Academy (6-12) and Kootenai Bridge Academy (11-12). KBA is an alternative, virtual school that serves provides credit recovery services to students from several nearby districts and has a strong on-site component.

Coeur d'Alene Area Demographic Comparison

Coeur d'Alene Area Grades 6-12
Math Percentage Proficient/Advanced

KBA is excluded per state law or statistical irrelevance

Coeur d'Alene Area Grades 6-12
ELA Percentage Proficient/Advanced

KBA is excluded per state law or statistical irrelevance

18
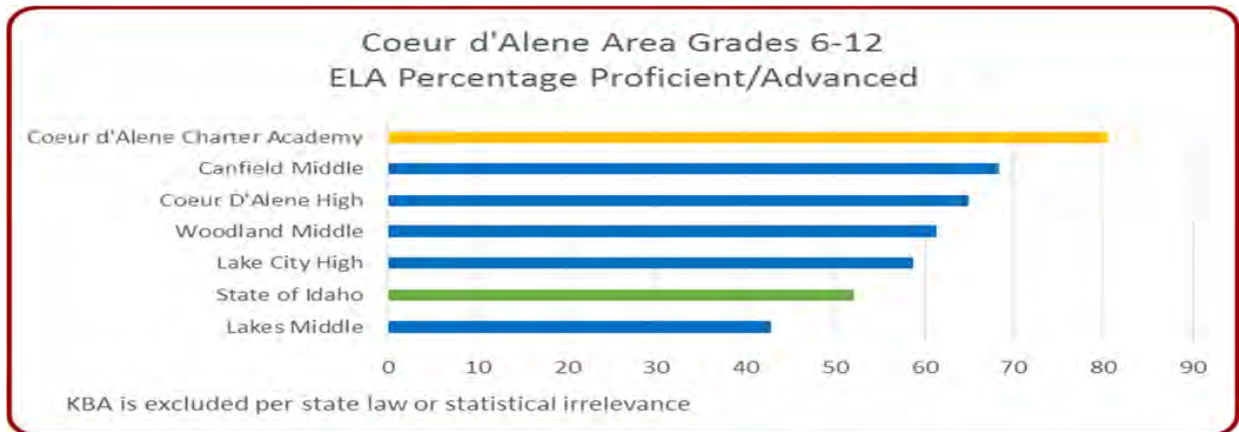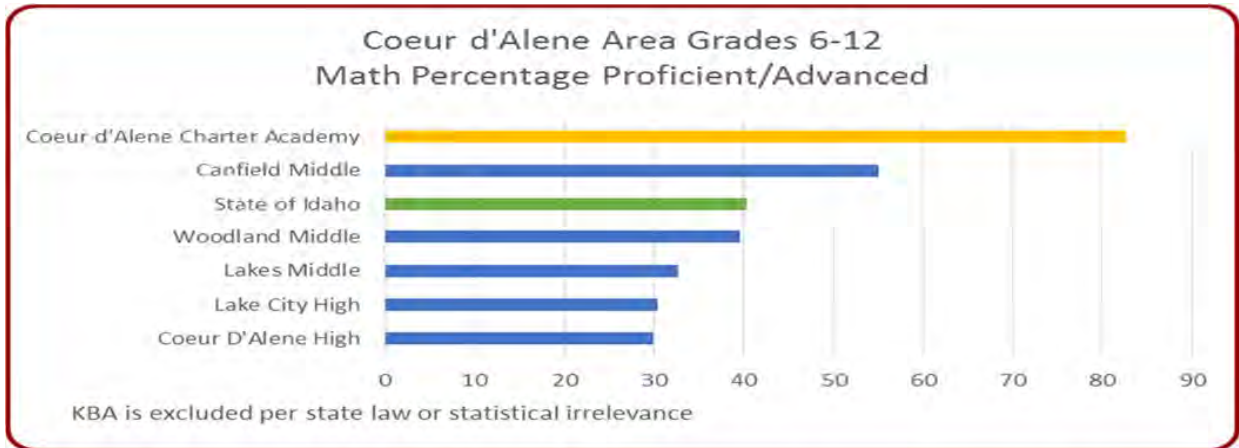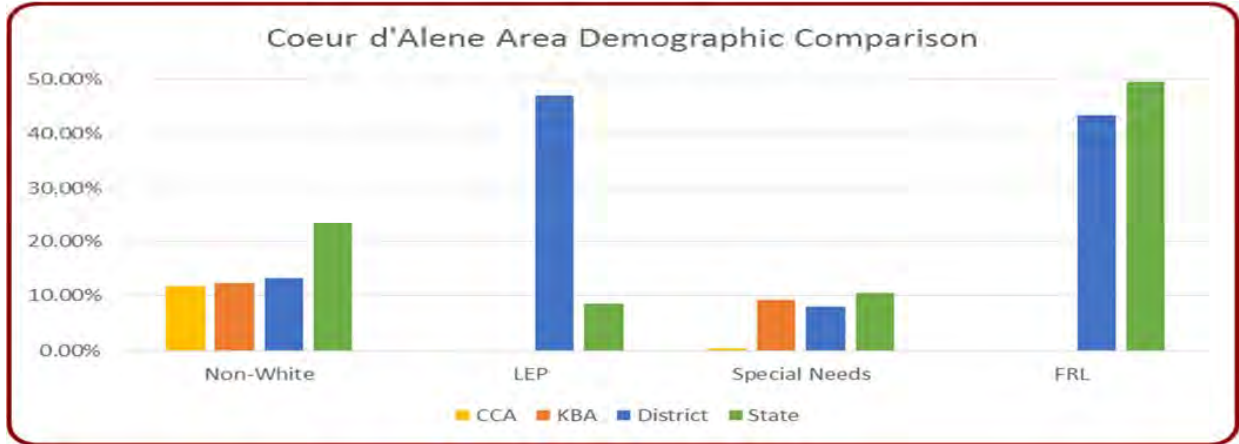
Gooding Area Comparison Data

The PCSC authorizes one school in the Gooding area: North Valley Academy (K-12).

Gooding Area Demographic Comparison

Gooding Area Grades K-12
Math Percentage Proficient/Advanced

Gooding High is excluded per state law or statistical irrelevance

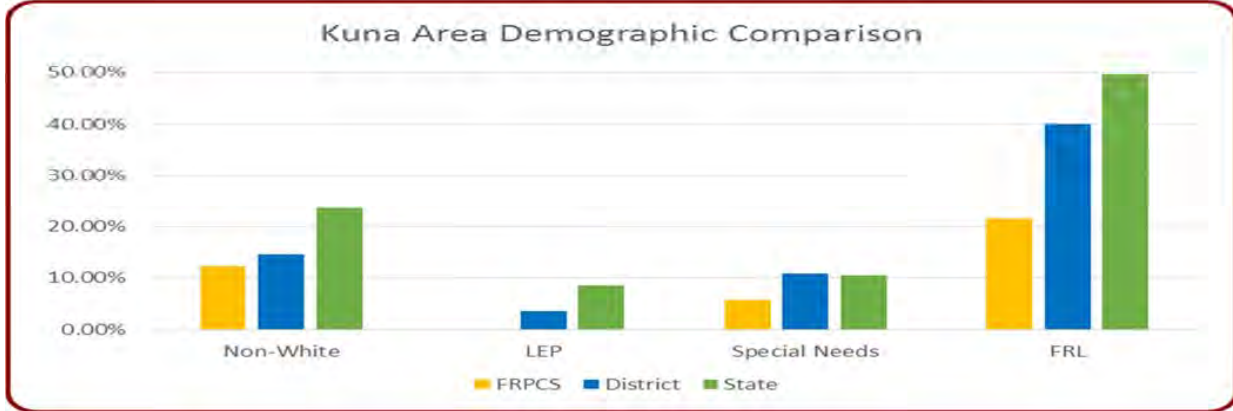Gooding Area Grades K-12
ELA Percentage Proficient/Advanced
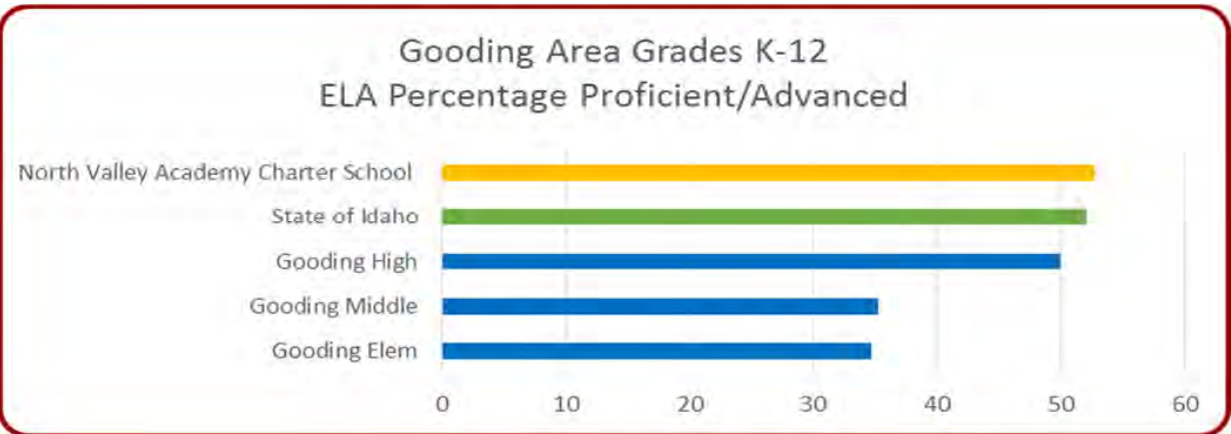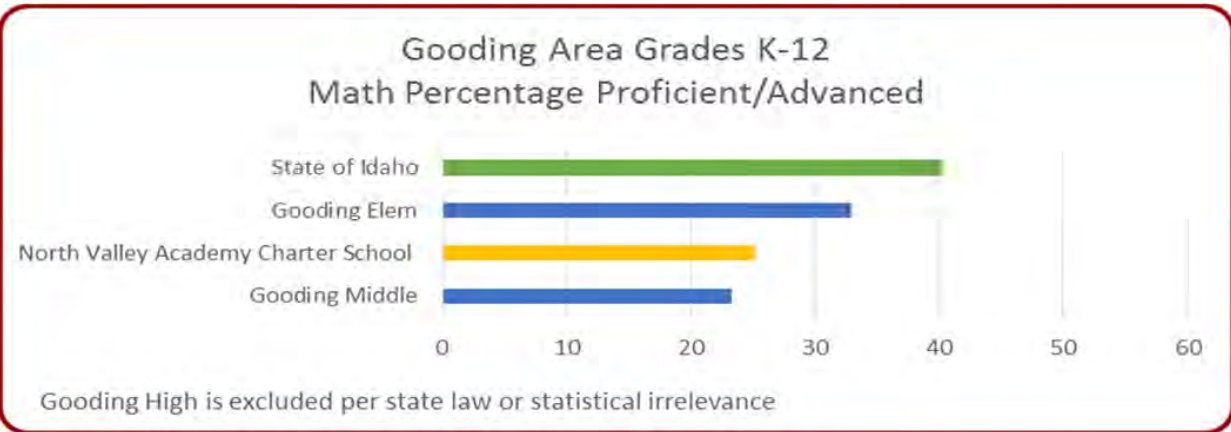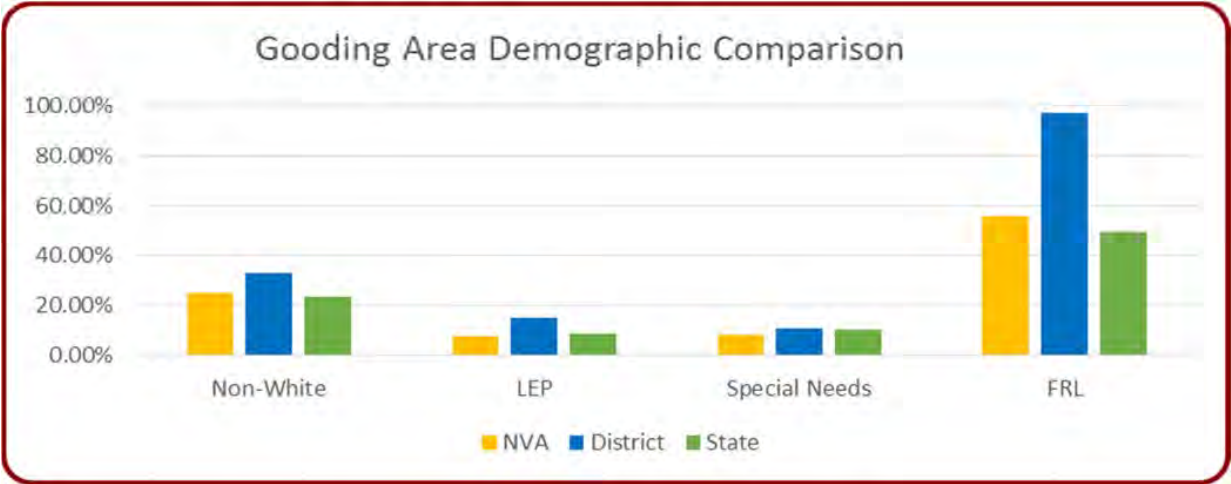
Jerome Area Comparison Data

The PCSC authorizes one school in the Jerome area: Heritage Academy (K-8).

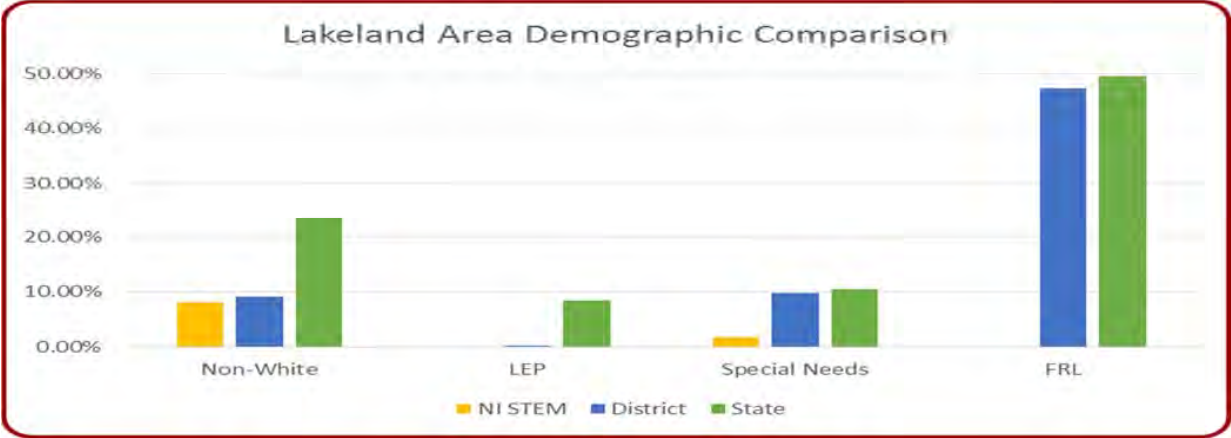Heritage Academy is excluded per state law or statistical irrelevance

20
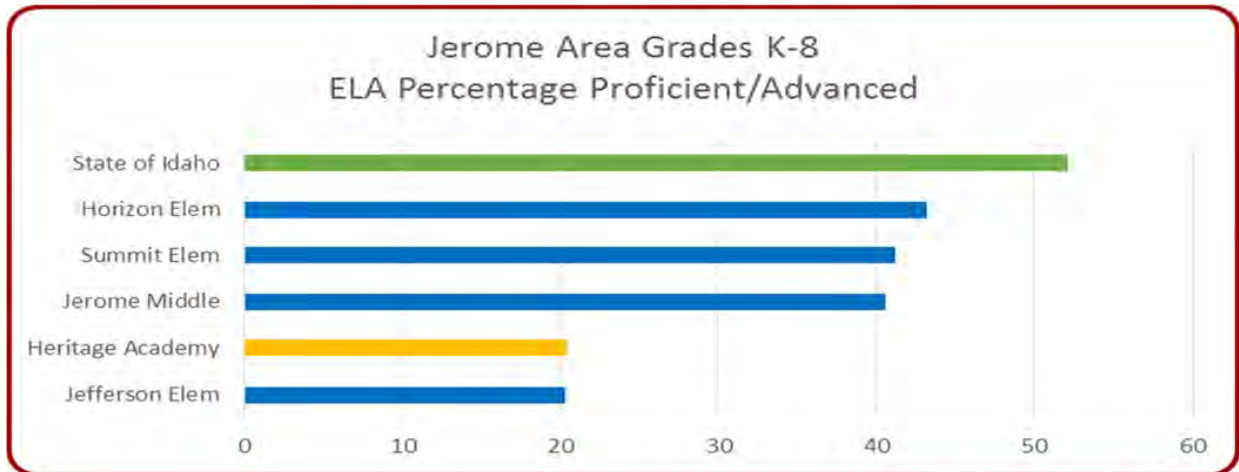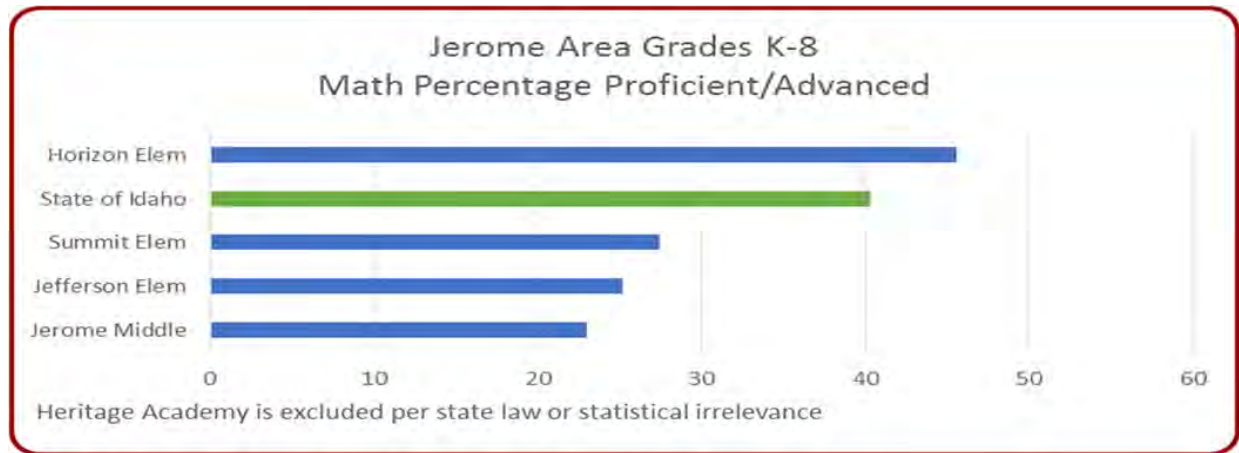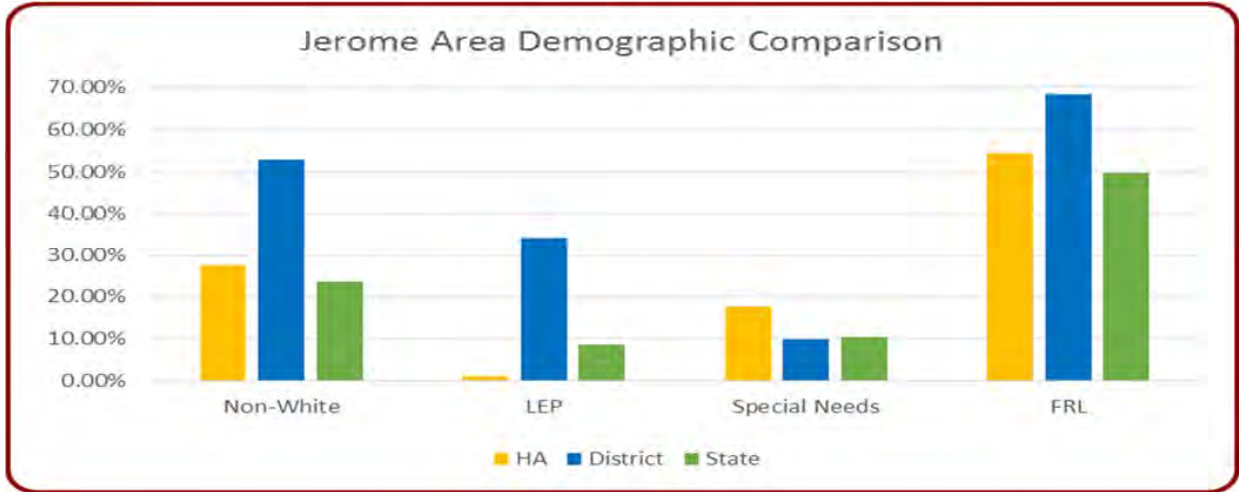
Kuna Area Comparison Data

The PCSC authorizes one school in the Kuna area: Falcon Ridge Public Charter School (K-8).

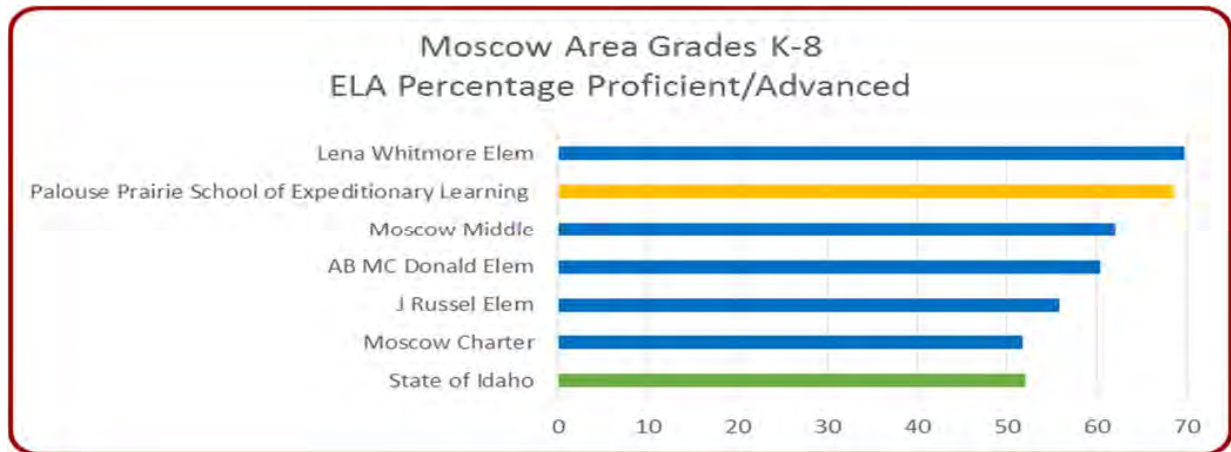Kuna Area Demographic Comparison

Kuna Area Grades K-8
Math Percentage Proficient/Advanced
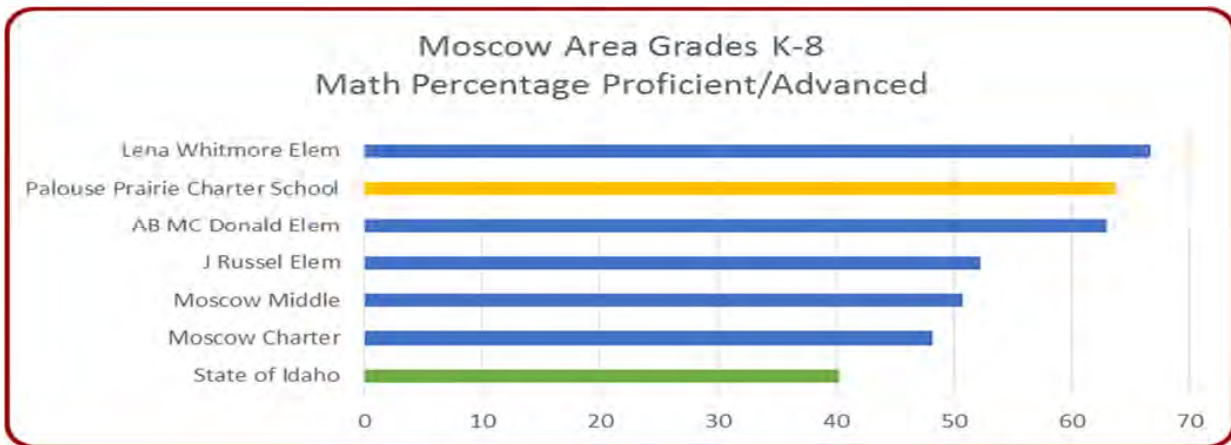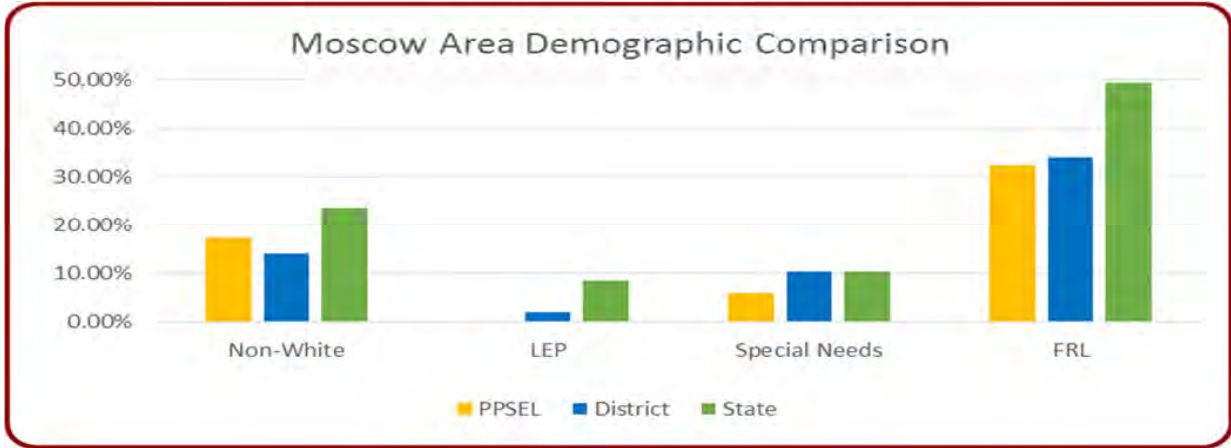

Kuna Area Grades K-8
ELA Percentage Proficient/Advanced
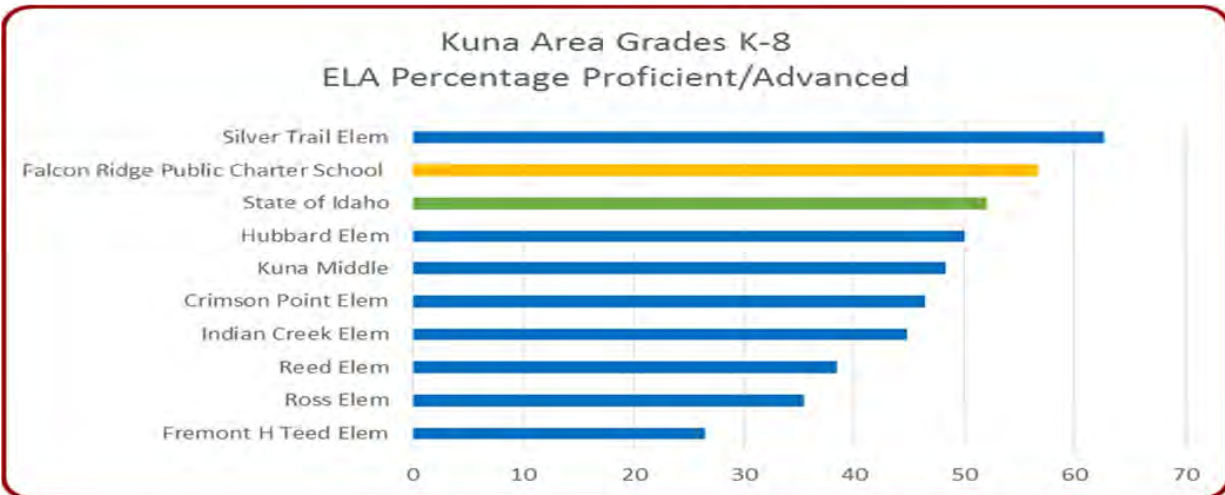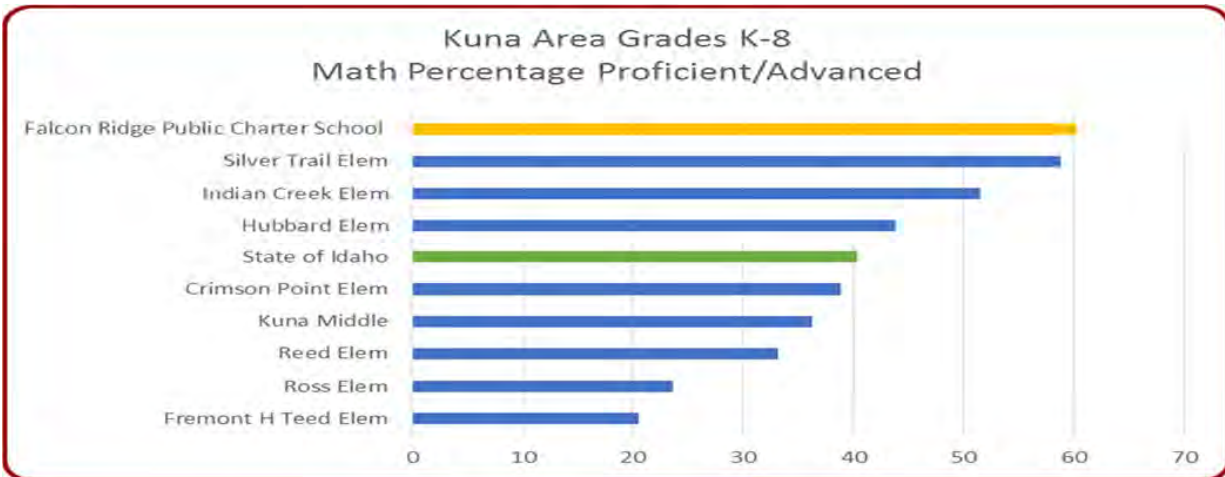
Lakeland Area Comparison Data

The PCSC authorizes one school in the Lakeland area: North Idaho STEM Charter Academy (K-9).
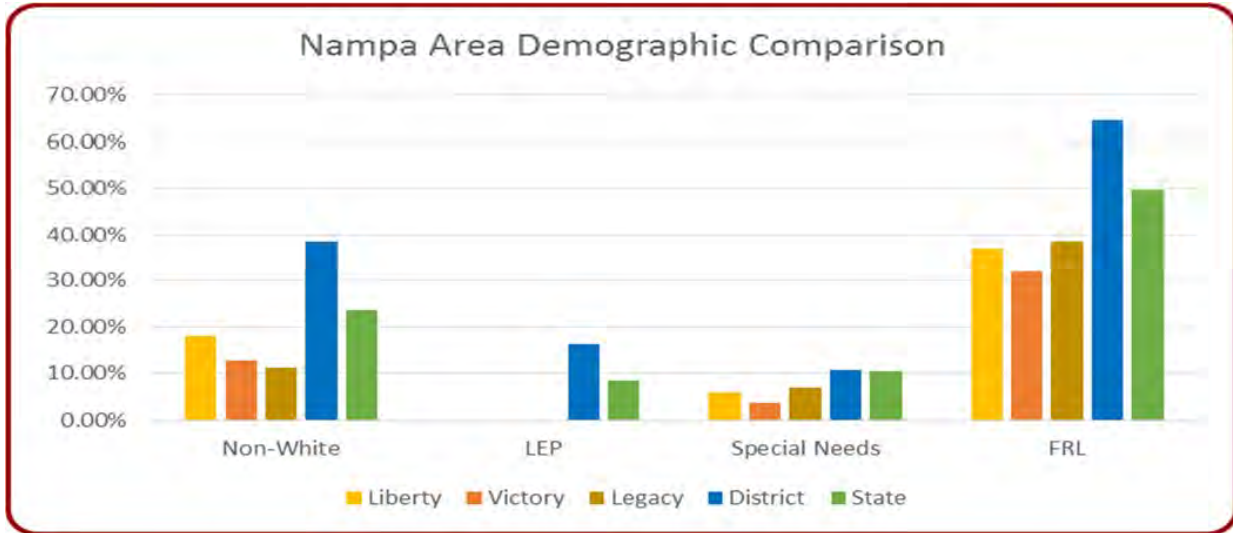

Lakeland Area Demographic Comparison

Lakeland Area Grades K-8
Math Percentage Proficient/Advanced

Lakeland Area Grades K-8
ELA Percentage Proficient/Advanced
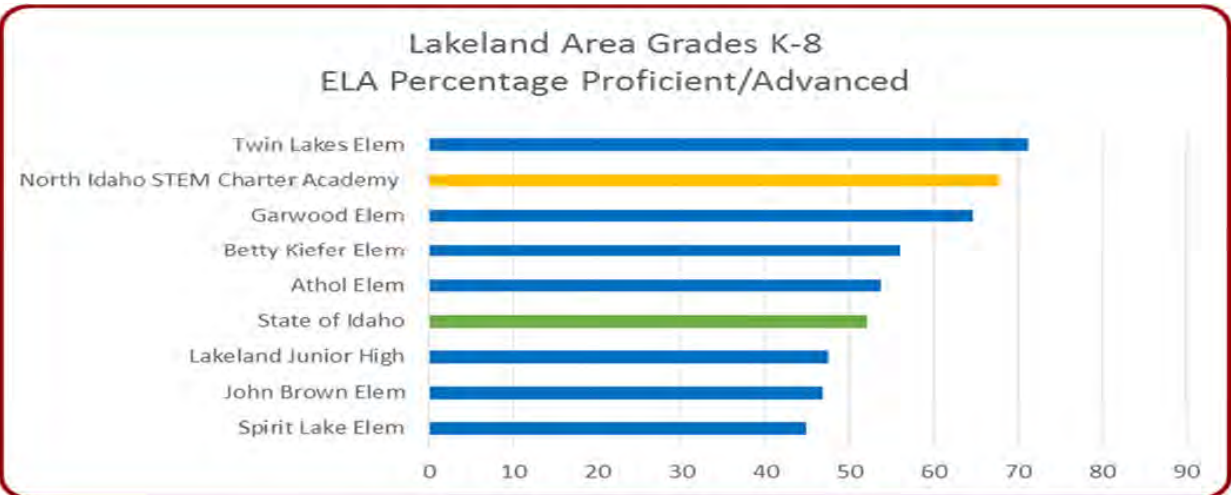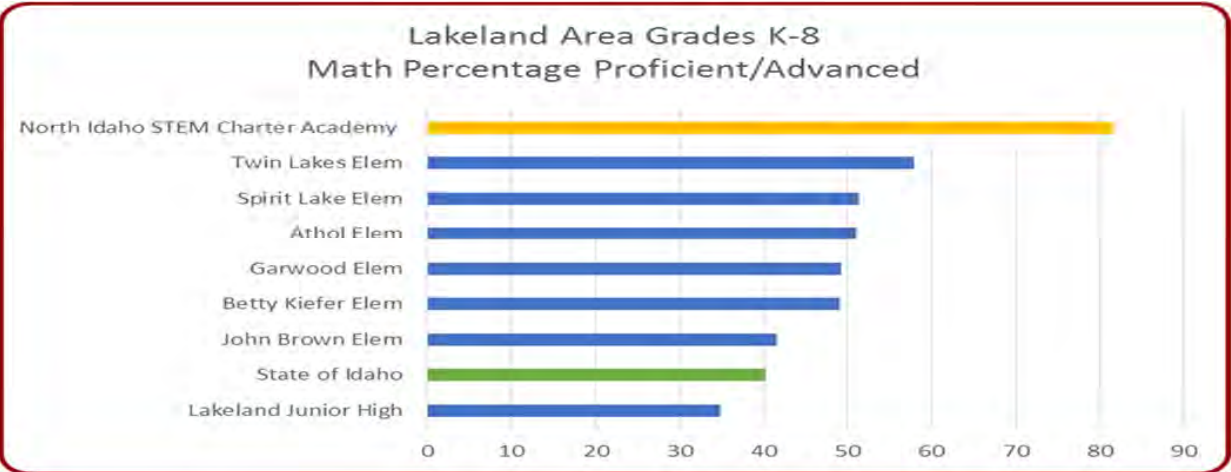
Moscow Area Comparison Data

The PCSC authorizes one school in the Moscow area: Palouse Prairie Charter School (K-8).

Moscow Area Demographic Comparison

Moscow Area Grades K-8
Math Percentage Proficient/Advanced

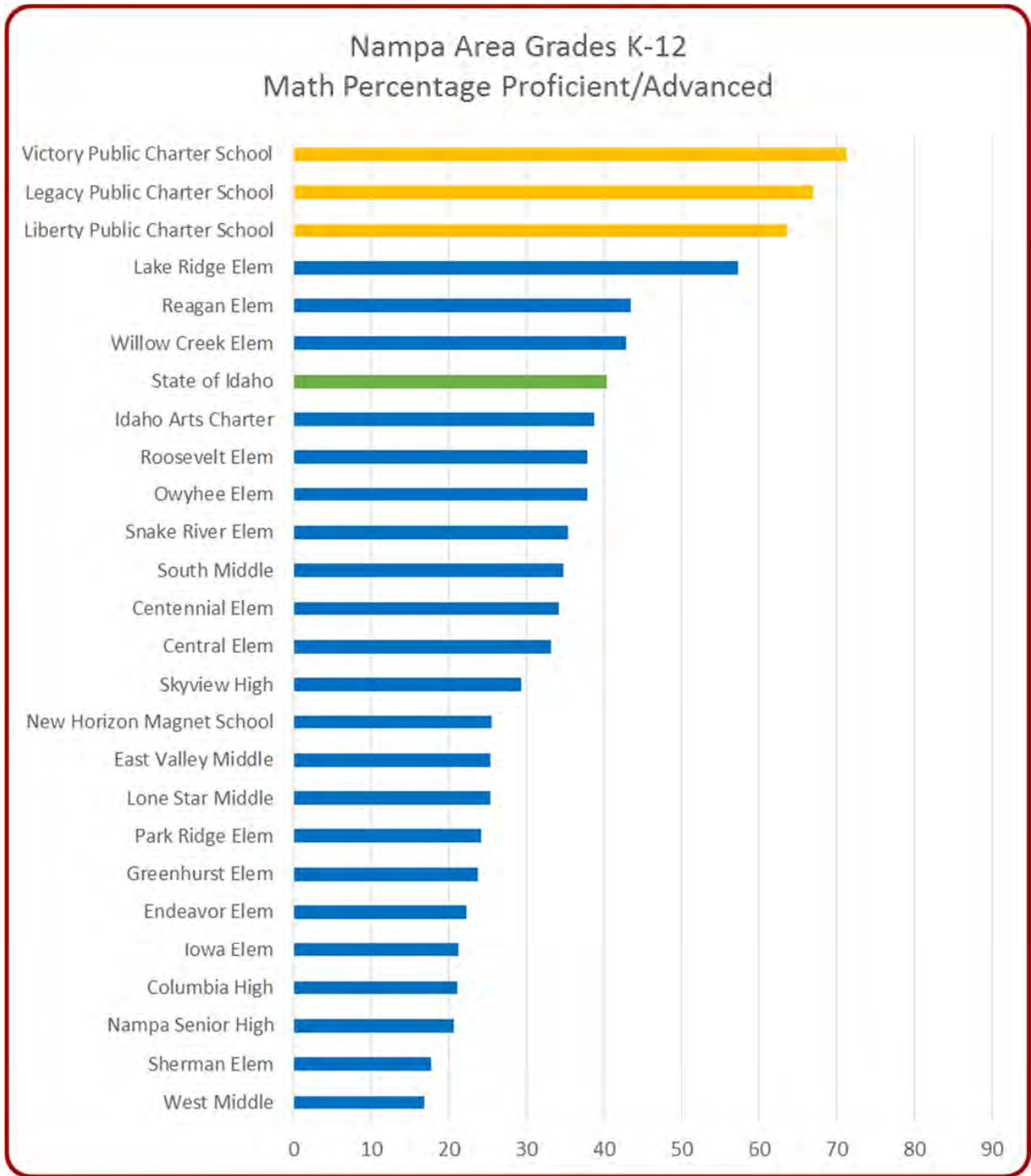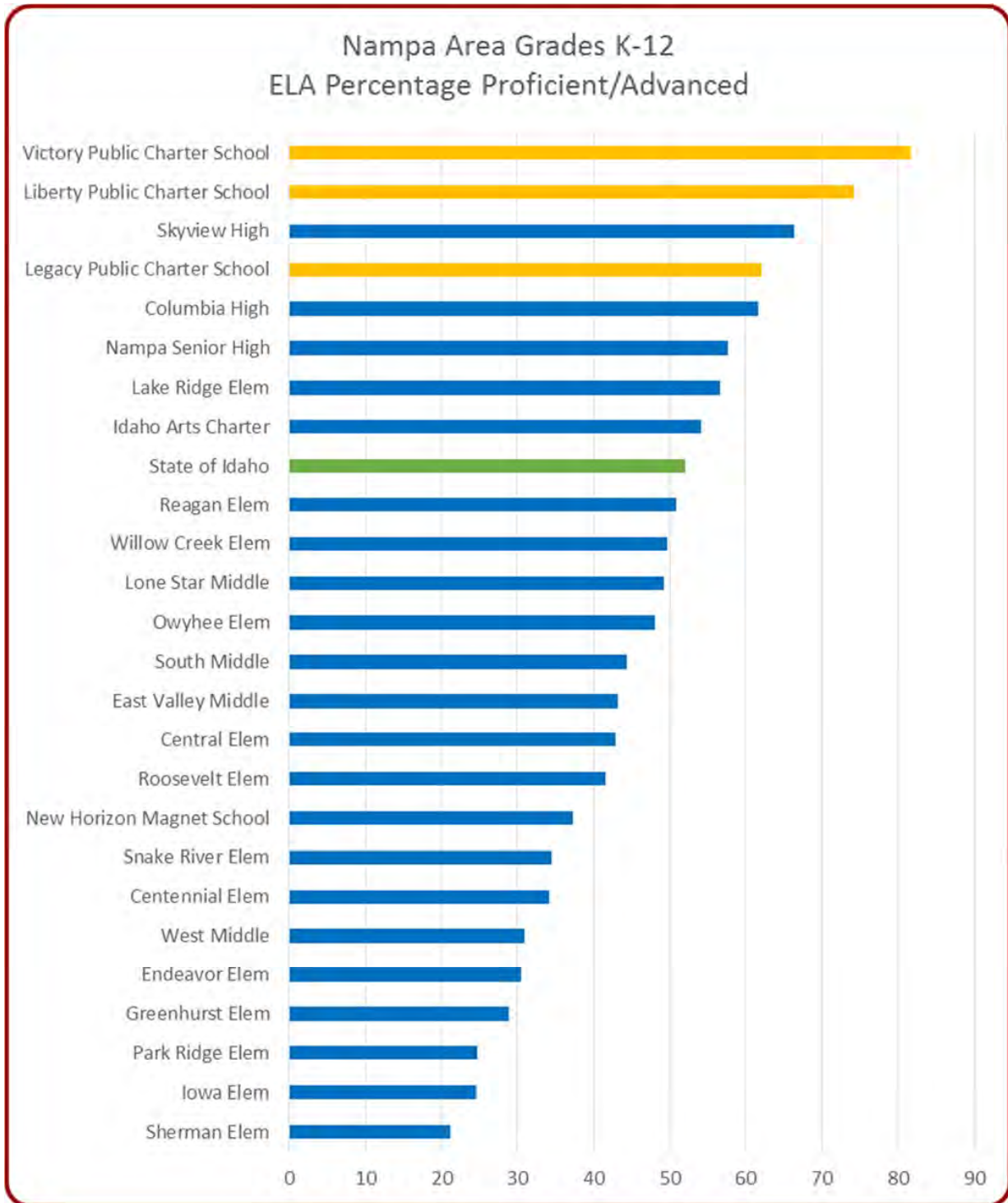Moscow Area Grades K-8
ELA Percentage Proficient/Advanced

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Nampa Area Comparison Data

The PCSC authorizes three schools in the Nampa area: Liberty Charter School (K-12), Victory Charter School (K-12), and Legacy Charter School (K-8).

Nampa Area Grades K-12
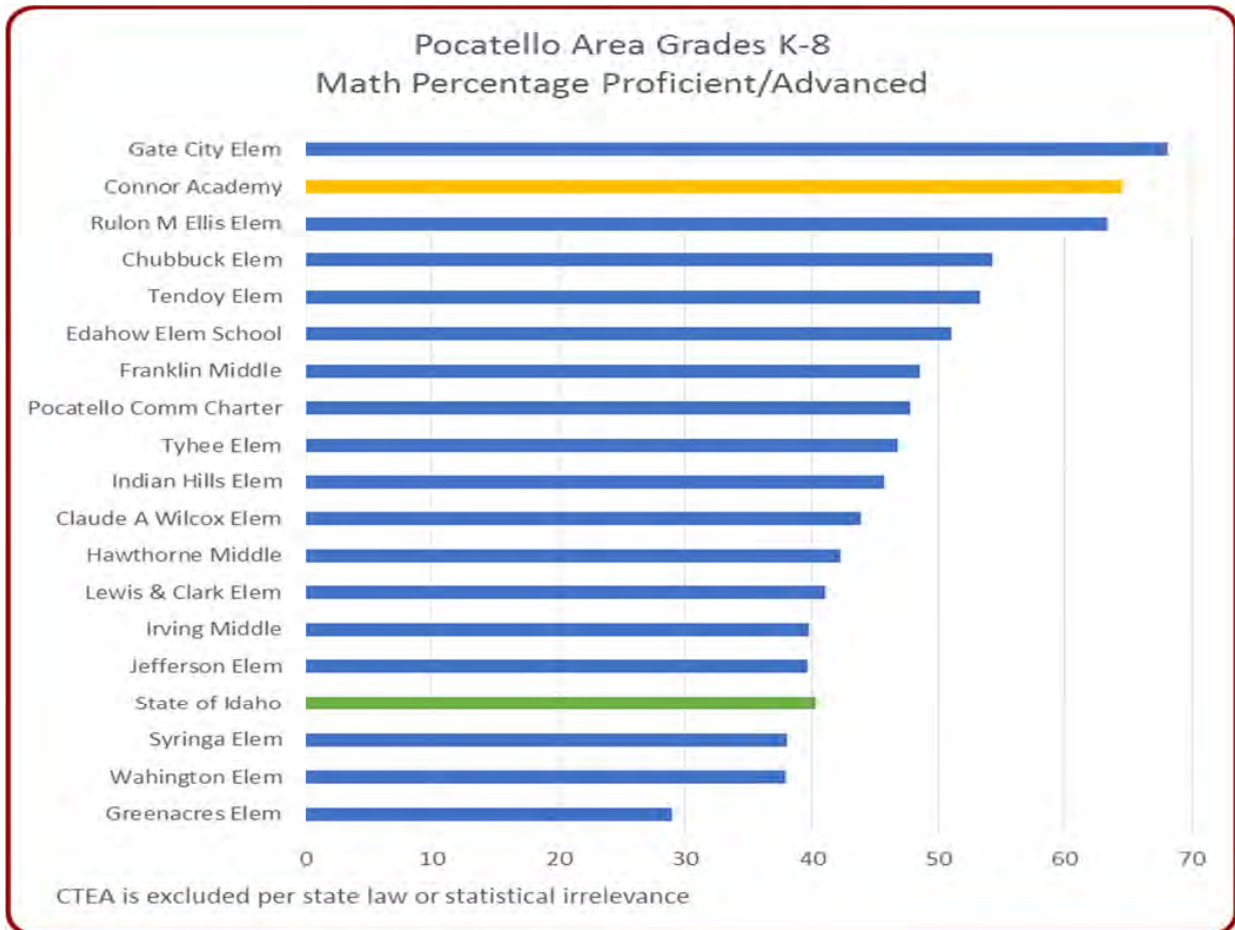Math Percentage Proficient/Advanced
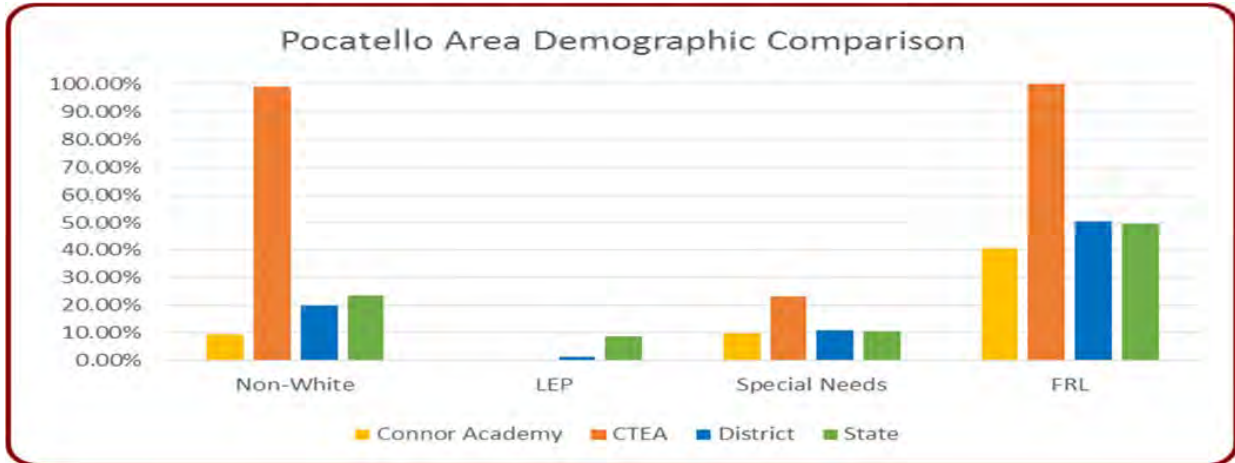
Nampa Area Grades K-12
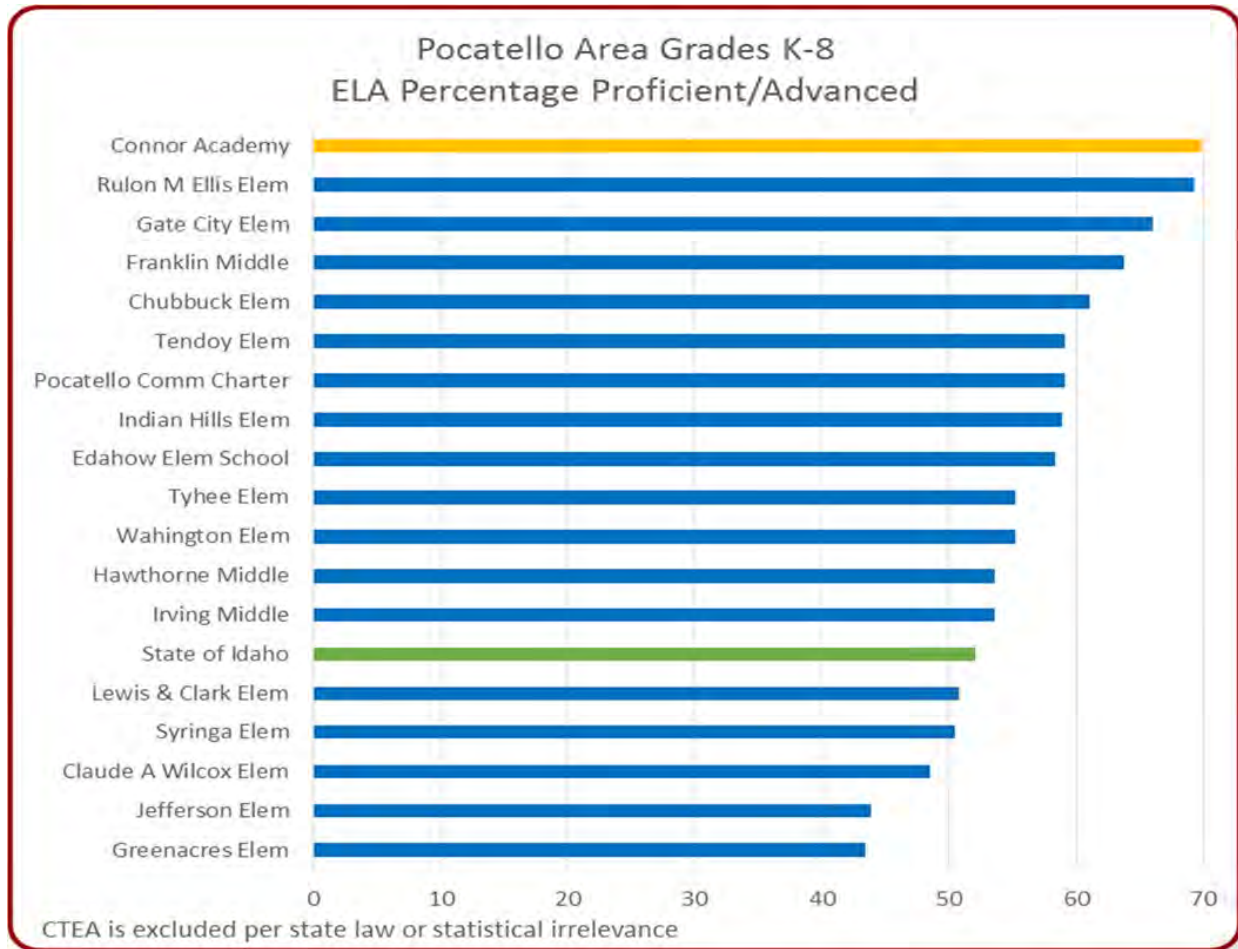ELA Percentage Proficient/Advanced

Pocatello Area Comparison Data

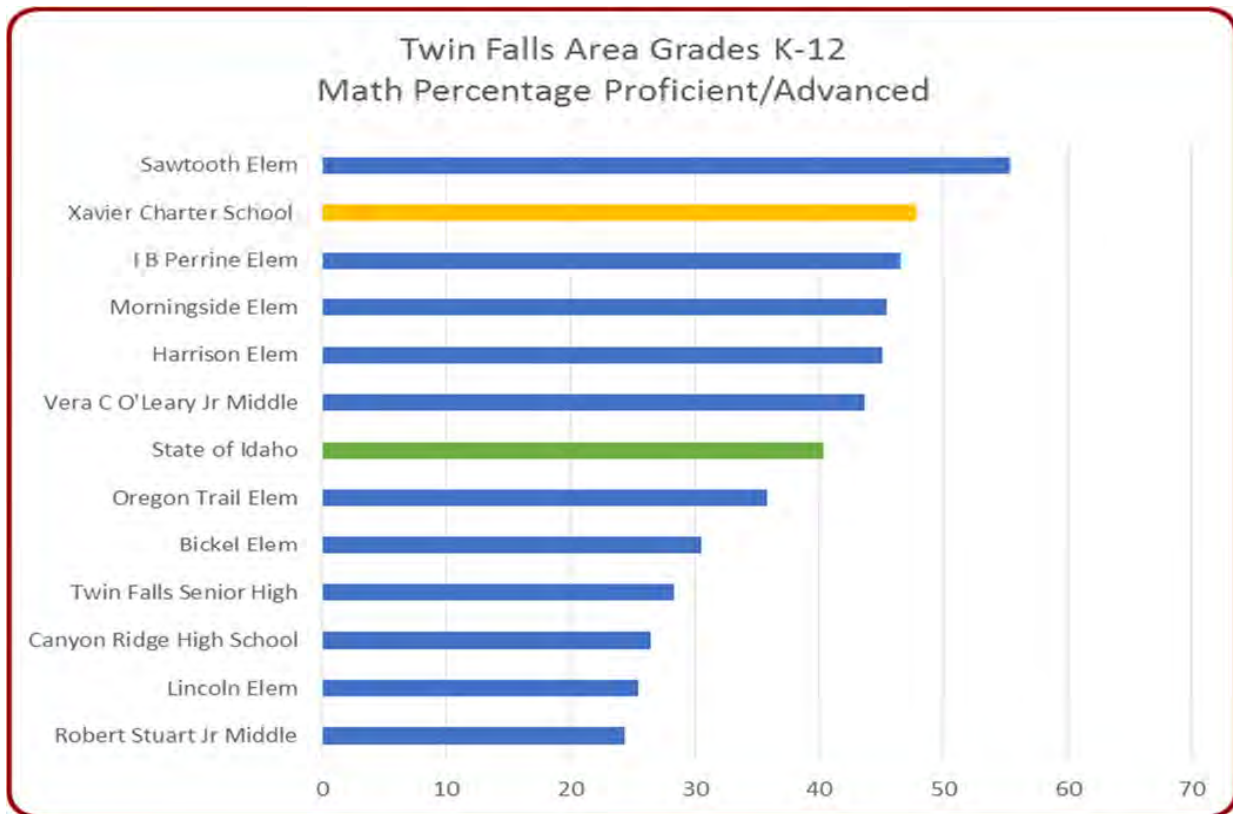The PCSC authorizes two schools in the Pocatello area: Connor Academy (K-8), formerly known as The Academy, and Chief Tahgee Elementary Academy (K-8).

Pocatello Area Demographic Comparison

Pocatello Area Grades K-8
Math Percentage Proficient/Advanced

CTEA is excluded per state law or statistical irrelevance

Pocatello Area Grades K-8
ELA Percentage Proficient/Advanced

CTEA is excluded per state law or statistical irrelevance

Twin Falls Area Comparison Data

The PCSC authorizes one school in the Twin Falls area: Xavier Charter School (K-12).

Twin Falls Area Grades K-12
ELA Percentage Proficient/Advanced
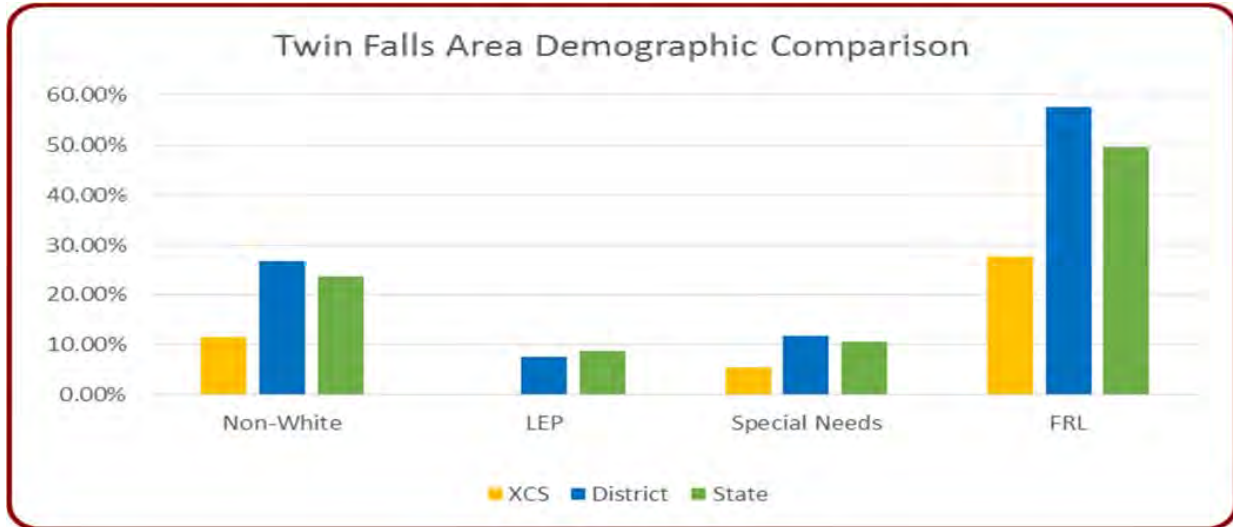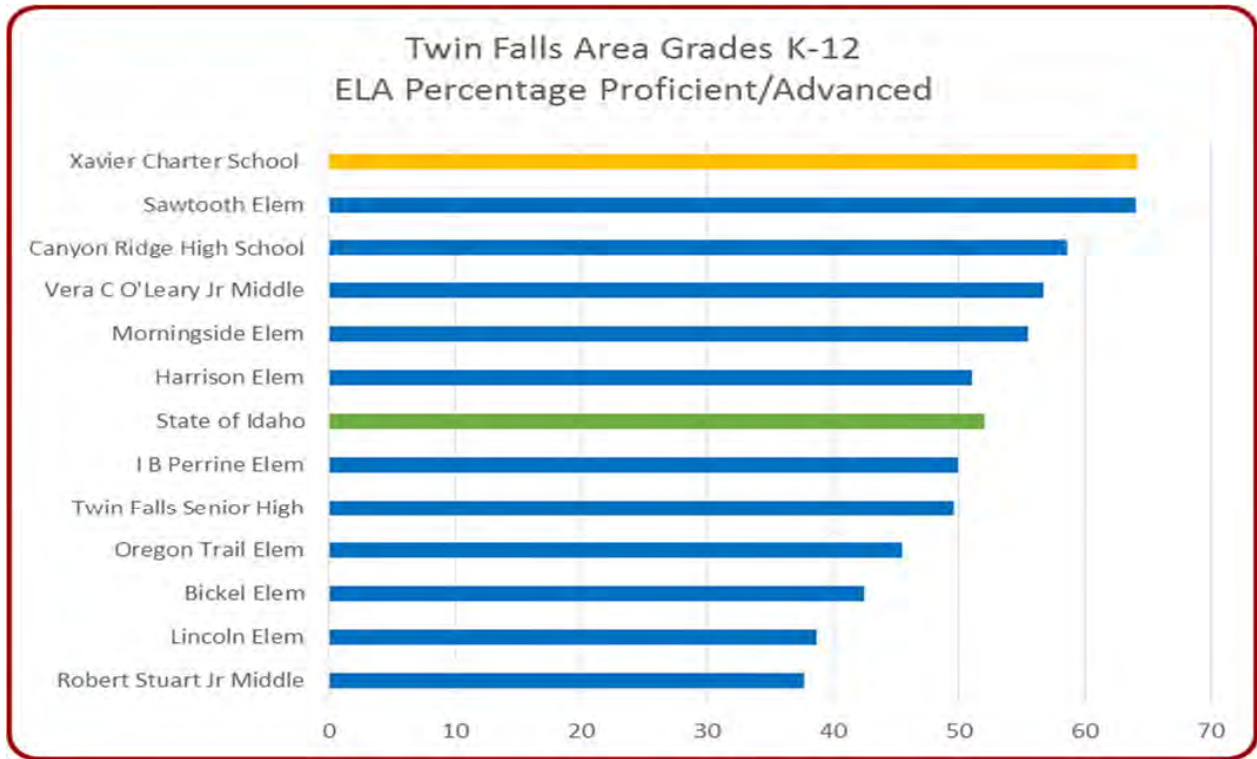
Vallivue/Middleton Area Comparison Data

The PCSC authorizes one school in the Vallivue/Middleton area: Vision Charter School (K-12).

Vallivue/Middleton Area Demographic Comparison

Vallivue/Middleton Area Grades K-12 Math Percentage Proficient/Advanced

31

Vallivue/Middleton Area Grades K-12
ELA Percentage Proficient/Advanced
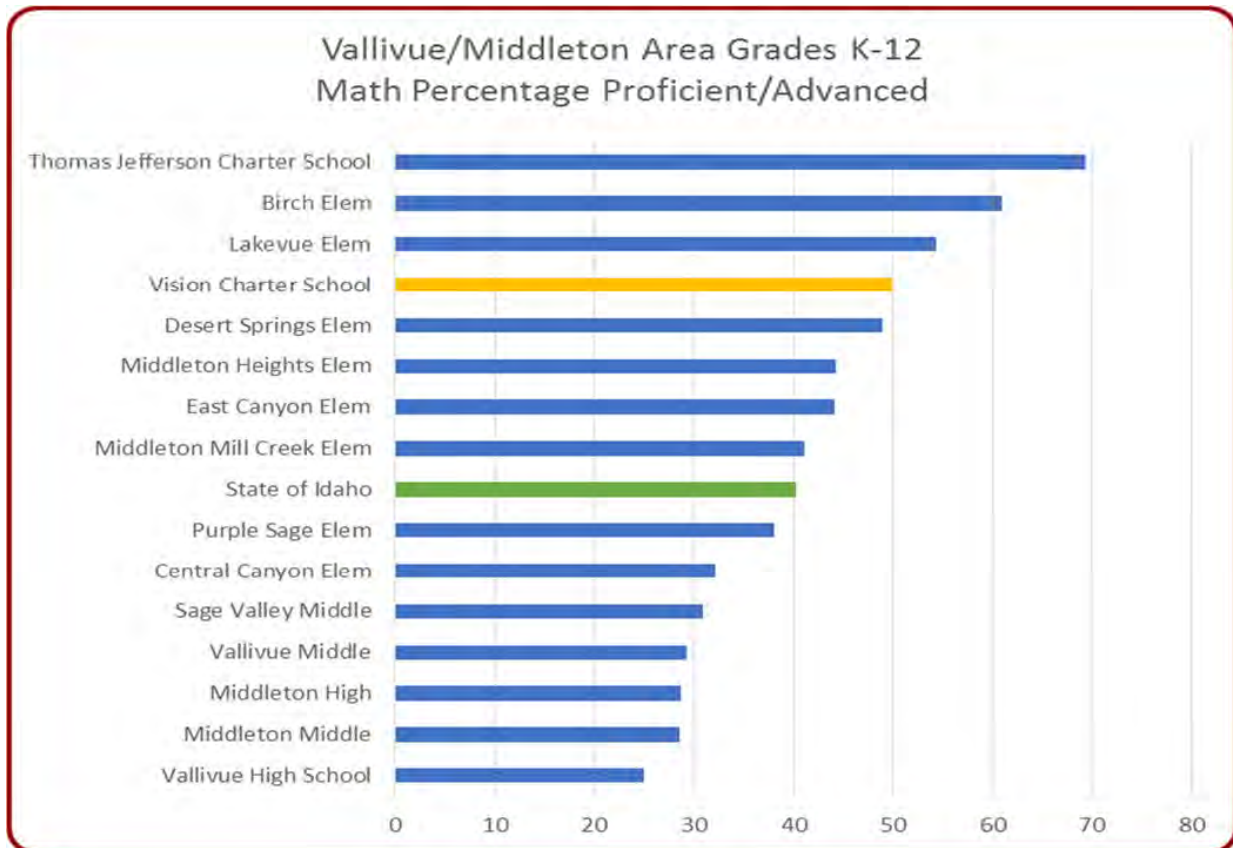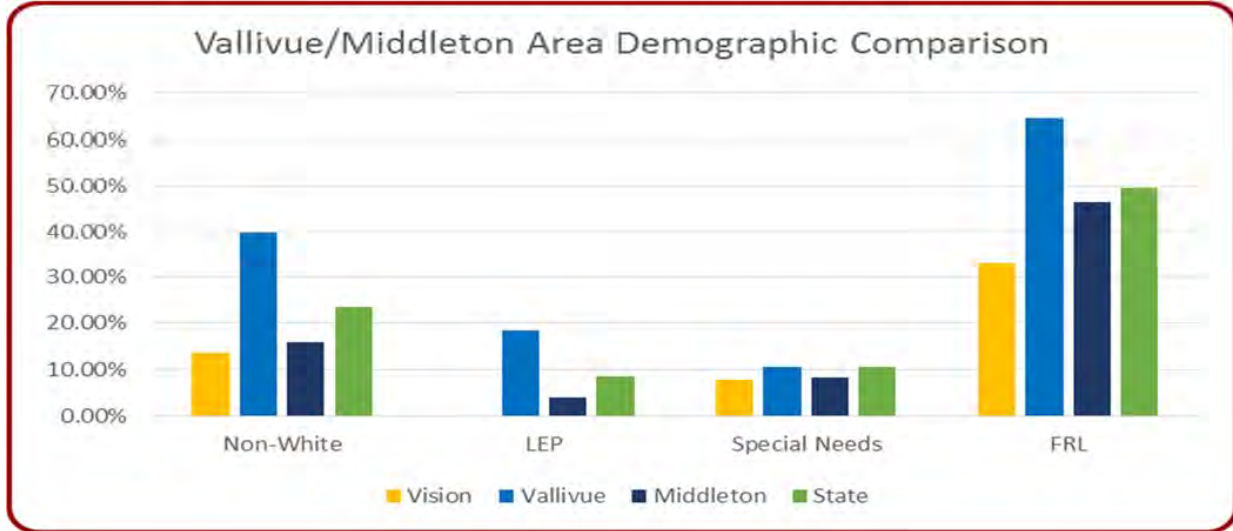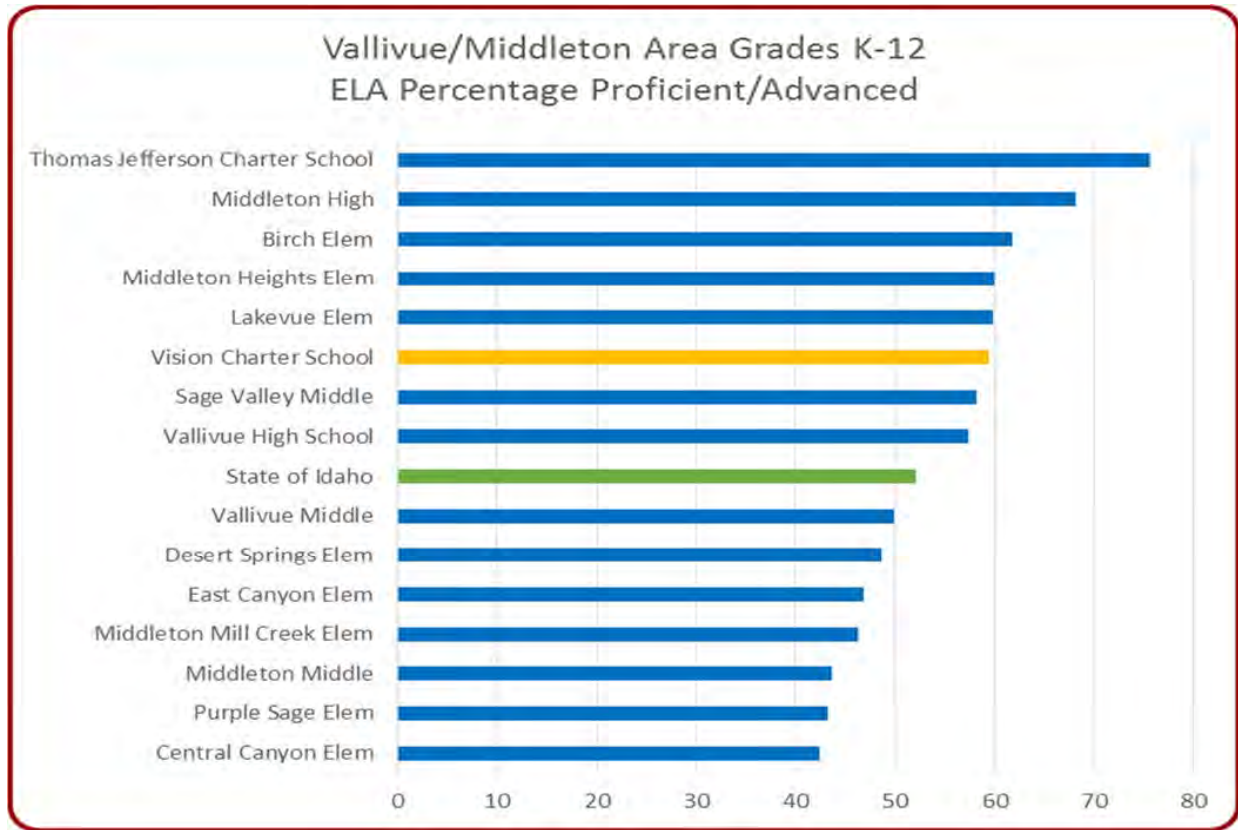
West Ada Area Comparison Data

The PCSC authorizes three schools in the West Ada area: Compass Public Charter School (K-12), North Star Charter School (K-12), and Rolling Hills Public Charter School (K-8).

West Ada Area Demographic Comparison

West Ada Area Grades K-12
Math Percentage Proficient/Advanced

West Ada Area Grades K-12
ELA Percentage Proficient/Advanced

Virtual School Comparison Data

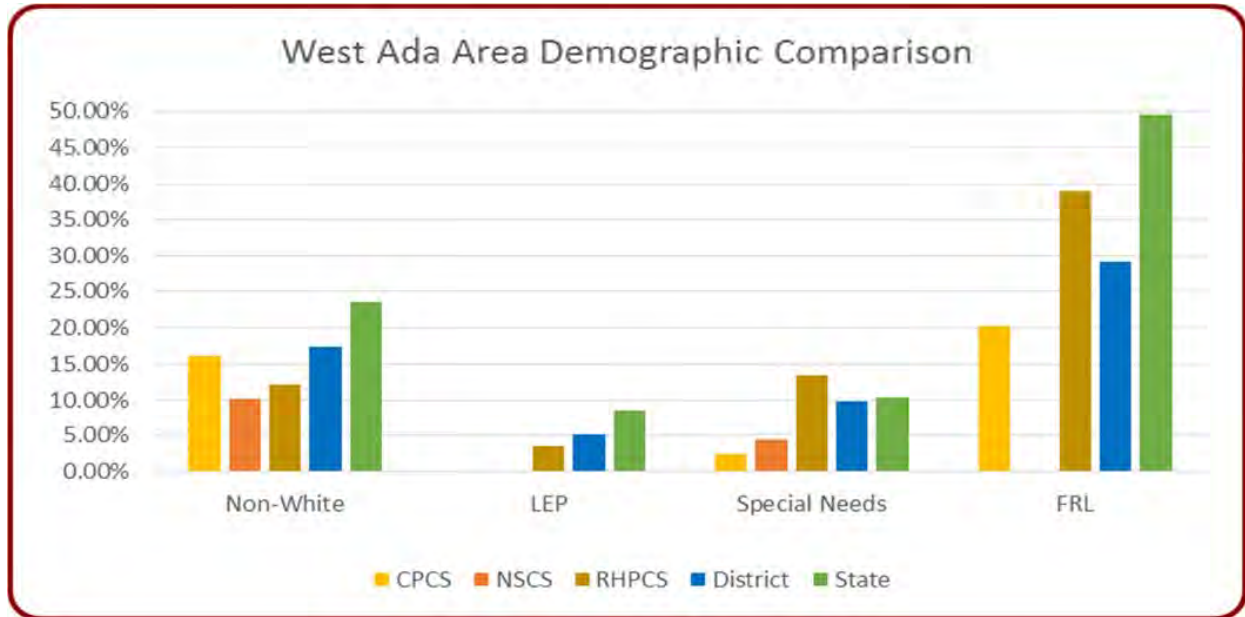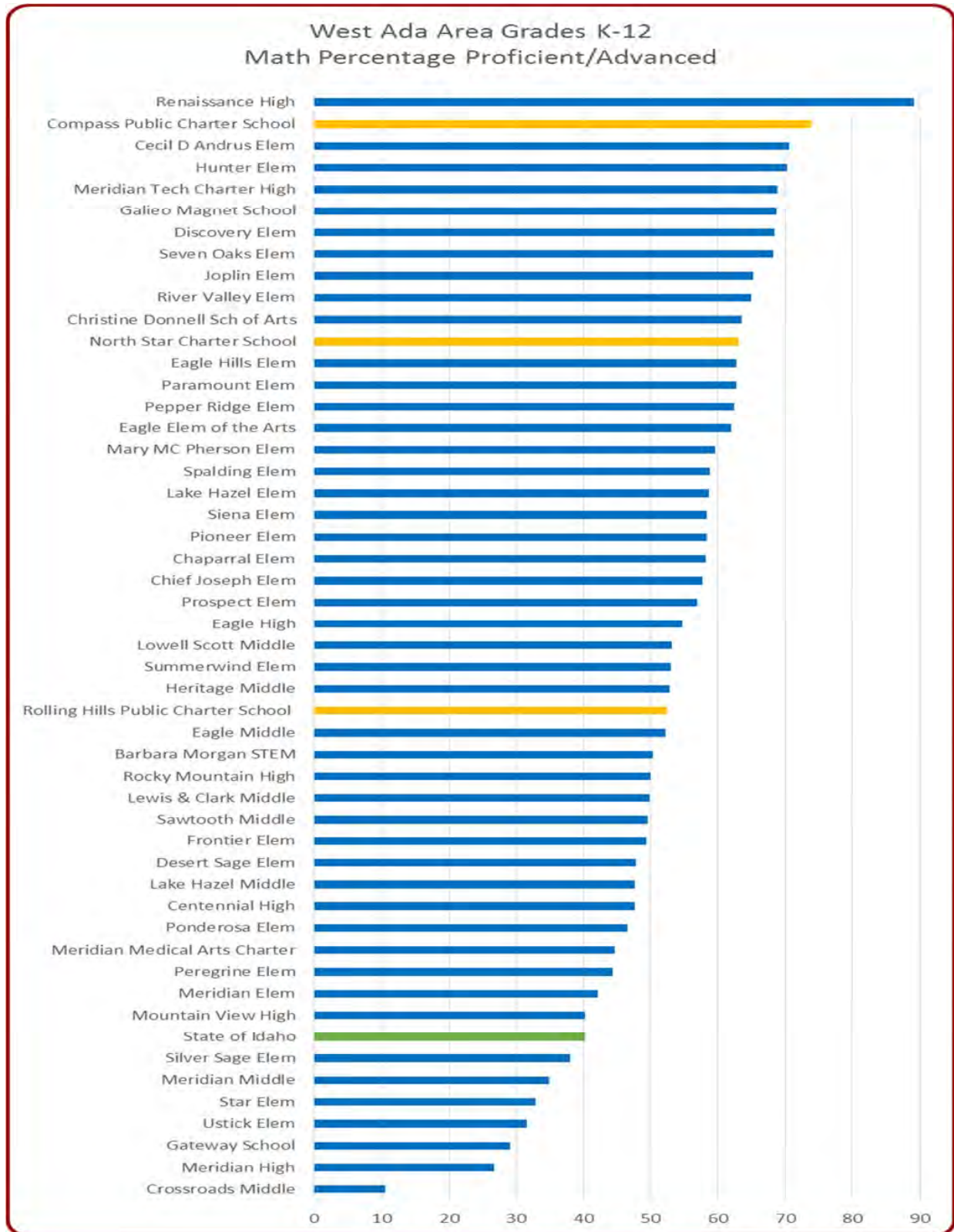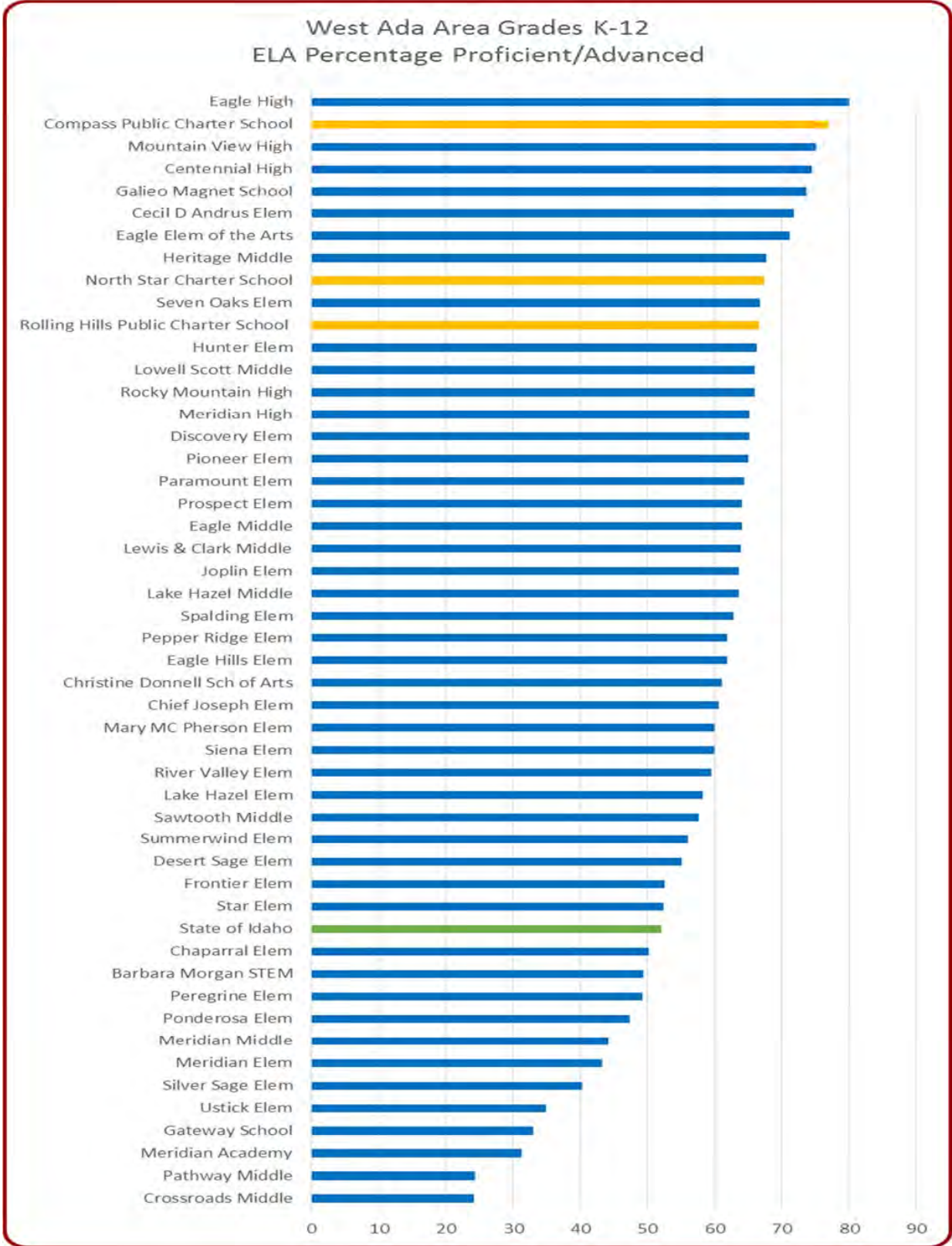The PCSC authorizes eight virtual schools: Another Choice Virtual School (K-12), Idaho Connects Online (9-12), Idaho College and Career Readiness Academy, Idaho Virtual Academy (K-12), , INSPIRE Connections Academy (K-12), iSucceed Virtual High School (9-12), Kootenai Bridge Academy (11-12), and Richard McKenna Charter High School (9-12). ACVS and KBA serve students across multiple districts; the other schools serve students statewide. KBA and RMCHS's virtual programs serve alternative student populations. Idaho Distance Education Academy (K-12) is a district-authorized virtual school, and is included here for comparison purposes.

Virtual Schools Demographic Comparison

Virtual Schools Grades K-12
Math Percentage Proficient/Advanced

iSucceed Virtual, Idaho College & Career Readiness, Idaho Connects Online, Kootenai Bridge and Richard McKenna Charter School are excluded per state law or statistical irrelevance.

36
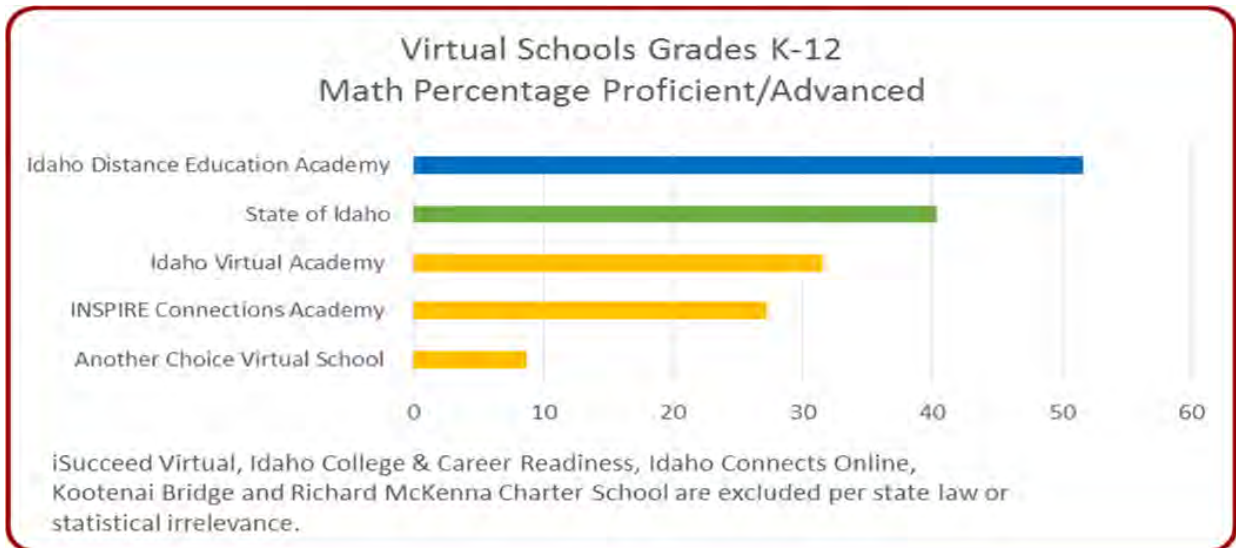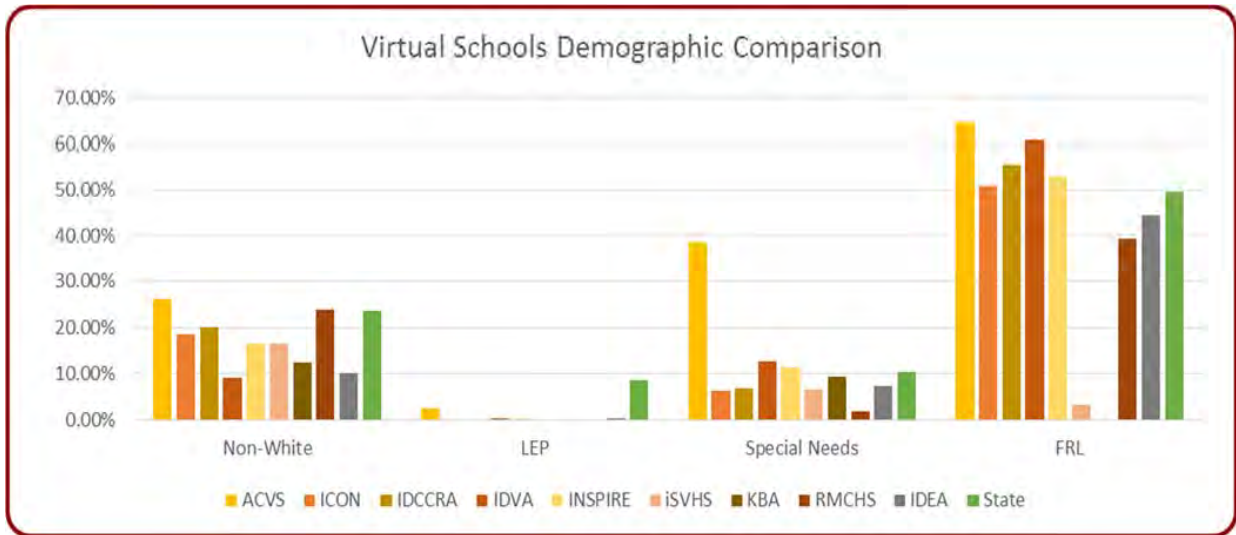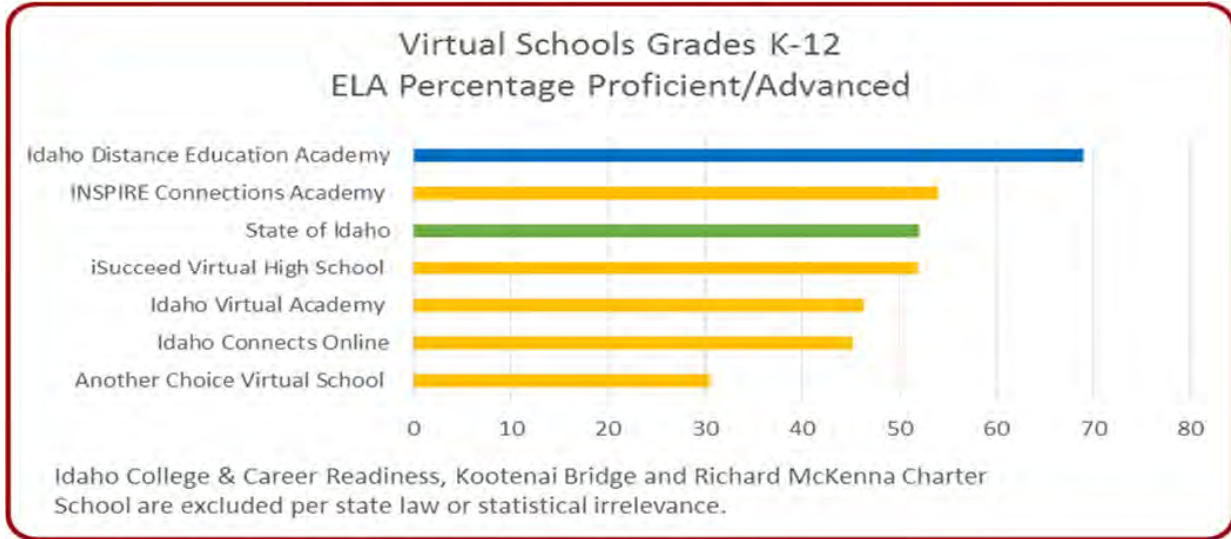
Graduation Rates

The Idaho State Board of Education published the following comparison of high school graduation rates in January 2016. The chart reflects the adjusted cohort graduation rate (ACGR) required by the federal government for the Class of 2014. Due to a significant difference in methodology, these rates cannot be compared with those of 2013.

Brick-and-mortar charter schools in the PCSC's portfolio had slightly higher graduation rates than traditional public schools. Virtual schools had significantly lower rates. It may be that students who transfer to virtual schools are more likely to be behind their cohorts than students who transfer to other types of schools. This is a question that needs to be examined. Additionally, virtual schools were less likely than other types of schools to collect required exit data for their students. Students for whom exit data was not collected must be counted as if they did not graduate on time.

37
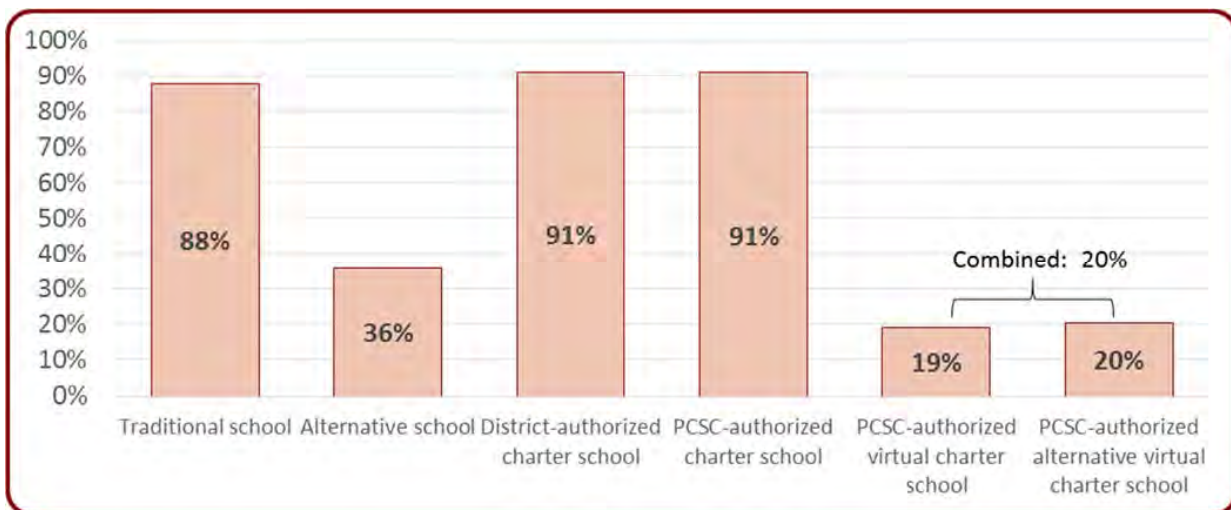
SAT Results

SAT results offer additional perspective regarding schools' academic outcomes. Students scoring over 500 on the SAT are considered "college ready."

The following charts compare SAT results for PCSC portfolio schools to those of non-charter schools statewide. The data reflects all 11th and 12th grade students who took the SAT during the 2014-15 school year. In cases where a student tested more than once, only the highest score is used. The non-charter category included 17,788 students; the PCSC portfolio category included 648 students.
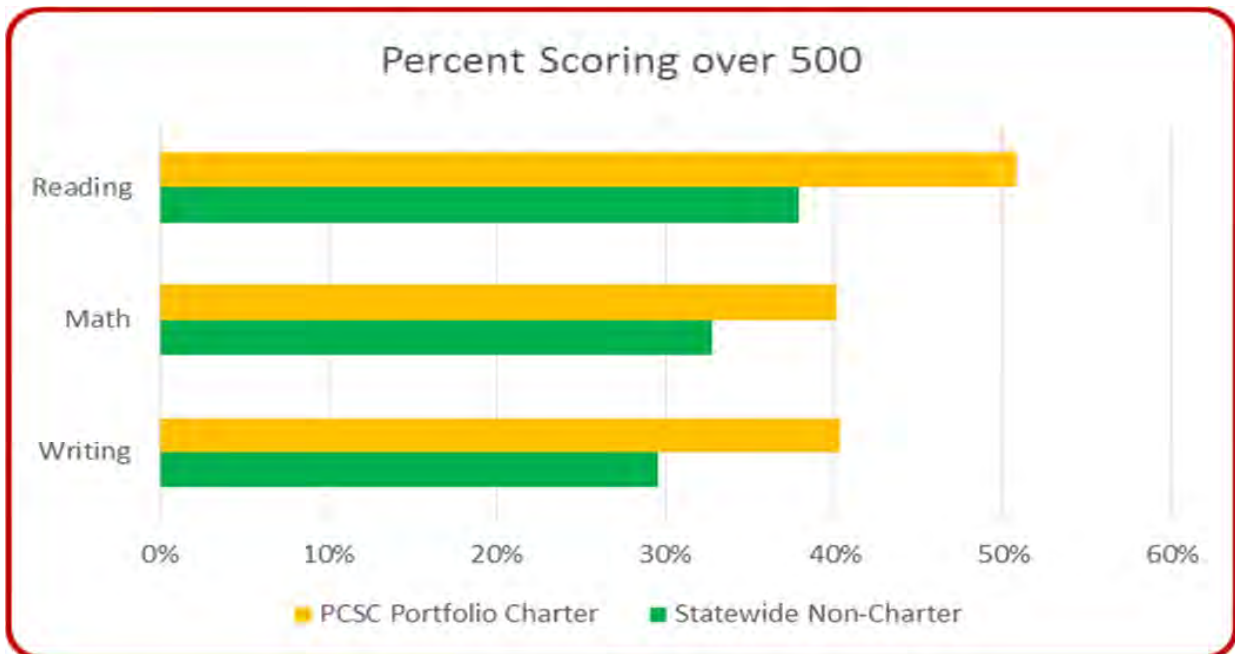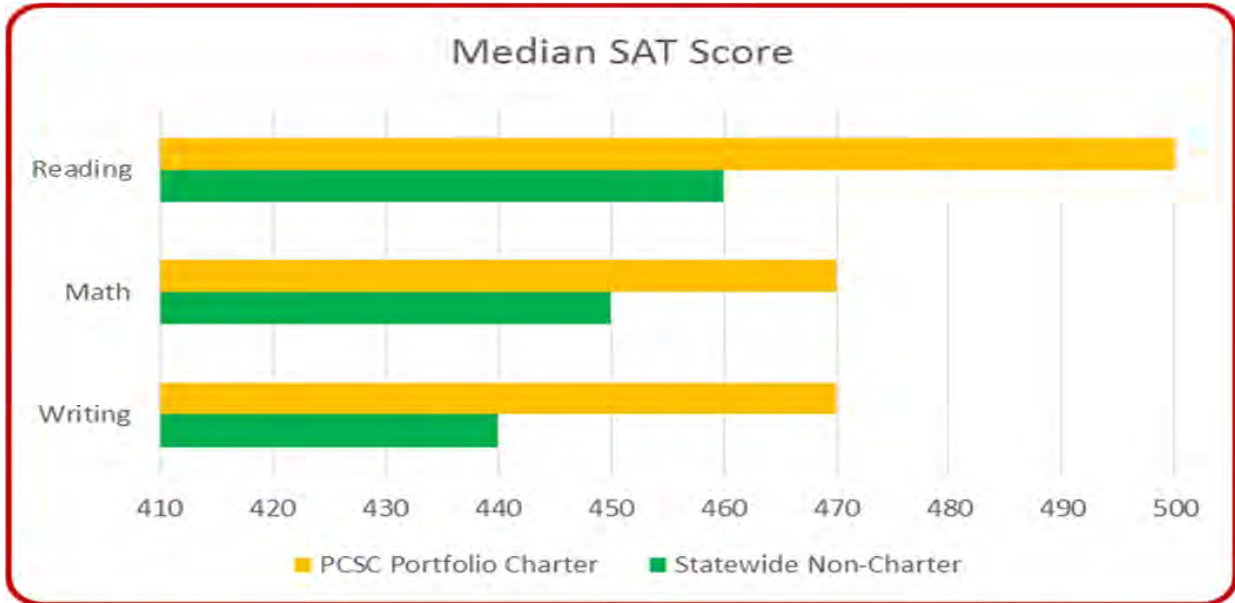
Operational Outcomes

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.

Most schools that lost points on operational measures struggled with late reporting, failure to meet transparency requirements, and/or fiscal audit findings.

In the majority of cases, improved results appear to be attainable by increased attention to due dates and professional development for board members and business management personnel.

Operational Accountability Designations

- Honor
- Good Standing
- Remediation
- Critical

Category Breakdown: All Portfolio Schools

- Earned 80 – 100% of points possible
- 60 – 79%
- 40 – 59%
- 20 – 39%
- 0 – 19%
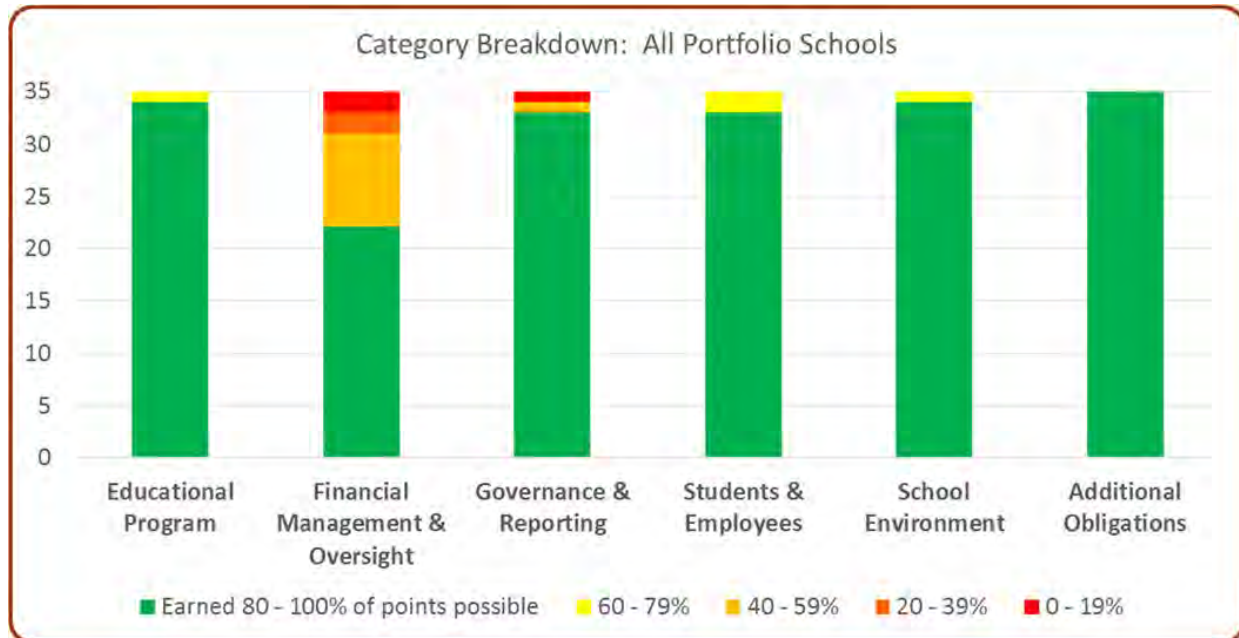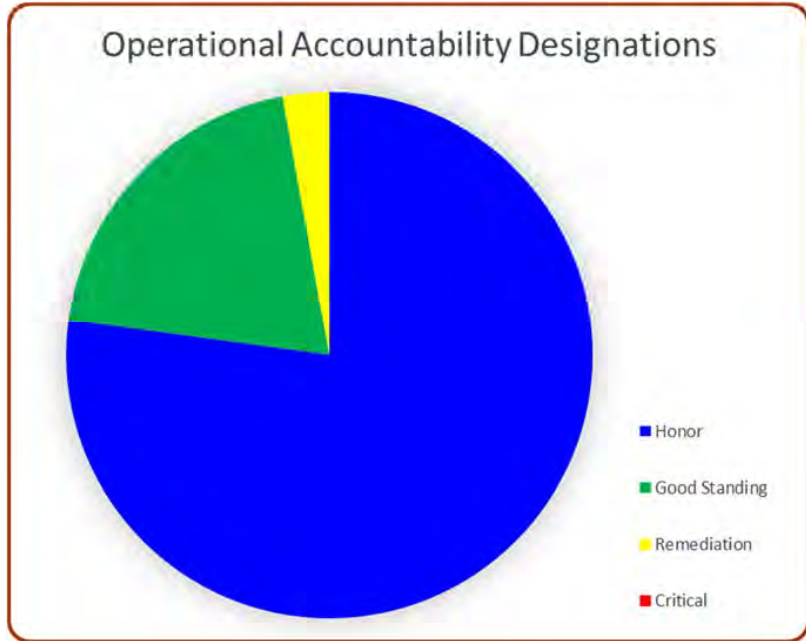
Financial Outcomes

Idaho's public charter schools received $94,231,644 in state funding during FY15.

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 for full understanding of a school's viability. The data provided here represents scores only; contextual information is available in schools' individual reports.
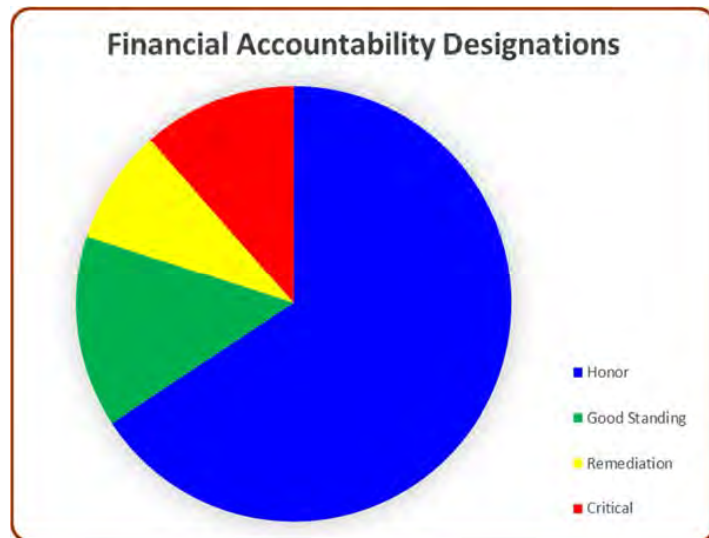
The financial status of PCSC portfolio schools ranges widely. A minority of schools face substantial concern, while 80% are presently in Honor or Good Standing status.
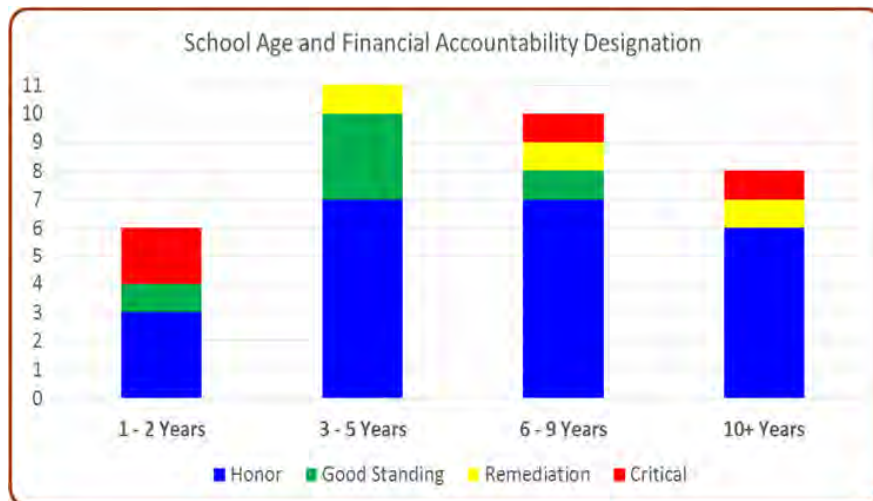
School maturity may be a factor in financial stability. Older PCSC portfolio schools appear more likely to be more financially stable than younger schools. However, longitudinal data will need to be collected in order to determine whether schools' financial status tends to improve over time. It should be noted that financially weak schools are much more likely to close during their early years of operation.

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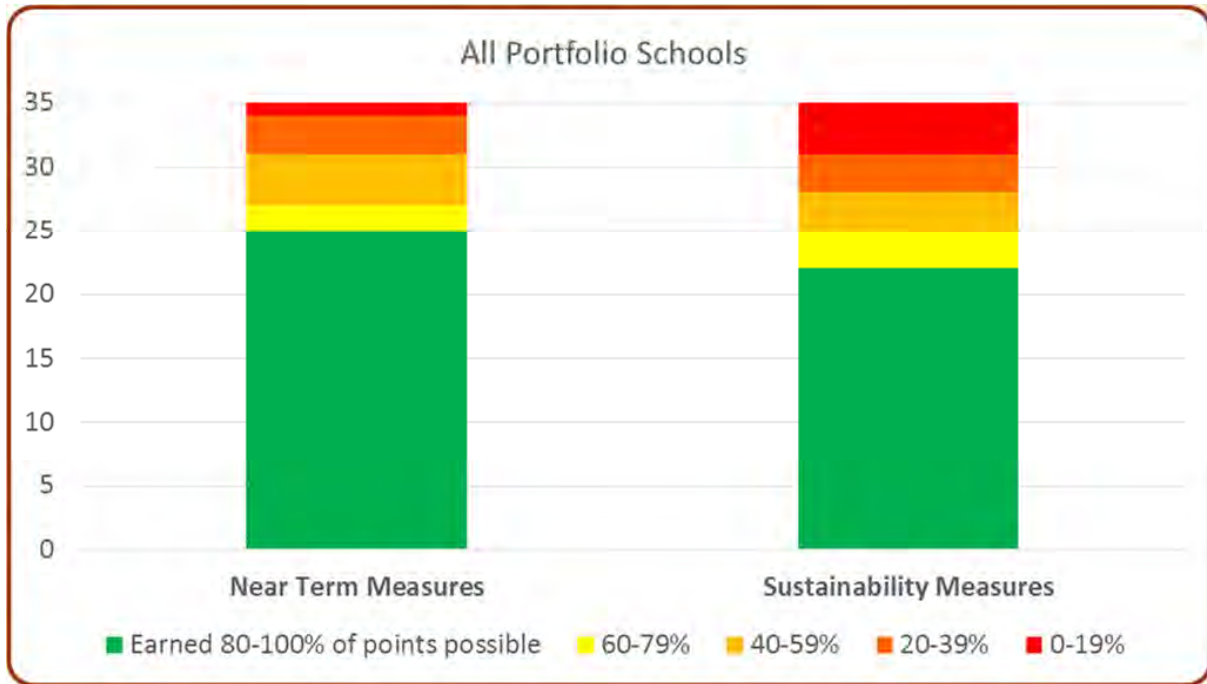
The majority of PCSC portfolio schools score well on near-term measures. Financial sustainability is of somewhat greater concern, with nearly one-third of schools earning fewer than 60% of points possible in this category.

Schools in Financial Remediation/Critical Status
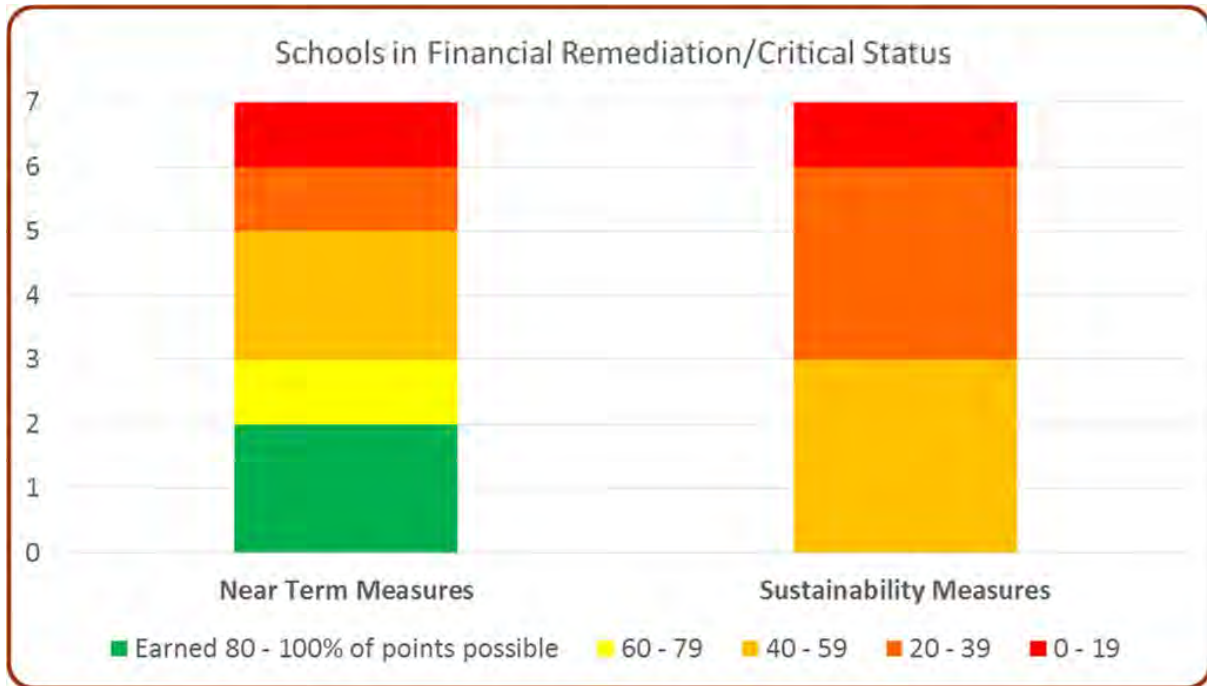
Nearly all of the seven schools falling into the accountability designations of Remediation and Critical face both near-term and sustainability concerns. Review of individual schools' reports provides contextual information.

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Demographics

Minority ethnicity, Limited English Proficiency, Special Needs, and Free & Reduced Lunch populations tend to be underrepresented at PCSC portfolio schools by comparison to both state and district levels. Due largely to small sample sizes, inadequate data is available to identify the reasons for these demographic disparities.

However, in the interest of moving toward a more representative public charter school population, the PCSC has redoubled its efforts to urge new petitioners to provide student transportation and food service; locate their schools in diverse, "walkable" communities whenever possible; tailor recruitment efforts to reach all demographic groups; and budget adequately for provision of student services.

There are notable exceptions to the overall low diversity in Idaho's public charter schools, including a virtual school whose special education population is 28 percentage points higher than that of the state, as well as a brick and mortar school whose student population is nearly 100% non-white.

We applaud the efforts of those public charter schools that have gone well beyond basic legal requirements in an effort to recruit minority and underserved populations. The PCSC encourages the entire public charter school community to join in an effort to ensure that all students – regardless of language, ethnicity, economic status, or special needs – feel welcome to enroll and are assured of receiving high quality services at any Idaho public charter school.

The following charts compare PCSC portfolio schools' student demographics to those of the districts in which they are located. In the case of virtual schools, the "surrounding district" is considered the state as a whole.

The columns are arranged by degree of difference, indicated by the orange line, between the public charter schools' populations and those of their surrounding districts.

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Demographic Comparison: % Special Needs
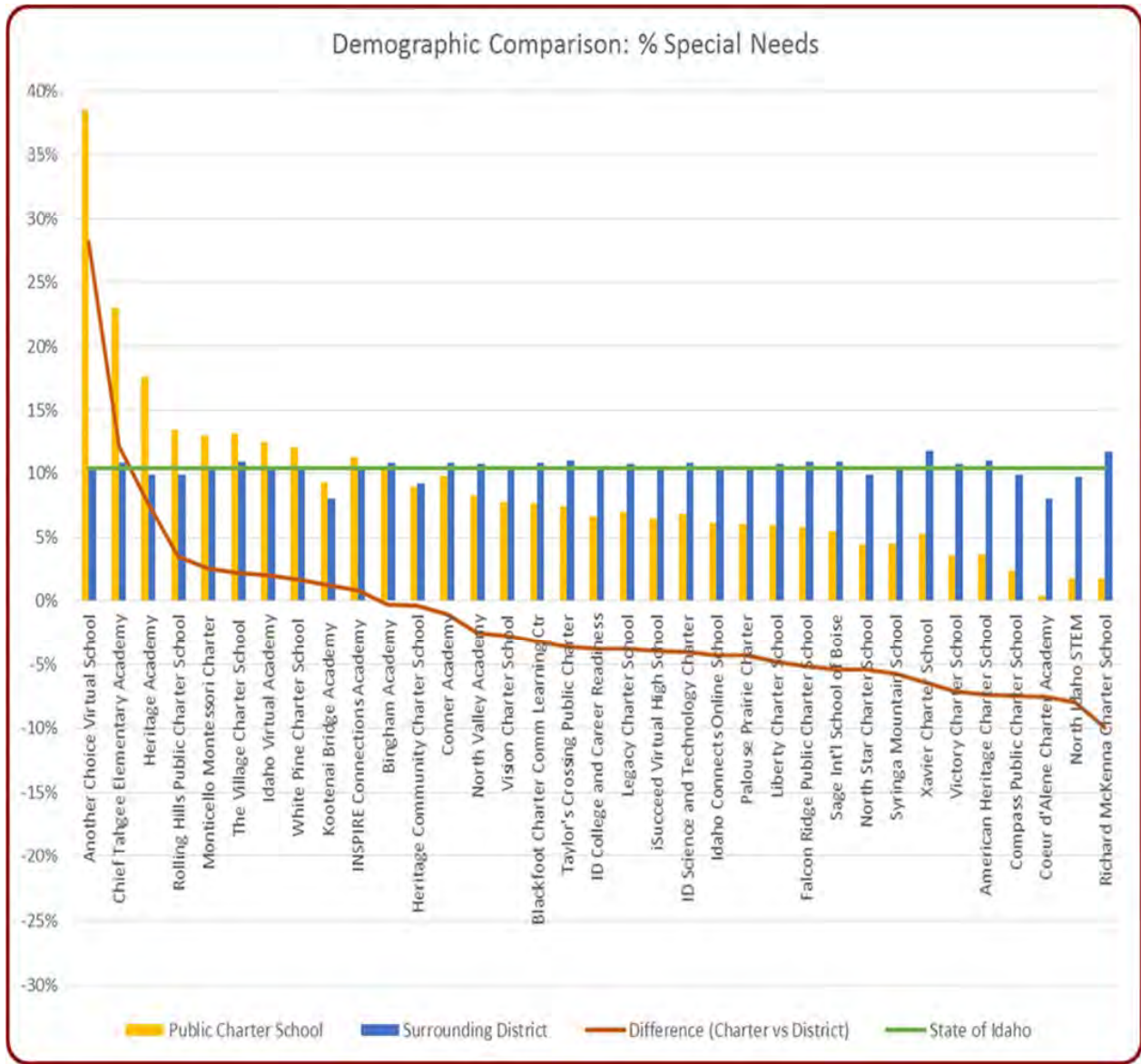
State law provides that public charter schools are obliged to provide the same special education services as all other public schools. 34% of PCSC portfolio schools serve special needs populations within 3 percentage points of their surrounding districts. 11% of PCSC portfolio schools serve a higher percentage of special needs students than their surrounding districts.

Demographic Comparison: % Non-White
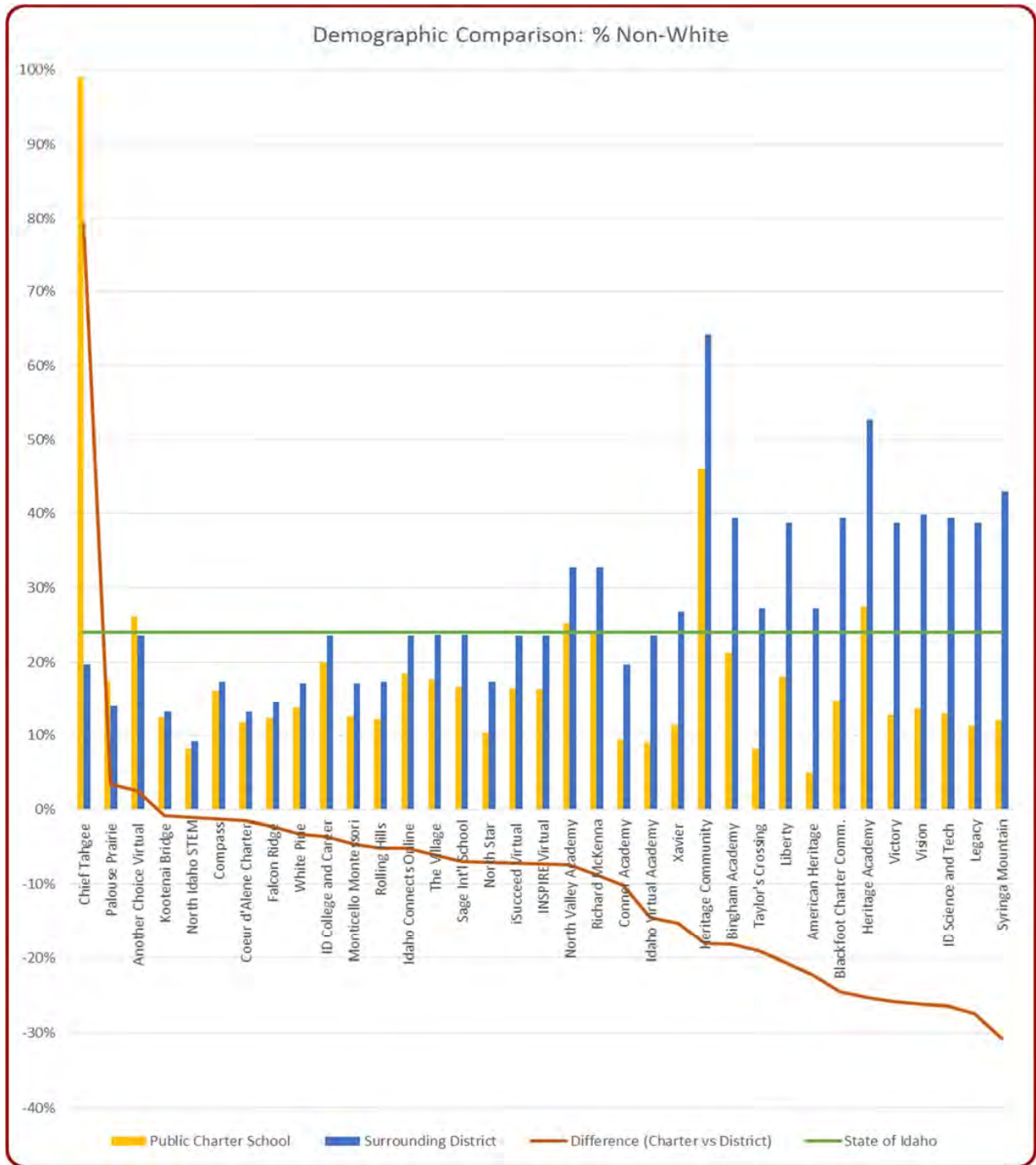
State law provides all students with equal opportunity to attend public charter schools, regardless of ethnicity. However, non-white groups are underrepresented at 94% of PCSC portfolio schools; in 79% of these schools, the difference exceeds three percentage points. The PCSC urges the charter community to continue and broaden its efforts to ensure that students of all ethnic and racial backgrounds know they are welcome to enroll.
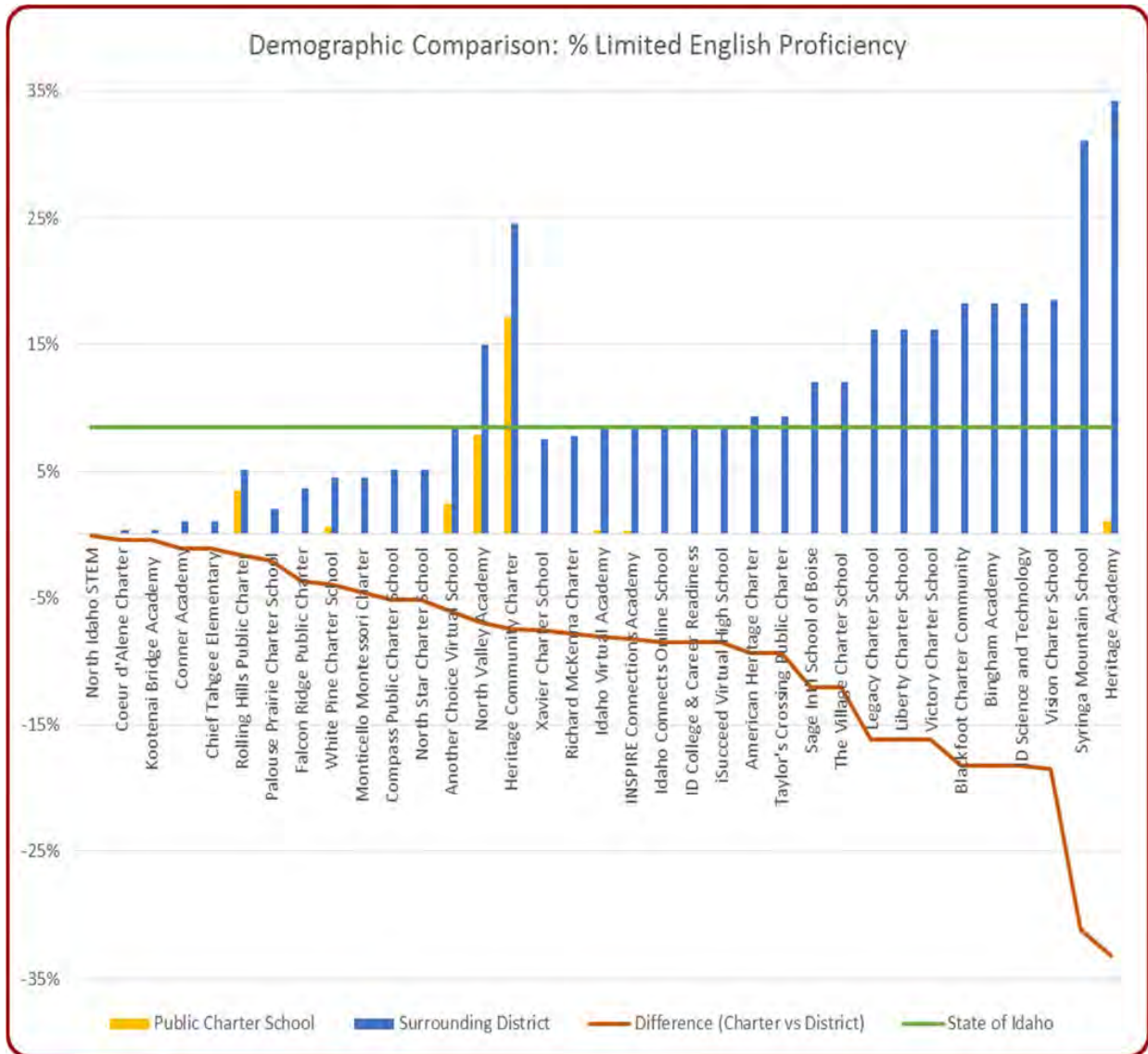
Students with Limited English Proficiency (LEP) are the most underrepresented group in PCSC portfolio schools. State Department of Education data indicates that 83% of PCSC portfolio schools enroll no LEP students, though identification of, and provision of services for, these students is required by state law. Public charter schools are encouraged to not only increase their multi-language marketing efforts, but also to consider cultural differences when advising their communities of enrollment opportunities.

Demographic Comparison: % Free & Reduced Lunch
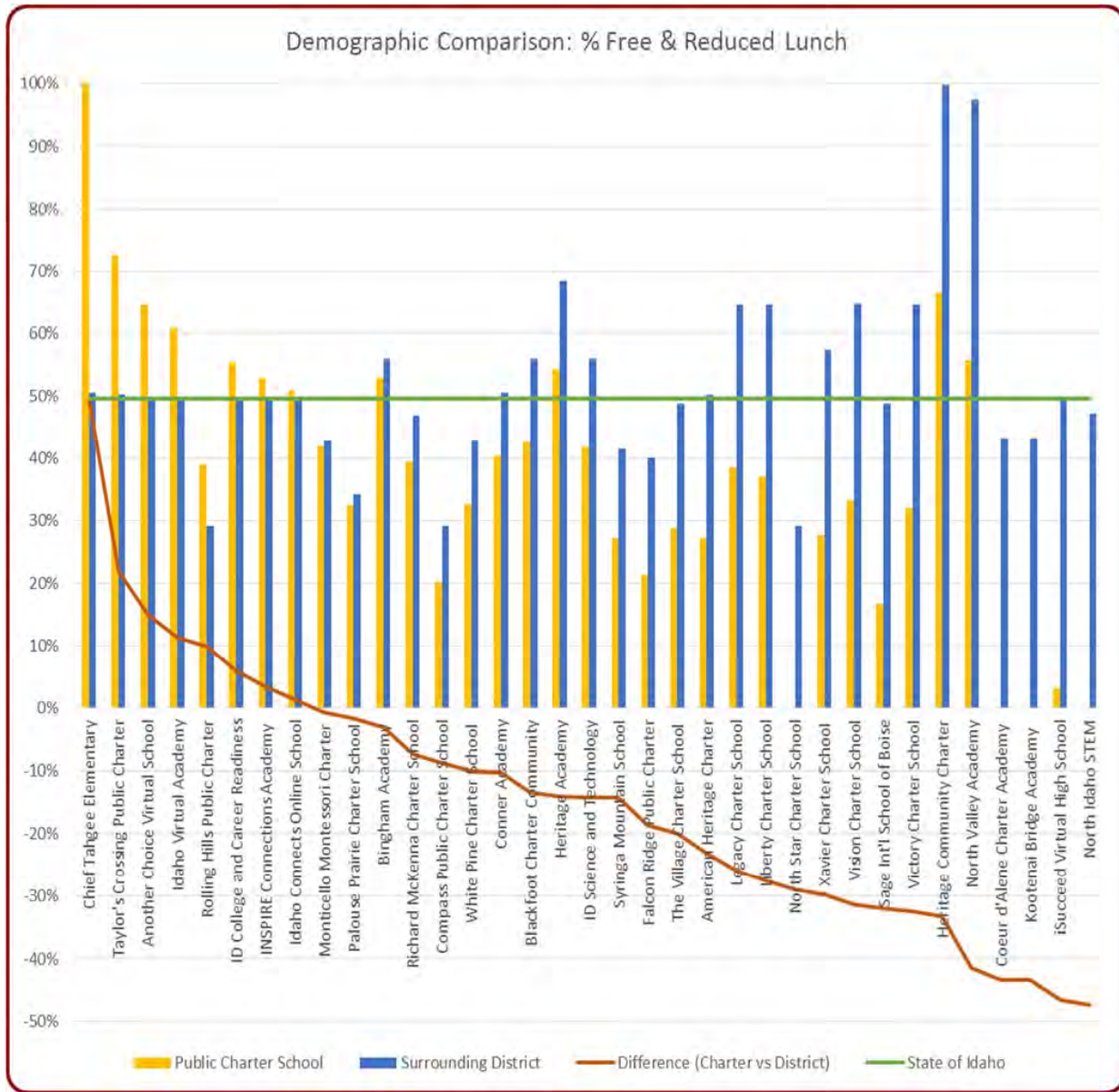
66% of PCSC portfolio schools serve at least three percentage points fewer students qualifying for Free and Reduced Lunch (FRL) than their surrounding districts. The PCSC applauds those portfolio schools who enroll higher FRL populations than their surrounding districts and encourages all schools to provide services such as transportation and food service in order to ensure that charter school attendance is a viable option for low income families. The majority of PCSC portfolio schools do offer bussing, and many provide meals either with or without federal funding for that purpose.

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Looking Ahead

In 2016, the PCSC looks forward to building on the foundations it has laid beginning with the 2013 charter legislation, which significantly clarified the role of an authorizer and Idaho's expectations of its public charter schools.

During an extensive, on-site evaluation in 2014, the National Association of Charter School Authorizers (NACSA) confirmed the PCSC's direction and focus. NACSA also provided recommendations to further assist the PCSC in implementing national best practices for authorizing. The PCSC has prioritized these recommendations and implemented many of them, including developing additional tools to assist petitioning groups, adopting policies related to oversight and renewal, and designing meaningful annual performance reports for schools.

In the coming months, the PCSC will focus on preparing both itself and its portfolio schools for renewal decisions, the first of which will be made in spring 2017. The performance certificate and framework will form the basis of renewal decision-making.

All PCSC portfolio schools have been apprised annually of their outcomes relative to the standards contained in the certificate and framework. During this pre-renewal year, the twelve schools scheduled for renewal consideration in 2017 will receive additional guidance and opportunity to provide data demonstrating their performance outcomes. We will also encourage schools to share their plans for disseminating their successes for the benefit of additional students.

Following thorough and contextually-cognizant examination of schools' academic, operational, and financial outcomes, the PCSC may renew charters for an additional five years of operation. Alternatively, charters may be conditionally renewed dependent upon specific criteria for improvement. The PCSC may also elect to non-renew persistently underperforming schools, which would then close at the end of the school year.

Since its inception in 2004, the PCSC has approved a broad spectrum of charter petitions. The resulting schools have brought to life the dreams of grassroots groups including parents, educators, and business leaders. They have included proven educational models previously unavailable in Idaho, newly-coined educational philosophies, virtual options, schools tailored to at-risk students, and college preparatory pathways.

Now, we look forward to working with these schools toward understanding which have performed as intended and which should make way for stronger, better options among Idaho's schools of choice. The PCSC invites all its stakeholders to join in earnest communication and evaluation of outcomes while bearing in mind, above all, the interests of the students they serve.

"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

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IDAHO DIGITAL LEARNING ACADEMY

SUBJECT
Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-5501 through 33-5509, Idaho Code
Idaho Administrative code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning

BACKGROUND/DISCUSSION
Pursuant to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy (IDLA), 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 Idaho Digital Learning fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). The Idaho Digital Learning Academy 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
Idaho Digital Learning served 22,856 enrollments for 2014-2015 which is a 9%, increase over 2013-2014. 99% of the school districts in Idaho participated in 2014-2015. 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 – Idaho Digital Learning Presentation Information   Page 3
Attachment 2 – 2015-2016 Fee Policy Statement   Page 5
Attachment 3 – Acceptable Use Policy   Page 7
Attachment 4 – Accreditation Confirmation   Page 13

STAFF COMMENTS AND RECOMMENDATIONS
Idaho Administrative Code, IDAPA 08.04.01 requires the Idaho Digital Learning Academy to report annually to the State Board of Education. At a minimum the report must include IDLA's Acceptable Use Policy, IDLA Fee Schedule, and proof of accreditation.

BOARD ACTION

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

IDAHO DIGITAL LEARNING PRESENTATION INFORMATION

NAMES OF PRESENTERS & TITLES
Dr. Cheryl Charlton, Chief Executive Officer
Dr. Sherawn Reberry, Director of Education Programs
Jacob Smith, Director of Operations
Ryan Gravette, Director of Technology

PRESENTATION TOPICS
2014-2015 Update

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2015-2016 IDLA FEES POLICY STATEMENT

Fees for Idaho Digital Learning (IDLA): The fee schedule for 2015-2016 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) IDLA course. IDLA enrollment fees outlined in this Fee Policy apply to all courses offered through IDLA unless noted otherwise below.

IDLA Per-Enrollment Cost: The cost for one (1) enrollment is $75 for Idaho students.

Smarter Balanced Assessment Consortium (SBAC): Courses designated as SBAC preparatory courses 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, unless courses are delivered in a custom session (see Custom Session Courses below).

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).

Custom Session Courses: Any courses requested and implemented through IDLA's Custom Course program will incur costs based on the Custom Session Policy (see IDLA website for MOU Addendum and request form). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.

Middle School Keyboarding and Pathways to Success: Beginning in Fall 2015, IDLA will offer middle school Pathways to Success and Keyboarding at $30 per enrollment when taken in a custom session format (all students located in the same building). Any middle school Pathways to Success and Keyboarding courses in which half the content is delivered (4 units) the IDLA fee is further reduced to $15 per enrollment.

Scholarships: Scholarships are awarded through an application submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/guardian/student and are only available for IDLA courses which are taken in addition to the student's full course load at the local school. Limited, partial scholarships are available for 2015-2016 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.

Refund Policy

IDLA requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated 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 begins the course.
  - If a student is inactive in class for a period of 14 consecutive days, the instructor may 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 reserves the right to modify the fee policy. Districts will be notified of any changes.

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.

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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.
February 2015	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 rulemaking 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

Kathy Crowley Steven Stubbs Diana Collins

Sherri Ybarra
Supt. of
Public Instruction

Bill Russell **Ramona Lee** Michael Graham Cathi Pierson

Organizational Chart

IESDB Board of Directors
Sherri Ybarra
Chairperson

Brian Darcy
Administrator

Bonnie Marshall, CPA, Director of Finance | Paula Mason Director of Outreach Services | Gretchen Spooner Director of Education | Charles Hunter Director of Student Services | Randy Bow Director of Information Technology | Ken Allison Maintenance Supervisor

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   CAMPUS

Monitor | Consultative | Direct Service | ISDB Campus

Administrative / Media / Maintenance / IT

OUTREACH

Outreach

Chart showing values from 2009 to Current:
2009: 700, 436
2010: 765, 454
2011: 848, 436, 1219
2012: 986, 401, 1284, 1387
2013: 1042, 393, 1435
2014: 1173, 413, 1586
2015: 1313, 439, 1752
Current: 1360, 452, 1812

D/HH B/VI Total

OUTREACH Educational Specialists Provide:

- In **home education** to parents and children of <u>birth to three years old</u>
    - 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
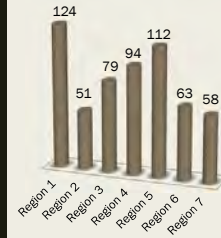   - Translation of Math to Nemith Code (Braille Math)
    - Transition planning – School to work/adult life
    - Service Coordination – Partners with ICBVI, and IDVR
    - Educational Interpreter training and monitoring (per 33-1301)
    - Parent/Sibling Sign Language classes (as needed/available)

Caseload comparison
(**average** number of students per Ed. Specialist)

D/HoH Student to Teacher avg. — Region 1: 124, Region 2: 51, Region 3: 79, Region 4: 94, Region 5: 112, Region 6: 63, Region 7: 58

B/VI Student to Teacher avg. — Region 1: 50, Region 2: 14, Region 3: 37, Region 4: 58, Region 5: 40, Region 6: 66, Region 7: 60
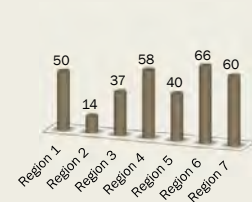
OUTREACH
(by Geographic location)

Region 1 – Coeur d'Alene
Region 2 – Lewiston
Region 3 – Caldwell
Region 4 – Meridian
Region 5 – Gooding
Region 6 – Pocatello
Region 7 – Idaho Falls
Idaho School for the Deaf and Blind
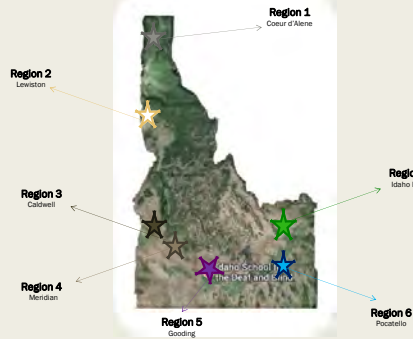
Short Term Programs (STP)
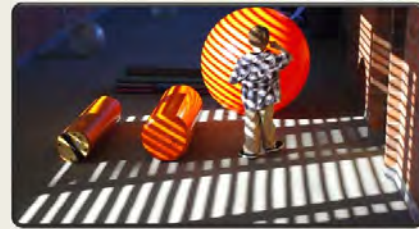
Media/Library Services

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.
On average, over **50,000** pages are reproduced for students across the state at no cost to any School District.

Campus

Campus — Number of Students Enrolled

Early Access = Early Learners

Collaboration is the Key to Success

AdvancED Standards

Education is about Experiences...

...and Conquering Challenges

Facility Development

Future Requests

Governor's Recommended Budget

2016 Appropriation $8,861,200

2017 Recommendation $10,312,300

Page 1-45 LBB
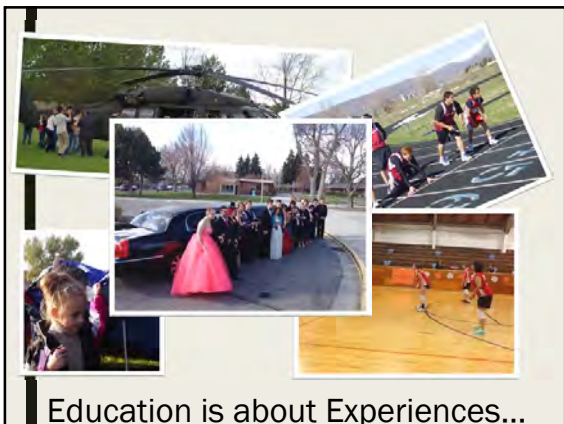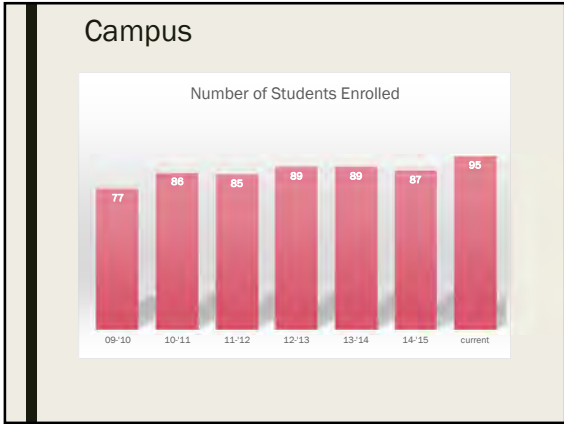
Governor's Recommendation (ongoing)

Campus Budget Item Recommendations

- 1 new Teaching position (B/VI) $79,200
- 1 new Teaching position (D/HoH) $79,200
- .5 Ass't Tech. Position $39,600
- Open/staff Residential cottage $172,300 (+$17,200 one time)
- CEC 3% $128,200
- Total – Campus (ongoing) $498,900

Outreach Budget Item Recommendations

- 1 new Teaching position $79,200
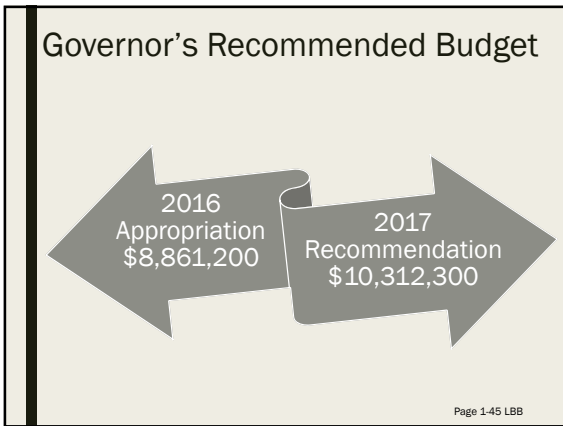- .5 Ass't Tech. Position $39,600
- 1 new Sign Language Interpreter $79,200
- Professional Development $15,000
- CEC 3% $59,800
- Total – Outreach (ongoing) $272,400

Pages 1-47 through 1-50 LBB

Governor's Recommendation (one-time)

Campus Budget Item Recommendations

- Textbooks $3,000
- Replenish Contingency Fund $350,000
- 1 School Bus $115,000
- **Total – Campus** **$468,000**

Outreach Budget Item Recommendations

- 2 Vehicles (one time @ $24,800 each) $49,600
- **Total – Outreach** **$49,600**

Total One time Request **$517,600**

Pages 1-46 & 1-48 LBB

Strategic Planning

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

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IDAHO STATE HISTORICAL SOCIETY

SUBJECT
> Overview of the Idaho State Historical Museum, expansion renovation, and new educational exhibition experiences.

BACKGROUND/DISCUSSION
> To foster a meaningful exploration of Idaho's history, the Idaho State Historical Society is renovating and expanding the Idaho State Historical Museum and developing world-class exhibitions that inspire learning and invite an engaged discussion of Idaho's past and its impact today.
>
> Project Goals:
>
> - To repair and replace aging infrastructure that dates to the Museum's opening in 1950 in order to enhance visitor experience and collections care;
> - To expand the Museum to respond to public demand for educational programs and events, feature more artifacts from the Museum's permanent collection, and increase capacity to feature special traveling exhibitions;
> - To realize a level of national excellence with exhibits that will inspire Idahoans' sense of pride in our state and serve an essential educational role for students of all ages.
>
> Project Impact:
>
> - To create an essential resource for education and life-long learning for the state;
> - To contribute to the economic vitality of our state by growing Idaho's cultural infrastructure and tourism;
> - To deep Idahoans' connections to our roots and build a statewide sense of community;
> - To empower Idahoans' and give context that Idaho history provides for their present and future lives.

ATTACHMENTS
> Attachment 1 – Executive Summary   Page 3
> Attachment 2 – Drawing set   Page 7

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

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Idaho State Historical Museum Renovation and Addition
History is Moving, History is Growing, History is Changing

To foster a meaningful exploration of Idaho's history, the Idaho State Historical Society is renovating and expanding the Idaho State Historical Museum and developing world-class exhibitions that inspire learning and invite an engaged discussion of Idaho's past and its impact today.

Authorized in 1939 by the Idaho Legislature, the original Museum was completed in 1950. The Museum was the first in Idaho and one of the first western museums to be accredited by the American Association of Museums in 1972. The Idaho Historical Museum serves the entire population of the state as well as thousands of visitors to Idaho. 50,000 visitors, tourists, and students experience the Museum's programs and exhibitions annually.

Our facility requires infrastructure enhancements, public interest in the Idaho Historical Museum exceeds our capacity, and our exhibitions need to reflect a more comprehensive telling of Idaho's story.

Project Goals

- *To repair* and replace aging infrastructure that dates to the Museum's opening in 1950 in order to enhance visitor experience and collections care;
- *To expand* the Museum to respond to public demand for educational programs and events, feature more artifacts from the Museum's permanent collection, and increase capacity to feature special traveling exhibitions;
- *To realize* a level of national excellence with exhibits that will inspire Idahoans' sense of pride in our state and serve an essential educational role for students of all ages.

FY 2017 Budget Request

- Governor Recommends up to $4 million in one-time General Fund support for educational exhibitions. This investment is contingent upon and matches $4 million from private philanthropic investment.

- Together the Foundation for Idaho History and the Idaho State Historical Society are leading the $4 million dollar private fundraising capital campaign for exhibit design, fabrication, and installation.
- An FY 2017 request for $1.9 million is included in the DPW budget to add to the approved and authorized project building budget of $6,963,000.
- State Historical Museum to reopen in late 2017.

Project Investment provides the following impact for Idaho and its citizens:

- *Creating* an essential resource for **education** and life-long learning for the state;
- *Contributing* to the **economic vitality** of our state by growing Idaho's cultural infrastructure and tourism;
- *Deepening* Idahoans' connections to our roots and build a statewide **sense of community**;
- *Empowering* **Idahoans** and giving context that Idaho history provides for their present and **future** lives.

What people are saying

"The State Historical Museum will greatly expand visitors' understanding of Idaho's history through compelling and engaging exhibits that illuminate how Idaho's unique geography shaped our culture and communities. Through a multidisciplinary lens of history, science and culture, students will learn Idaho history and develop creativity and problem-solving skills critical to their future development. As an educator, I also am excited about the chance for all Idahoans to have an unforgettable learning experience at our new museum."

-Idaho First Lady, Lori Otter

"Through Dia de Los Muertos and other family programming, our State Historical Museum has been exceptional in creating programs with community partners. This type of programming demonstrates to the community the organization's high level of respect and regard for serving Idaho's diverse people and commitment to providing engaging family learning opportunities."

-Alice Mondragón Whitney, AVP Community Relations Banker, Diverse Markets, Zions Bank

"The Boise Metro Chamber of Commerce has long supported the Idaho State Historical Museum, and we have actively lobbied for the Museum's expansion. As the State's largest and oldest business organization, we know the importance of showcasing Idaho's history, culture, industry, and innovation. The Museum will add to our State Capital's rich portfolio of attractions and further enhance Boise as a vibrant destination for all Idahoans and visitors from across the globe."

-Bill Connors, President & CEO, Boise Metro Chamber of Commerce

Idaho State Historical Society

The Idaho State Historical Society, an executive branch agency, has gathered the state's history since 1881 and is the steward for State historical resources including over 250,000 objects, 100,000 prehistoric specimens, 130,000 feet of government records, 30,000 rolls of microfilm, 500,000 photographs, 5,000 films and videos, 3,100 oral histories, 32,000 maps, 25,000 books and periodicals, and 60 historic structures. The Idaho State Historical Society is an integral education institution teaching historical literacy, manager of essential public records, and fulfills legal requirements of federal historic preservation laws giving Idaho voice to federal decision making. The Idaho State Historical Society illuminates our state's future and helps people of all ages explore and appreciate Idaho's rich past and learn more about themselves.

Contact Information

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janet.gallimore@ishs.idaho.gov
phone - (208) 334-2682
Jody Ochoa, Museum Director
jody.ochoa@ishs.idaho.gov
Ryan Gerulf, ISHS Development Administrator
ryan.gerulf@ishs.idaho.gov

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Idaho State Historical Museum

2205 Old Penitentiary Road – Boise, Idaho 83712
(208) 334-2682 – www.history.idaho.gov

Table Contents

Idaho State Historical Museum Renovation and Addition

History is essential to understanding America. Lessons from the past enhance historical literacy, create an informed citizenry, deepen our connections to our communities, and provide understanding of the people and circumstances that paved the way to today. History teaches us about triumphs and mistakes, inspiring us with stories of humanity and perseverance in the face of challenges. History compels us to think beyond our assumptions and find truth.

The Idaho Historical Museum serves the entire population of the state as well as thousands of visitors to Idaho. Every year, 40,000 visitors experience the museum's programs and exhibitions, giving the institution a vital role in Idaho culture: teaching the past in order to inspire, enrich, and engage current and future generations.

To foster a more meaningful exploration of our history, the Idaho State Historical Society is renovating and expanding the Idaho State Historical Museum and developing world-class exhibitions that inspire learning and invite an engaged discussion of Idaho's past and its impact today.

Project goals
• To repair and replace aging infrastructure that dates to the museum's opening in 1950 in order to enhance the building's functionality and environmental controls;
• To expand the museum to accommodate the public demand for programs and expand the capacity to feature special traveling exhibitions;
• To realize a level of excellence with core exhibitions that are inspiring and informative, appeal to Idahoans' sense of pride in the state, serve an essential role for children, families, and school tours, and position the Idaho Historical Museum as a top destination.

Exhibit development guiding principles
• People and the land shape each other.
• History is made by people. People make decisions that have consequences. Everyone is a history-maker.
• Historical decisions made in the past are relevant to contemporary life; our decisions will impact the future.
• Idaho is not an island. Idaho's story has a regional and national context.

Exhibit summaries
Origins Directly off the lobby is an exhibit that will introduce many aspects of our state. Visitors will learn about Idaho's five federally recognized Native American tribes, see artifacts, and be able to hear tribal origin stories. An interactive touchscreen map will show Idaho's many natural and historical attractions. Another interactive map will explain geological forces that shaped Idaho's terrain. The heart of the exhibit is a virtual stream that demonstrates the importance of water in our state. A large projection screen behind the stream will feature a dramatic show of Idaho's varied natural scenery. Throughout a stylized Idaho landscape, visitors will learn about the state's widely diverse ecosystems through interactives that engage all the senses. Finally, a lively media presentation tells the story of how Idaho got its unusual shape.

Page 1

Three Faces of Idaho The museum's main survey of Idaho history examines the different ways people in Idaho's three main geographic regions—the forested north, mountainous middle, and arid south—have responded to the challenges of the land. Through artifacts, images, media, and interactive experiences, visitors will be immersed in the history of Idaho's very distinct regions.

The North: Exhibits explore the themes of mining, lumbering, transportation, and refuge. A high-light is an immersive media show that puts visitors in the middle of the 1910 forest fire.

The Middle: Media programs explore recreation, the establishment of Idaho's wilderness areas, and endangered species, with a focus on the restoration of the salmon.

The South: Challenges of developing agriculture in an arid environment take center stage here, with a crops quiz show game and an interactive in which visitors turn off Shoshone Falls and watch the desert bloom.

Treasures of Idaho This gallery will serve as a showcase for Historical Society collections. Exhibits draw on three-dimensional artifacts, archival documents, and archaeological collections, both historic and prehistoric. A primary focus of this gallery will be a revolving exhibit based on the museum's sizable clothing and textile collection. The Treasures gallery will include special climate-controlled cases to   ensure conservation of fragile collections while on exhibit.

Creative Play A series of immersive environments based on early professions and trades in Idaho creates the setting for young children to imagine themselves in other places and times. Props and costumes encourage parents and children to engage in pretend play. Environments include a locomotive and train station, a hard rock mine, a Victorian theater, and a construction office and building site.

History Lab Fun hands-on activities introduce visitors to historical primary sources. Visitors will use critical thinking skills while they engage with oral histories, photographs, maps, letters, and architecture in game-like settings. Each activity can be undertaken separately but the room will be transformed into a cohesive docent-led experience for school groups.

What's Your Story This exhibit will focus on the personal stories of individual Idahoans rather than on the broad sweep of historical events. Four themed areas explore stories of people diverse in ethnic background, life experiences, gender, geography, and time period in Idaho history. The themes of Home, Journey, Community, and Turning Points are universal and run through everyone's life. Opportunities will be provided for visitors to contribute their own content that then becomes part of the exhibit.

Temporary Gallery The 2,400-square-foot temporary gallery will allow the museum to present mid- to large-size national traveling exhibitions that currently cannot be shown in this part of the state.

Multipurpose Room This space, which will serve as a home for the museum's historic bar and stained- glass dome, will be used primarily for events and programs. Compact exhibits will highlight the importance of preserving history. The story and mission of the Idaho Historical Society will be told and temporary exhibits will feature the work of the Society's partner "history keepers" around the state.

Community Gallery The museum consistently receives requests from community groups for exhibit space to tell their stories. This designated area on the museum's lower level will allow room for the greater community to engage with museum visitors through their own exhibits.

VISITOR EXPERIENCE

This diagram shows visitor flow and relationships among the various aspects of visitors' experience in the new Museum.

See Volume 2, Story and Content, for details of exhibit content and activities. See Volume 4, Media Concepts, for electronic and audiovisual media suggestions.

OVERALL VISITOR EXPERIENCE DIAGRAM
ANDREW MERRIELL & ASSOCIATES 11/25/2014

KEY

- BUILDING LEVELS
- STORYLINE EXHIBITS
- BUILDING ENVELOPE
- LONG TERM EXHIBITS
- ORIENTATION EXHIBITS
- TEMPORARY EXHIBITS
- VISITOR SERVICE AREAS
- OUTDOOR EXHIBITS
- PREVISIT AREAS
- VIEWS
- INDOOR FOOT TRAFFIC
- OUTDOOR FOOT TRAFFIC

IDAHO STATE HISTORICAL MUSEUM • EXHIBITION MASTER PLAN   VISITOR EXPERIENCE AND FACILITY ZONING

THEATER HOLDING AREA

ARTIFACT CASE

ARTIFACT CASE

ARTIFACT CASE

GEOLOGY INTERACTIVE

TO UPPER LEVEL

TO LOWER LEVEL

TO CLASSROOMS

FIRST PEOPLES THEATER

FIRST PEOPLES EXHIBIT AREA

NATURAL HABITAT EXHIBITS

LAVA TUBE

INTERACTIVE MULTITOUCH TABLE

ARTIFACT CASE

MAIN EXHIBIT AREA

MEDIA STREAM

BIOLUMINESCENT SCORPION CASE

MUSEUM LOBBY

PETROGLYPH CORRIDOR

GIFT SHOP

ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

DATE: NOVEMBER 12, 2015

REV: NOVEMBER 12, 2015

Idaho State Historical Society
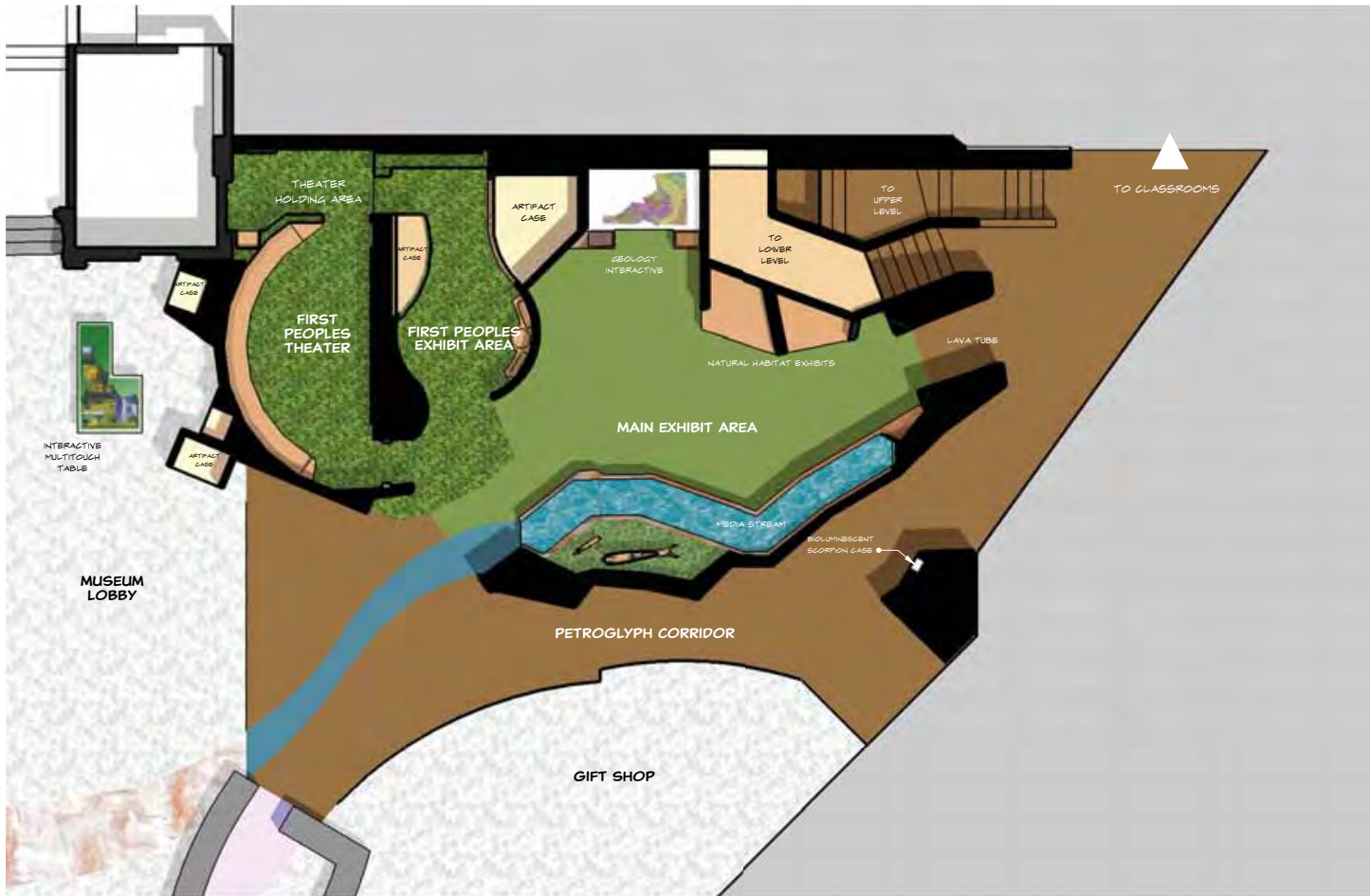
ORIGINS EXHIBITION

SECTION PLAN

Page 5

FIRST PEOPLES EXHIBIT AREA

OVERLOOK

MAIN EXHIBIT AREA

PETROGLYPH CORRIDOR

DATE: NOVEMBER 12, 2015

REV: NOVEMBER 12, 2015

ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

Idaho State Historical Society

ORIGINS EXHIBITION

EXHIBITION OVERVIEW

Page 6

TREASURES OF IDAHO

ARID SOUTH

MOUNTAINOUS MIDDLE

NORTHERN REACH

3 FACES INTRO

ORIGINS

ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN
7198 OLD SANTA FE TRAIL
SANTA FE, NM 87505-4567
505-982-3950

DATE 4/24/2015

REV.

Idaho State Historical Society

SCHEMATIC DESIGN PHASE
OVERALL EXHIBITION PLAN
scale : 1" = 15'-0"

0 10 20 30 40 50
SCALE IN FEET

Page 9

Page 10

DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

UPPER LEVEL EAST EXHIBITS
NORTHERN REACH
EXHIBIT VIEWS

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ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

Idaho State Historical Society

UPPER LEVEL EAST EXHIBITS
NORTHERN REACH
EXHIBIT VIEWS

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ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

Idaho State
Historical
SOCIETY

UPPER LEVEL EAST EXHIBITS
NORTHERN REACH
EXHIBIT VIEWS

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A :: VIEW OF TALL TREES LUMBERING EXHIBIT

A14   NO SCALE

ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

Idaho State
Historical
SOCIETY

UPPER LEVEL EAST EXHIBITS
NORTHERN REACH
EXHIBIT VIEWS

DWG. NO.:

ULE14
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TO ARID SOUTH

RAMP UP

SKIING MEDIA

PLAYTIME IN
SUN VALLEY

SNOWMOBILE

SUMMER
RECREATION

FISHING/HUNTING
LODGE

SKI LIFT

STEPS UP

SAVING THE
SALMON

IDAHO STATE PARKS

LOOKING OUT
FOR FIRE

LONESOME LARRY VIDEO

FIRE LOOKOUT

RIVER RIDE MEDIA

PROTECTING
WILD PLACES

THE RIVER
NO RETURN

SALMON RIVER SCOW

CAMPFIRE VIDEO

FROM INTRO
AREA

ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

Idaho State
Historical
Society

UPPER LEVEL EAST EXHIBITS
MOUNTAINOUS MIDDLE
FLOOR PLAN

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DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

UPPER LEVEL EAST EXHIBITS
MOUNTAINOUS MIDDLE
EXHIBIT VIEWS

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DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

UPPER LEVEL EAST EXHIBITS
MOUNTAINOUS MIDDLE
EXHIBIT VIEWS

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DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

UPPER LEVEL EAST EXHIBITS
MOUNTAINOUS MIDDLE
EXHIBIT VIEWS

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DATE: NOVEMBER 13, 2015

REV: NOVEMBER 15, 2015

UPPER LEVEL EAST EXHIBITS
MOUNTAINOUS MIDDLE
EXHIBIT VIEWS

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UPPER LEVEL WEST EXHIBITS
ARID SOUTH
FLOOR PLAN

DATE: NOVEMBER 13, 2015

REV: NOVEMBER 14, 2015

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ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

DATE: NOVEMBER 13, 2015

REV: NOVEMBER 14, 2015

Idaho State
Historical
SOCIETY

UPPER LEVEL WEST EXHIBITS
ARID SOUTH
EXHIBIT VIEWS

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DATE: NOVEMBER 13, 2015

REV: NOVEMBER 14, 2015

ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

Idaho State
Historical
SOCIETY
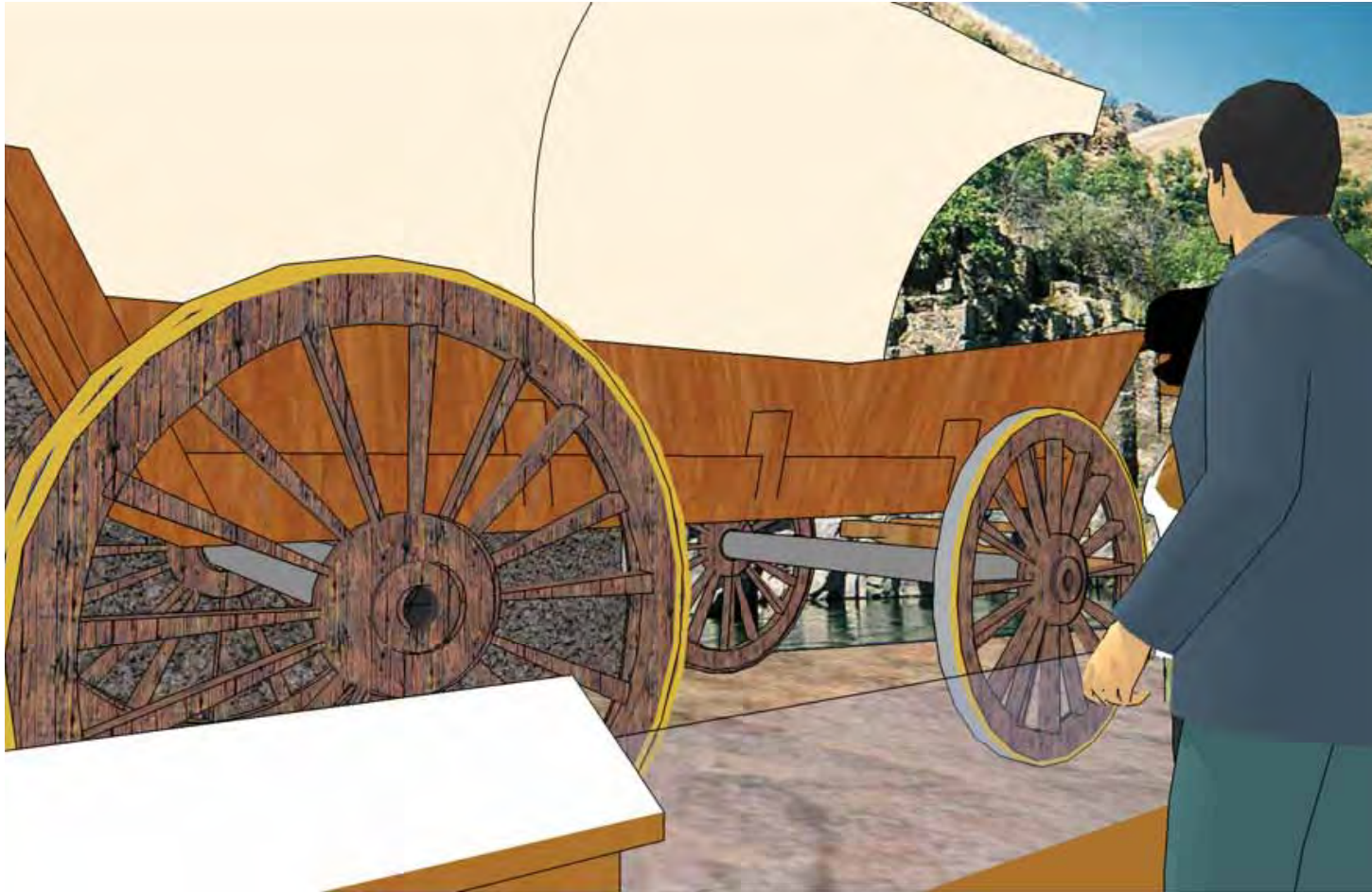
UPPER LEVEL WEST EXHIBITS
ARID SOUTH
EXHIBIT VIEWS

DWG. NO.:

UL W14
Page 24

A	::	VIEW OF IDAHO GOES NUCLEAR EXHIBIT
A22		NO SCALE

ANDREW MERRIELL & ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

DATE: NOVEMBER 13, 2015

REV: NOVEMBER 14, 2015

Idaho · State
Historical
SOCIETY

UPPER LEVEL WEST EXHIBITS
ARID SOUTH
EXHIBIT VIEWS

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Page 25
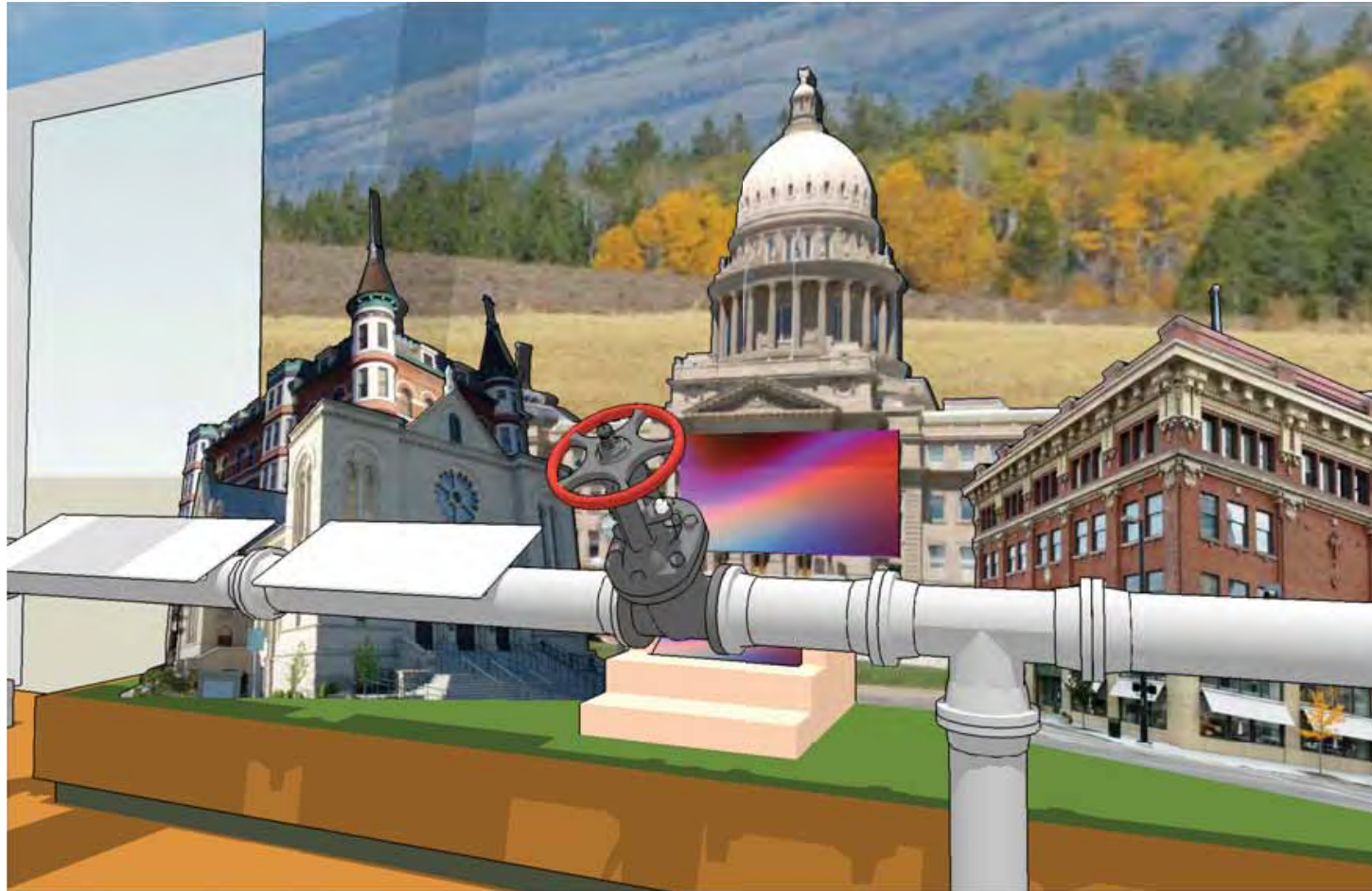
FROM ARID SOUTH

MOVABLE
MODULAR
TALL CASES

MOVABLE
MODULAR OPEN
PLATFORM UNITS

MOVABLE HALF-MODULE WALL CASES

MODULAR READER RAIL, TYP.

TO TEMPORARY GALLERY

MOVABLE MODULAR SEATING

MOVABLE
MODULAR
TALL CASES

STORAGE

BUILT-IN PERMANENT CASE

A	::	MOUNTAINOUS MIDDLE FLOOR PLAN
A24	SCALE: 3/18"=1'-0"	

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UPPER LEVEL WEST EXHIBITS
TREASURES OF IDAHO
FLOOR PLAN

DWG. NO.:

UL W24
Page 27

Treasures
of Idaho

| A | :: VIEW OF TREASURIES OF IDAHO INTRO EXHIBIT |
| A25 | NO SCALE |

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DATE: NOVEMBER 13, 2015

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Idaho State
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UPPER LEVEL WEST EXHIBITS
TREASURES OF IDAHO
GALLERY VIEWS

DWG. NO.:

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SPACE ALLOCATION AND VISITOR FLOW, LOWER LEVEL OF ORIGINAL BUILDING

EXHIBITS SHOP

PROCESSING

STORAGE

OFFICES

POCKET EXHIBIT

COMMUNITY-PRODUCED EXHIBITIONS

RESTROOM

ELEV.

RESTROOM

JOURNEY   IDENTITY   COMMUNITY

WHAT IS YOUR STORY?

HOME

DIVERSITY STORIES INTRO

PHOTO RESOURCE STATION

ORAL HISTORY RESOURCE STATION

HISTORY LAB INTRO AND CASE ASSIGNMENT STATION

SOLVE IT!

DOCUMENTS RESOURCE STATION

HISTORY LAB

ARTIFACTS RESOURCE STATION

STORAGE

PHOTO STUDIO PLAY AREA

THEATER PLAY AREA

CREATIVE PLAY

BUILDER PLAY AREA

RAILROAD PLAY AREA

MINER OR LOGGER PLAY AREA

See Volume 2, Story and Content, for details of exhibit content and activities. See Volume 4, Media Concepts, for electronic and audiovisual media suggestions.

IDAHO STATE HISTORICAL MUSEUM SPACE ALLOCATION PLAN, LOWER LEVEL
ANDREW MERRIELL & ASSOCIATES • 11/25/2014

SCALE IN FEET   0   10   20   30

DEEP UNDERGROUND

BOOMTOWN STORE

PENNY ARCADE

WORKING ON THE RAILROAD

BUILD IT
ARCHITECT'S OFFICE

IN THE SPOTLIGHT

BUILD IT
CONSTRUCTION SITE

ANDREW MERRIELL ASSOCIATES
INTERPRETIVE PLANNING AND DESIGN

DATE: NOVEMBER 10, 2015

REV: NOVEMBER 10, 2015

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CREATIVE PLAY EXHIBIT AREA

TRUE PLAN

DWG. NO.:

CP1
Page 30

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PROSPERITY
GENERAL MERCHANDISE
一般商店

PHARMACY

PHARMACY

• ABACUS INTERACTIVE

DATE: NOVEMBER 10, 2015

REV: NOVEMBER 10, 2015

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CREATIVE PLAY EXHIBIT AREA

BOOMTOWN STORE

Page 32

PENNY 5¢ ARCADE
AMUSING ENTERTAINMENT

MUTOSCOPE

PENNY SMASHER

STEREO VIEWER

ZOETROPE

DEJA MOO

BERTHA THE MARIONETTE COW

DATE: NOVEMBER 10, 2015

REV: NOVEMBER 10, 2015

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INTERPRETIVE PLANNING AND DESIGN

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CREATIVE PLAY EXHIBIT AREA
PENNY ARCADE

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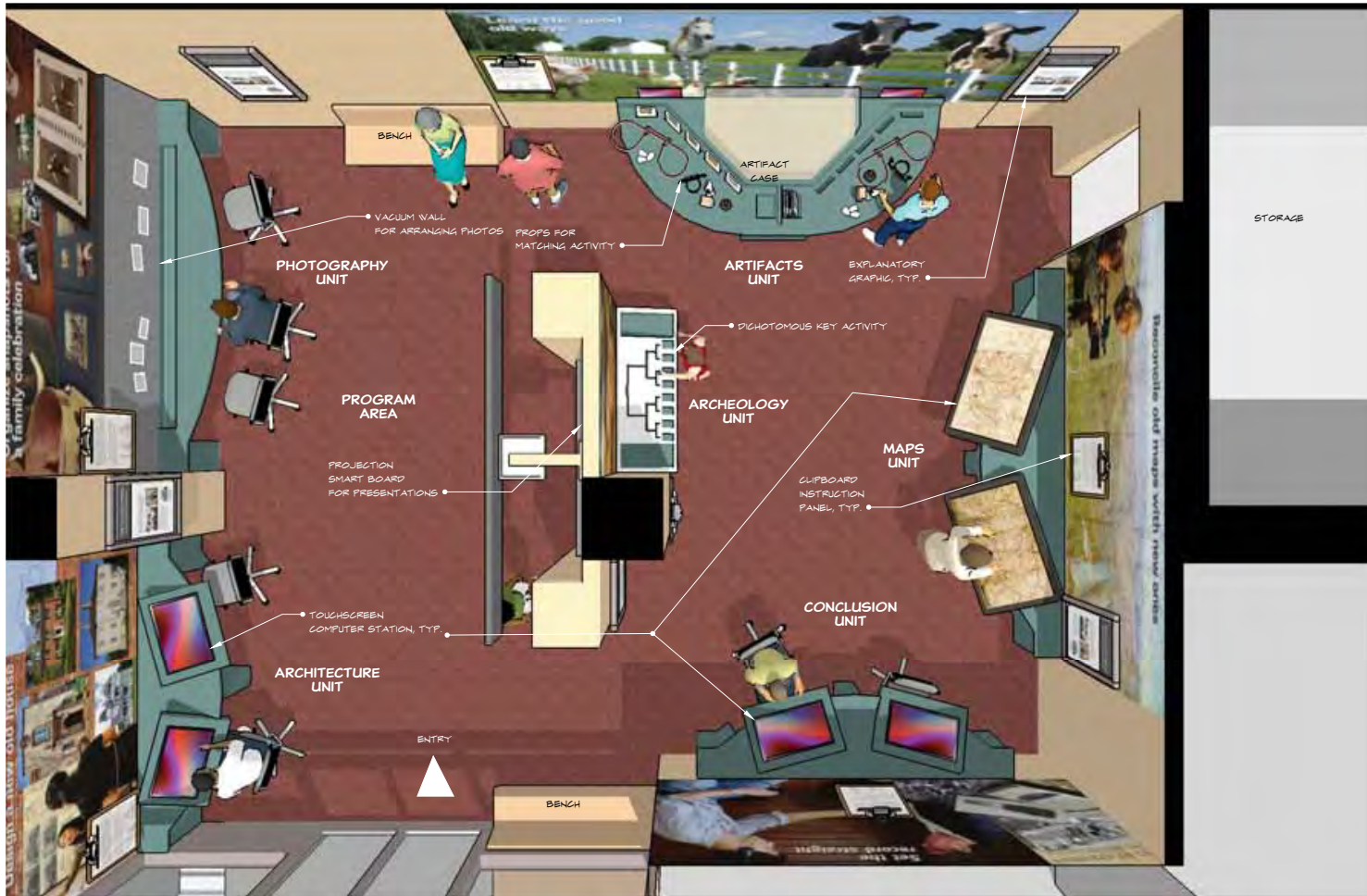
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DATE: NOVEMBER 15, 2015

REV: NOVEMBER 15, 2015

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HISTORY LAB EXHIBIT
PERSPECTIVE PLAN

STORAGE

BENCH

PHOTOGRAPHY UNIT

VACUUM WALL FOR ARRANGING PHOTOS

PROPS FOR MATCHING ACTIVITY

ARTIFACT CASE

ARTIFACTS UNIT

EXPLANATORY GRAPHIC, TYP.

PROGRAM AREA

DICHOTOMOUS KEY ACTIVITY

ARCHEOLOGY UNIT

MAPS UNIT

PROJECTION SMART BOARD FOR PRESENTATIONS

CLIPBOARD INSTRUCTION PANEL, TYP.

TOUCHSCREEN COMPUTER STATION, TYP.

CONCLUSION UNIT

ARCHITECTURE UNIT

ENTRY

BENCH

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PPGA

TAB 6 Page 43

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George Eng
Gene Harris
Amy Trice
digital tapestry
May Hutton

Jane Maynard
John Price
Joe Albertson

Horace Axtell
Elvina Moulton
Mako Nakagawa
Paul Revere Dick

Gayle Black
Idaho Purce
Kitty Wilkins
Emma Yearian

Felicitas Garcia
Moses Alexander
Ruth Quintiera

Clint Haakonstad
James Castle
Frank Robinson
Theron McGriff

William & Mary Borah
Rose Holbrook

George Cochran
Morley Nelson

Ellis Kackley
Jesse &
Maria Berain
Kerry Moosman
Esther Layland
Thomas Reese

ANDREW MERRIELL ASSOCIATES
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SANTA FE, NM 87505-4567
505-982-3950
www.merriell.com

DATE: OCTOBER 29, 2015

REV: NOVEMBER 23, 2015

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WHAT'S YOUR STORY?
PERSPECTIVE PLAN

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Digital Tapestry

TAB 6 Page 48
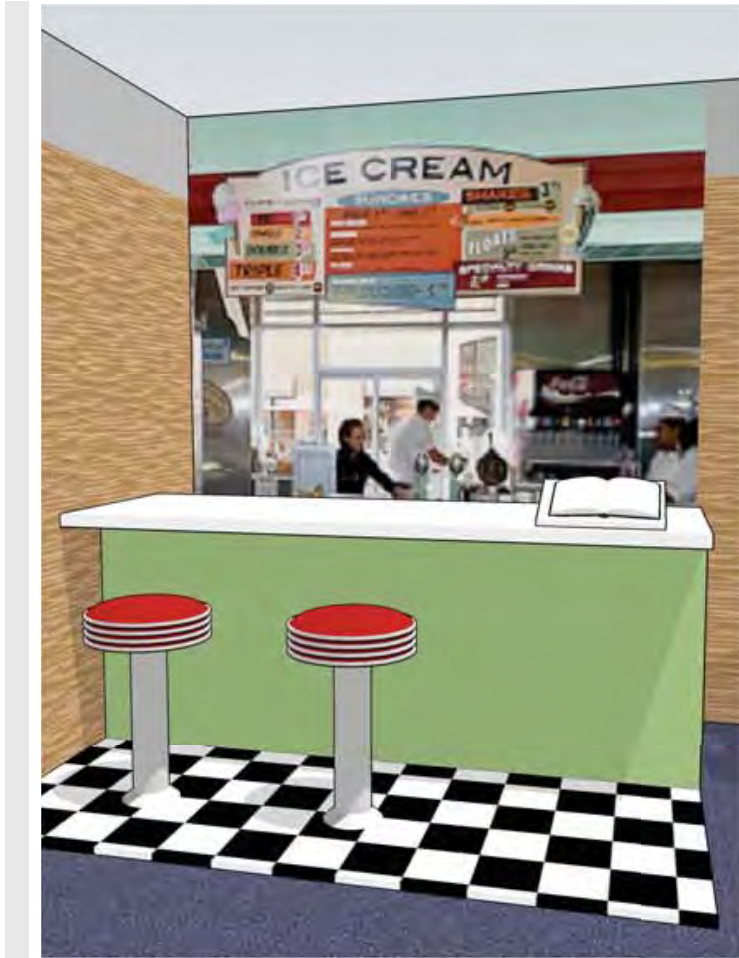
Joe Albertson

Paul Revere Dick

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REV: NOVEMBER 23, 2015

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WHAT'S YOUR STORY?

EAST WALL DETAILS

Page 41

Frank Robinson

Elvina Moulton

DATE: OCTOBER 29, 2015

REV: NOVEMBER 23, 2015

WHAT'S YOUR STORY?
EXHIBIT DETAILS

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Morley Nelson

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Governor C. L. "Butch" Otter
Janet L. Gallimore, Executive Director

2205 Old Penitentiary Road – Boise, Idaho 83712 - (208) 334-2682 –www.history.idaho.gov

SUBJECT
Every Student Succeeds Act (ESSA) Overview

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee
Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance
Idaho Administrative Code, IDAPA 08.02.02 – Section 111, Assessment in the Public Schools; IDAPA 08.02.02 – Section 112, Accountability; IDAPA 08.02.02 – Section 113, Rewards; and IDAPA 08.02.02 – Section 114, Failure to Meet Adequate yearly Progress (AYP)

BACKGROUND/DISCUSSION
The Elementary Secondary Education Act (ESEA) of 1965 provides for the federal funding of elementary and secondary education and emphasizes equal access to education and high accountability standards. The original bill was directed toward reducing achievement gaps between student groups and providing every child with the same public educational opportunities. The ESEA was reauthorized in 2001 by the No Child Left Behind (NCLB) Act and now by the Every Student Succeeds Act (ESSA) of 2015. The original Act was made up of six "Titles" with two additional Titles being added by 1967. Today the Act consists of nine Title:

- Title I – Improving Basic Programs Operated by State and Local Educational Agencies (Accountability)
- Title II – Preparing, Training, and Recruiting High-quality Teachers, Principals, or Other School Leaders (High-quality Teachers)
- Title III – Language Instruction for English Learners and Immigrant Students
- Title IV – 21st Century Schools
- Title V – State Innovation and Local Flexibility
- Title VI – Indian, Native Hawaiian, and Alaska Native Education
- Title VII – Impact Aid
- Title VIII – General Provisions
- Title IX – Education for the Homeless and Other Laws

While Title I has gotten the most recent attention due to the accountability provisions that are contained in it, all sections will need to be reviewed to determine if there are additional changes that may be necessary to make sure Idaho's public elementary secondary education assistance is in compliance with the reauthorization. Not all of these sections have been identified at this time. Additionally, there are some areas that while changes due to the reauthorization may not be required, additional state flexibility may be warranted to review how these funds have been directed in the past and if the Board would like to make changes. One example of this would be Title II and the funds used at the state level directed toward achieving high quality teachers.

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. As the SEA the Board has delegated to the State Department of Education (SDE), the responsibility of ensuring many of the federal education requirements are carried out or implemented. Procedurally this is typically carried out by the SDE either bringing forward recommendations or developing plans and then bringing those plans to the Board for approval prior to submittal to the US Department of Education.

Board staff have reviewed the ESSA as well as several summaries created by national groups. A full summary of the ESSA is included as Attachment 1. Staff noted the following substantial changes from the previous federal education requirements.

Funding
- While funding formulas have mostly remained the same, many special programs were eliminated. Funding previously set aside for these special programs will be consolidated into the allocation the state receives for the applicable Title.
- ESSA is effective July 1, 2016 (at federal level) for formula grants, but the FFY 2016 Consolidated Appropriations Act delayed this until the 2017-2018 school year, and the U.S. Department of education has confirmed that funding for formula grants to State Education Agencies (SEAs) and local education agencies (LEAs) will be done according to the previous iteration of the law (NCLB) for the upcoming federal fiscal year.
- SEAs and LEAs are now permitted to transfer funds between certain programs (see Title V summary for more details).

State Plans
- The SEA must submit comprehensive plans for Title I, Title II, Title III and applications for other programs and grants as applicable or desired.
- The Title I, Title II, and Title III plans require meaningful consultation with stakeholders. The Title I plan must be available for public comment for at least 30 days.
- The SEA must give the Governor the opportunity to review and sign the Title I and Title II plans.

Accountability and Assessment (Title I)
- While many of the accountability and assessment requirements are similar to those under the previous law or the ESEA waivers, there is some additional flexibility being given to states. This is particularly true in regards to the goals that states must meet. In the past, states were required to have goals that would lead to a 100% proficiency rate. Under

the new law, states are required to establish their own long-term goals and measurements of interim progress.

- The accountability system must now include at least one measure of "school quality of school success."
- The state must establish a system that meaningfully differentiates all public schools in the state.

High Quality Teachers (Title II)

The Title II funding formula will change over a number of years until it is based on 20% on the state's student population and 80% on the state's low-income student population. It is likely this will result in a decrease in Title II funds for Idaho (there is a hold harmless clause that limits the level of decrease in funds).

Highlighted, New Grant Programs

- Title IV establishes the Student Support and Academic Enrichment Grants, which will be formula grants to SEAs for well-rounded educational opportunities and safe and healthy student activities. The SEA must submit a plan to receive funds.
- Title IX establishes new Preschool Development Grants, which are authorized through the U.S. Department of Health and Human Services (HHS) and will be jointly administered by HHS and the U.S. Department of Education.

IMPACT

This and future ESSA reviews will provide the Board with the opportunity to evaluate existing programs and provide guidance to Board and Department staff on areas that might warrant changes or to identify new programs the state might like to explore.

ATTACHMENTS

Attachment 1 – Every Student Succeeds Act Summary   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

In reviewing the law and third-party summaries, staff noted that there are sections of the law that have been interpreted by third parties quite differently while other areas are more specific and clear. The US Department of Education started implementing the federal rulemaking process to provide additional guidance to states for these areas that are less clear. While there are many areas that Idaho can start moving forward in, due to the complexity of the federal requirements, there will need to be an in-depth review of all areas prior to the implementation of proposed changes.

BOARD ACTION

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

Every Student Succeeds Act (ESSA)
Assessment and Accountability Summary

Overall Changes

➢ Funding formulas remain essentially the same (with the exception of Title II, Impact Aid). However, many special programs were eliminated with the funding being wrapped into the State's allocation. Additionally, changes were made to how funds can be used.
➢ Increased authority and flexibility is being given to States regarding standards, assessments, and interventions.
➢ Terminology changes include: "vocational" to "career" and "limited English proficient" to "English learners".
➢ Highly qualified teacher (HQT) language is removed and replaced with language requiring that teachers in schools receiving Title I funds be meet state certification and licensure standards.
➢ There are specific limitations placed on the Secretary of Education throughout.

IMPLEMENTATION ROLLOUT

Implementation
- ESEA waivers in effect until August 1, 2016 (as applicable by state)
- State's current accountability systems are in effect until August 1, 2016
- States must continue to support priority and focus schools during the 2016-2017 school year
- New state accountability systems will take effect in the 2017-2018 school year

Funding
- Programs not substantially similar to something in the new law will receive funds until 9/30/2016
- Programs no longer authorized but substantially similar to something in the new law may finish out multi-year grants
- Programs still authorized may use previously awarded funds under the terms in place prior to enactment and then transition to the new requirements
- ESSA states that the new law is effective July 1, 2016 (at federal level) for formula grants BUT the FY2016 omnibus delayed this until the 2017-2018 school year
- New law effective August 1, 2016 for competitive grants (at federal level)
- Impact Aid changes effective federal fiscal year 2017
- Title II funding formula adjustment will be phased in between enactment and 2020 (see Title II section for more details)

Title I

USE OF FUNDS

- Title I-A formula for setting state allocations remains unchanged
- State must set aside 7% of the Title I allocation to carry out interventions and technical assistance; 95% of these funds must be distributed to LEAs with priority given to those with high

numbers of schools identified for support and improvement, those with the greatest demonstrated need, and those who demonstrate a strong commitment to improvement

- State may set aside 3% of the Title I allocation for Direct Student Services; 1% of this may be held for administrative costs with the remainder awarded as subgrants to LEAs with a priority given to identified schools; funds may be used for: academic and CTE coursework, credit recovery, advanced placement, dual / concurrent enrollment programs, tutoring, AP/IB test fees, and transportation for schools implementing school choice
- 95% of funds must go out to LEAs in subgrants (competitive or formula)
- 1% may be used for State administration
- The supplement, not supplant requirement remains, though it is a little more flexible. To ensure compliance, within 2 years of enactment of the new law, LEAs must demonstrate that the process used to allocate State and local funds to schools is the same as it would have been in absence of Title I funds

TITLE I PLANS

- ➤ The SEA must submit the State's plan to the U.S. Department of Education for approval
- ➤ LEAs must submit their plans to the SEA for approval; the plans must include information as required by federal law and additional information as required by the SEA

State Plan Process
- The SEA is responsible for developing and submitting the State's Title I plan
- The SEA must have meaningful consultation with stakeholders, including: the Governor, members of the State legislature, LEAs (including rural), representative of Indian tribes, teachers, principals, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, and parents
- The State must make the State Plan available for public comment for at least 30 days
- State plans must be peer reviewed
- State plans must be approved within 120 days unless the Secretary demonstrates that it does not meet the requirements of the law
- State plan shall remain in effect for the duration of the State's participation in Title I; the SEA is expected to periodically review and revise the plan to keep it accurate / relevant

State Plan Contents
- Descriptions of the State's assessments, long-term goals and measurements of interim progress, and the accountability system and system of meaningful differentiation. It is unclear at this time whether the SEA will submit this as an integrated part of the Title I plan or through submission of a revised Accountability Workbook
- Description of the steps the State will take to provide assistance to LEAs and schools supporting early education programs
- Assurance that the state has adopted challenging academic content standards

ASSESSMENTS

Required Administrations

Reading / Language Arts and Math: grades 3-8 and once in the high school grade band of 9-12
Science: once in each of the following grade bands: 3-5, 6-9, 10-12

- The state may choose to use either a single summative assessment OR "multiple statewide interim assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information"
- The state may exempt 8th graders in advanced math from the state's standardized math test under certain conditions (Sec. 1111(b)(2)(C))
- The law specifically allows for state or local laws that allow parents to opt their child out of participation in the statewide assessment(s)
- The 95% participation requirement remains, but the language has changed
    - Consequences for LEAs are left to the state (there are no federally mandated consequences)
    - For the 95% calculation, the denominator will be either 95% of our total student enrollment OR the total number of students who participate in the test, whichever is greater
        - Based on Board staff's reading (and an initial reading by our Deputy Attorney General), this would mean some additional flexibility in the 95% requirement, since the denominator does not have to be 100% of our enrolled students
        - A request for clarification on this has been sent to the U.S. Department of Education

Other Requirements and Considerations
- The same academic assessments must be used to measure achievement of all public elementary and secondary school students
- Must be aligned with the state's challenging academic standards
- Must provide "coherent and timely" info about students' performance on the standards whether the student is at grade level or not
- Must be valid and reliable and consistent with nationally recognized testing standards (must be able to pass peer review)
- Must include multiple measures of students' academic achievement, including those that measure higher-order thinking (may include portfolios, projects, or performance tasks), and may include measure of growth
- Must provide for participation of all students, including English Language Learners and those with disabilities (appropriate accommodations must be provided for this latter group)
- Must provide data that helps parents, teachers, principals, and school leaders to "understand and address the specific academic needs of students"
    - Reports should be in an understandable and uniform format, and when possible, in a language that parents can understand
- Data must be disaggregated by subgroup, except in cases where there is insufficient data to yield reliable info or if the results would reveal individual students' personally identifiable info; super-subgroups are no longer allowed (as they have been under the waivers)
    - The state establishes the minimum number of students that we deem necessary to provide disaggregated data (minimum N)
- Computer-adaptive assessments are specifically allowed provided that they measure a student's academic proficiency based on the state's standards for his/her grade level
- The state *may* establish a process and criteria to approve LEAs to use a nationally-recognized assessment for high school (for math, ELA, science) instead of the state's established assessment

- The state *may* set a target limit on the % of instructional time, per grade, that can be used for testing

STATEWIDE ACCOUNTABILITY SYSTEM

Goals
- The state shall establish ambitious long-term goals and measurements of interim progress towards those goals
- Goals must be established for all students and separately for each subgroup
- Multi-year term established for the goals must be the same for all students and for each subgroup
- For subgroups that are behind, the goals must "take into account the improvement necessary on such measures to make significant progress" in closing the gaps
- Required goals (at a minimum):
    - Improved academic achievement as measured by proficiency, for all students and each subgroup
    - Improved graduation rates, using the four-year adjusted cohort calculation, for all students and each subgroup
    - Increases in the percentage of English learners making progress in achieving English language proficiency as measured on the statewide assessment(s)
- Optional goals (specifically mentioned in the law):
    - Improved graduation rates, using the extended-year adjusted cohort calculation, provided that the goal is more rigorous than the one set using the four-year adjusted cohort calculation

Statewide Accountability System Indicators
- Required indicators
    - For all schools:
        - Academic achievement, as measured by proficiency (all students and by subgroup)
        - Progress of English learners towards English language proficiency
        - 1 or more measures of school quality or student success (which must be the same statewide by grade band)
    - For elementary schools:
        - Academic growth or another academic measure
    - For high schools:
        - 4-year adjusted cohort graduation rate
- Optional indicators (specifically mentioned in the law)
    - For high schools:
        - Extended-year cohort graduation rate
        - Academic growth

System of Meaningful Differentiation
- The state must establish and use, on an annual basis, a system that meaningfully differentiates all public schools in the state
- The system must:

– be based on the indicators established in the state's accountability system
– give substantial weight to each academic indicator and the academic indicators, in aggregate, must have "much greater weight" in the system of differentiation than that given to the non-academic indicators (school quality)
– include differentiation of any school in which any subgroup of students is consistently underperforming

School Identification
- Comprehensive Support and Improvement
  – Not less than the lowest performing 5% of all schools in the state
  – Public high schools failing to graduate one third or more of their students
  – Schools who were previously identified for Targeted Support and Improvement that have not made appropriate improvements within a state-established number of years
- Targeted Support and Improvement
  – Subgroup of students is consistently underperforming (as defined by the state)
    o We are waiting for additional clarity regarding a section related to schools who have a subgroup whose performance would have resulted in school being in lowest 5% of all schools- the law indicates that these schools must include strategies for addressing resource inequities in their targeted improvement plan, but it is not clear if any school with this circumstance must be identified for targeted support and improvement OR if they will be identified as a subgroup of those already identified based on having a subgroup that is consistently underperforming
- Process
  – School identification must begin in the 2017-2018 school year and be done at least once every three years.
  – The state must notify each LEA (district) of any school in that district that is identified into either support category.
  – The LEA must work with each school identified for Comprehensive Support and Improvement to establish an improvement plan. The plan must be approved by the school, LEA, and SEA. Schools identified for Targeted Support and Improvement must create a plan for improvement. This plan must be submitted to and approved by the LEA.
  – The state must establish exit criteria for schools to be removed from identification for support and improvement.

Definitions
- Subgroups = economically disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners
- Four-year adjusted cohort graduation rate = a calculation that includes students in the denominator based on their first-time entry into 9th grade and includes them into the numerator if they complete high school by: clearly indicates that states can choose for the numerator in the calculation to either be the number of students who complete by: a) the conclusion of their fourth year of high school, OR b) the conclusion of the summer session immediately following the fourth year
- Extended-year cohort graduation rate calculation = a calculation, similar to the 4-year cohort graduation rate that includes students in the numerator if they complete high school by: a) the

conclusion of the year after their cohort should have completed (thus, the fifth year), OR b) the conclusion of the summer session immediately following the fifth year

INNOVATIVE ASSESSMENT AND ACCOUNTABILITY DEMOSTRATION AUTHORITY

- Allows the U.S. Department of Education to authorize applications from up to 7 SEAs to pilot new assessment systems that utilize methods and assessment-types that would not normally be approved for accountability (such as competency-based or instructionally-embedded assessments).
- The demonstration authority period is up to 5 years, with the potential for one extension of up to 2 additional years, provided that the state outlines a plan to transition to statewide use of the innovative assessment system during that 2 year period.
- After an evaluation of the project by the U.S. Department of Education at the conclusion of the first 3 years, if the program is deemed effective, it may be expanded to additional SEAs.

STATE ASSESSMENT GRANTS

- Competitive grants to SEAs to develop and improve the State's assessment system (reliability and validity, assessments for English learners, science assessments, etc.)
- Can also be used for designing State Report Cards

STATE ASSESSMENT SYSTEM AUDIT

- Secretary may award grants to States for auditing assessment systems with the intention of streamlining the system and eliminating unnecessary assessments
- 20% of a State's allocation must be used for grants to LEAs

SCHOOLWIDE ASSISTANCE

- LEA may establish a schoolwide Title I program at any school where a) 40% or more of the children in the school's attendance area are low-income OR b) 40% or more of the children enrolled in the school are low-income
    - A school that operates a schoolwide program may use funds to establish or enhance preschool programs
    - A secondary school that operates a schoolwide program may use funds to operate dual or concurrent enrollment programs
- A school that does not meet this qualification may operate a schoolwide program if the school receives a waiver from the SEA

PARENT AND FAMILY ENGAGEMENT

- LEA must reserve at least 1% of its Title I allocation for parent and family engagement
- Parents and family members must be involved in developing LEA Title I plans and, as applicable, improvement plans
- LEA must conduct annual evaluation of parent and family engagement policies and work to remove barriers to participation

MIGRANT EDUCATION

- Mostly technical changes and updates to definitions
- Prioritizes services for students who are struggling to meet the State's challenging academic standards and those have dropped out of school

NEGLECTED OR DELIINQUENT

- SEA must submit a plan that is focused on State-established outcomes, prioritizes high graduation (diploma attainment), and addresses re-entry for students returning to school from juvenile justice or residential programs
- Allows funds to be used for acquisition of equipment, pay-for-success initiatives, or targeted support for youth who have been in contact with both the child welfare and juvenile justice systems
- LEAs may use the funds for direct services or for subcontracts or cooperative agreements

PER-PUPIL FUNDING FLEXIBILITY

- LEAs may apply directly to the U.S. Department of Education to request a flexibility demonstration agreement that allows the LEA to consolidate federal funds from Titles I, II, III, IV-A, and V-C) with state and local funds to create a weighted per-pupil funding system
- The Secretary may grant up to 50 flexibility demonstration authorizations

PRIVATE SCHOOLS

- SEA must designate an ombudsman to monitor and enforce the requirement for equitable services to be provided to students in private schools
- LEAs must provide documentation demonstrating they have had meaningful consultation with private schools
- Allows services to be provided to private school students directly by the LEA or other government agency or through a third-party contractor
- A private school may file a complaint with the SEA demonstrating that the LEA did not meet its responsibilities for consultation and services; this could result in the SEA providing services directly or through a contractor

Title II

FUNDING

Formula
- Title II formula is being adjusted from enactment to 2020:
  - FFY 2017: 35% of funding based on student population (number of individuals 5-17); 65% based on low-income student population (number of individuals 5-17 who come from families with incomes below the poverty line)
  - FFY 2018: 30% student population; 70% low-income student population
  - FFY 2019: 25% student population; 75% low-income student population

    – FFY 2020: 20% student population; 80% low-income student population
- Hold harmless clause related to the funding formula change: A State's 2001 allotment can only be reduced by 14.29% x the number of years since 2015
- Virtually all Title II special programs have been eliminated (SAHE, MSP, etc.), with funds being consolidated into the state allocation

Use of Funds
- 95% must be used for subgrants to LEAs
  - State may reserve of to 3% of the amount reserved for subgrants to the LEAs for activities for principles and other school leaders
  - Formulas to LEAs are 20% student population; 80% low-income student population
- 1% may be reserved by the State for administration
- 4% may be used for State activities, including: reforming certification, preparation programs, or preparation program standards; developing or improving educator evaluation systems; developing or improving mechanisms to support LEAs in recruiting and retaining educators; providing professional development or technical assistance, etc.
- Supplement, not supplant applies across Title II

TITLE II PLAN

➢ The SEA must submit the State's plan to the U.S. Department of Education for approval
➢ LEAs must submit their plans to the SEA for approval; the plans must include information as required by federal law (Sec. 2102(b)) and additional information as required by the SEA

State Plan Process
- The SEA is responsible for developing and submitting the State's Title II plan
- The SEA must have meaningful consultation with stakeholders in the development of the Title II plan, including: the Governor, LEAs, teachers, principals, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, parents, and other organizations
- The State must also seek advice from the partners described regarding how best to improve the State's activities

State Plan Contents

- Description of how the State will use funds for State activities
- Description of how activities align to the State's challenging academic content standards and how the activities are expected to improve student achievement
- Description of State's certification system
- If the SEA plans to use funds to improve equitable access to effective teachers, a description of how that will be done
- If applicable, a description of how the SEA will implement an educator evaluation system
- Description of how SEA will improve educators' skills to identify and support students with specific learning needs (particularly students with disabilities and English learners)
- Description of how State will use data and consultation to improve activities
- Description of how SEA will encourage opportunities for increased autonomy and flexibility for teachers and principals

- Description of how State may take action to improve preparation programs
- Assurances that: the SEA will monitor the implementation of activities and provide technical assistance to LEAs, the SEA will ensure collaboration between appropriate entities to promote readiness of new educators, the SEA will comply with requirement for participation by private schools

PREPARATION ACADEMIES

- Teacher, Principal, or Other School Leader Preparation Academy (Preparation Academy): A preparation academy established by a public or other nonprofit entity (it may be an institution of higher education, but is not required to be) with approval from a State Authorizer (designated by the Governor) that prepares educators through concurrent participation in instruction through the academy and significant clinical practice with a mentor educator
- State may use a portion of the 4% of Title II funds withheld for State Activities to support establishment or expansion of Preparation Academies, provided that:
  - it is allowable by State law
  - the amount does not exceed 2% of the State's Title II allocation
  - the State gives preparation academy candidates the same access to State financial aid as candidates in traditional preparation programs
  - the State allows teachers on alternate certificates to teach/work in the State while participating in a Preparation Academy
- The agreement between the State authorizer and the Preparation Academy must include the number of effective teachers, principals or other school leaders (who will demonstrate success in increasing student achievement) the Preparation Academy will prepare
- The Preparation Academy may only award a certificate of completion or degree to a candidate after the teacher demonstrates that he/she is an effective teacher (as determined by the State)
- The State may *not* place unnecessary restrictions on the methods the Preparation Academy will use to prepare candidates, including:
  - requiring faculty to hold advanced degrees
  - requiring a certain number of course credits
  - requiring certain undergraduate coursework of candidates (provided the pass the State-approved content area examination(s))
  - requiring accreditation
  - infrastructure restrictions

RESIDENCY PROGRAMS

- States may establish a School Leader Residency Program and/or a Teacher Residency Program
- School Leader Residency Program: a school-based program that prepares principals and other school leaders through concurrent participation in: a 1-year clinical residency (with substantial leadership responsibilities) in an authentic school setting, mentorship from a principal / school leader, and evidenced-based coursework that is integrated with the residency experience
- Teacher Residency Program: a school-based program that prepares teachers through concurrent participation in: a 1-year residency alongside an effective teacher (as determined by the State) and coursework taught by LEA staff or teacher preparation program faculty
- State may use a portion of the 4% of Title II funds withheld for State Activities to support establishment or expansion of Residency Programs

TEACHER AND SCHOOL LEADER INCENTIVE PROGRAM (previously Teacher Incentive Fund)

- Competitive grants to SEAs, LEAs, or partnerships
- To assist States, LEAs, and non-profits in developing, implementing, improving, or expanding performance-based compensation systems
- Grant period of up to 3 years, with option for 2 year extension
- Requires a 50% non-federal match

LITERACY FOR ALL, RESULTS FOR THE NATION

- Competitive grants to SEAs
- To enable SEAs to develop or enhance comprehensive literacy instruction plans from early childhood through grade 12
- Grant period of 5 years, with option for 2 year extension
- 95% of grant funds must go to subgrants to LEAs and early childhood education programs
  - Subgrants are divided by age group, with some grants focused on preK, K-5, and 6-12
- 5% of funds may be withheld for activities identified through a needs assessment and through the comprehensive literacy plan, including: technical assistance or administration / monitoring of subgrants, strengthening literacy in educator preparation, reviewing and updating literacy integration into certification, and providing promising instructional practices through the SEAs website

SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT

- Competitive grants to institutions of higher education (IHEs) or national nonprofits or consortia
- To support activities related to educator preparation (particularly non-traditional preparation) and professional development, with priority given to applications that propose using evidence-based activities
- Grant period of 3 years, with option of 2 year extension
- Requires a 25% non-federal match

SCHOOL LEADER RECRUITMENT AND SUPPORT

- Competitive grants to SEAs, LEAs or partnership
- To support activities designed to recruit, prepare, place, support, or retain effective principals / school leaders in high-need schools
- Grant period of 5 years, with option of 2 year extension
- Requires a 25% non-federal match

STEM MASTER TEACHER CORPS

- Competitive grants to SEAs or partnerships between SEAs and IHEs or non-profits
- To support development of a statewide STEM master teacher corps or the implementation or expansion of effective statewide STEM professional development
- Eliminates the Mathematics and Science Partnership grants (MSP)

Title III

FUNDING

Formula

- Adjusts the formula by clarifying how the number of English learners per state will be determined- using data from the American Community Survey conducted by the Department of Commerce (can use multi-year estimates), using data from States regarding the number of English learners assessed in the state (may use multiple years of data), or a combination of the two.

Use of Funds
- Limits "direct" administrative expenses to 50% of funds not passed through to subgrantees
- Subgrants are limited to 2% direct administrative expenses
- The State may use funds to:
  - Establish and implement standardized, statewide entrance and exit procedures
  - Provide professional development
  - Assist educators in meeting certification requirements for teaching English learners
  - Plan, administer, and evaluate interagency coordinator related to subgrants
  - Provide technical assistance to subgrantees
  - Provide recognition to subgrantees that significantly improve English learners' achievement

TITLE III PLAN

State Plan Process
- The State must have meaningful consultation with stakeholders in the development of the Title III plan, including: LEAs, teachers, English learner program administrators, parents of English learners, and other relevant stakeholders

State Plan Contents

- Description of how the State will establish and implement standardized, statewide entrance and exit procedures to identify students eligible to receive English learner support services
- Description of how the State will coordinate Title III activities with other programs and activities in other sections of the Act (Title I, II, etc.)
- Description of how the State will provide flexibility to subgrantees to determine the curriculum and activities they believe will be most effective for their program
- Description of how the State will meet the unique needs of English learners
- Description of how the State will monitor subgrantees progress and provide assistance to ineffective programs
- Assurances that: the State will ensure that subgrantees appropriately asses English learners (including ensuring that English learners are assessed for their EL status within 30 days of enrollment), the State will address the needs of all types of school systems (size and urban/rural), the State will award subgrants that are of sufficient size to allow LEAs / programs

to carry out effective activities for English learners, the agency will monitor subgrants for financial compliance

REPORTING

- Subgrantees must report to the SEA annually
- Report must include:
    - Description of program and activities
    - Number and percentage of English learners meeting State-determined long-term goals and measurements of interim progress, disaggregated by disability
    - Number and percentage of English learners attaining English proficiency
    - Number and percentage of English learners who exit programming
    - Number and percentage of English Learners meeting the State academic standards 4 years after exiting, disaggregated by disability
    - Number and percentage of English Learners who have not attained proficiency within 5 years of initial classification

NATIONAL PROFESSIONAL DEVELOPMENT PROJECT

- Competitive grants to IHEs or "public or private" entities, in consortia with SEA(s) or LEA(s)
- To support provision of professional development to improve classroom instruction for English learners
- Grant period up to 5 years

Title IV

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS
  ➢ New, formula grants to SEAs, with State allocation based on the State's share of Title I-A funds
  ➢ State minimum is 0.5% of total amount

Plans / Applications
- SEA must submit a plan to receive funds. The plan must include:
    - Description of how SEA will use funds for State activities
    - Description of how SEA will ensure awards to LEAs are consistent with formula
    - Assurances that the SEA will: review existing resources in the State and coordinator new activities with those resources; monitor implementation of subgrants and provide technical assistance; provide equitable access to activities to all students
- LEAs must submit applications to the SEA in order to receive subgrants

Use of Funds
- 95% for subgrants to LEAs, allocated by formula based on their share of Title I-A with a minimum subgrant of $10,000
- 1% may be reserved by the State for administration (the State must report how these funds are expended)
- 4% may be reserved for State activities, including:

- Monitoring subgrants; providing training, technical assistance or capacity building to LEAs
- Identifying and eliminating State barriers to coordination / integration of programs
- Supporting LEAs in providing activities (well-rounded educational opportunities and activities that foster healthy, supportive, drug-free learning environments)
- Supplement, not supplant is in place for this program
- LEAs must prioritize services to schools with the greatest need / largest percentage of low-income students
- LEA activities may include:
  - well-rounded educational opportunities (college and career advising, arts / music programs, STEM, accelerated learning, community involvement, etc.)
  - safe and healthy students activities (drug and violence prevention, mental health services, bullying and harassment prevention, dropout prevention / re-entry, healthy lifestyle, etc.)
  - use of technology (building technological capacity, blended learning, professional development, remote access resources for rural areas, devices, content, adaptive learning programs, etc.)
- LEAs who receive more than $30,000 have specific, additional requirements
  - Must conduct a needs assessment every 3 years
  - Must spend at least 20% of funds to support at least one "well-rounded" educational opportunity
  - Must spend at least 20% on at least one "safe and healthy students" activity

21ST CENTURY COMMUNITY LEARNING CENTERS

- 93% for subgrants; States must award subgrants of at least $50,000 for community learning centers, with priority given to applicants who plan to target services to schools identified for improvement, those who are partnering with other entities, and those whose plan will expand accessibility
- 2% may be reserved by the State for administration
- 5% may be reserved for State activities, including:
  - Monitoring and evaluating programs
  - Providing capacity building, training, or technical assistance
  - Evaluation
  - Ensuring that programs align activities to the State's challenging academic content standards
  - Working with stakeholders to improve State policies and practices to support effective programs
  - Coordinating funds with other federal and state funds to implement high-quality programs
- State must provide timely notification of intent to apply for funding and provide time for a public review of the application
- Defines performance measures (Sec. 4205(b))
- Local subgrant funds may be used for expanded learning programs which: offer at least 300 program hours; supplement (but do not) supplant school-day activities; meet the priorities for all subgrantees

- Previously allowed use of funds for local subgrants has been expanded to include STEM, computer science, financial literacy, environmental literacy, and building career competencies or readiness (particularly for in-demand fields)

EXPANDING OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS

Charter Schools Grants
- 12.5% for charter school facilities
  - 50% of this will be distributed in competitive grants to States, nonprofits, or partnerships to use innovative methods to help charter schools with acquisition or construction of facilities (including financing); entities may use 2.5% of funds for administrative costs
  - 50% of this will be distribute through per-pupil facilities aid grants. The federal grant share of these funds must decrease over time: 90% year one, 80% year two, 60% year three, 40% year four, 20% year five. Other organizations can contribute up to 50% of the state share
- 22.5% for national activities
  - 80% in competitive grants to charter management organizations and other non-profits for expansion and replication
    - Entities must show quality financial model, not have significant closures
    - Priority given to applicants serving 60% or more low-income students
  - 9% for applicants who did not receive State awards
  - Remainder for technical assistance and dissemination of best practices
- 65% for Grants to Support High Quality Charter Schools
  - Competitive grants to State entities (SEA, State charter school board, Governor, or charter school support organization)
  - 7% must be reserved by the State to provide technical assistance
  - 3% may be reserved by the State for administration
  - 90% or more must be used for subgrants
  - State grant term is up to 5 years
    - Priority will be given to States with high-quality plans to monitor applicants, provide technical assistance to support quality authorizing, support charters serving at-risk students, use best practices to improve struggling schools, and those that allow entities besides LEAs to be charter school authorizers
    - State must award at least 3 grants per year
    - Expenditures will be reviewed after year two to determine if the grant to the State should be continued
  - Subgrants for opening, expanding, or replicating charters
  - Charters that receive subgrants may use a weighted lottery system to benefit disadvantaged children (if allowable by state law), provided it does not segregate a subset of students

MAGNET SCHOOL PROGRAM

- Maximum grant size $15 million
- Extends grants from to 5 years (from 3)

- LEA applications must include evidence of how the program will promote desegregation and academic achievement
- Priority for programs who can demonstrate use of a track record of using evidence-based methods

FAMILY ENGAGEMENT

- 2% may be withheld by federal government for technical assistance
- Grants to "statewide organizations" or a consortia of organizations to establish Statewide Family Enrichment Centers that provide parent education and training and technical assistance to the SEA, LEAs and schools to support family-school partnerships and family engagement programs
- Minimum grant of $500,000
- 65% of funds must be spent on schools or organizations serving disadvantaged students

NATIONAL ACTIVITIES

Promise Neighborhoods

- At least 3 grants per year
- Grant term of up to 5 years, with option to extend for up to 2 years
- 15% of funds (or more) to rural areas
- 100% match may be waived by Secretary based on hardship
- Grantees must conduct a needs analysis
- Grantees must use at least 50% of funds in year one for support and implementation and must use 25% of funds in year two for the same
- Grantees may not use funds for early childhood summative assessments, or evaluations (except for the specific purpose of improving instruction)

Full-service Community Schools

- At least 10 grants per year
- 15% of funds (or more) to rural areas
- Minimum grant of $75,000
- Grantees must serve at least 2 schools
- Non-federal match

Academic Enrichment

- Assistance for the Arts
  - Priority to national non-profits
  - Funds to promote arts education
- Ready to Learn
  - Funds for public telecommunications entities
  - To develop and distribute educational programming, material, and digital content (geared towards preschool- and elementary-aged children)
- High-Ability Learners and Learning
  - Reauthorizes Javits Gifted and Talented Program

Education Innovation and Research Grants

- Competitive grants to SEAs, LEAs, consortia, or partnerships
- 25% (or more) of funds must go to rural areas
- For education innovation and research
- Requires a 10% match, which can be waived

National Activities for School Safety

- Secretary must use a portion of funds for Project SERV (School Emergency Response to Violence)
- Secretary may use funds for other activities to improve student safety directly or through grants, contracts, or cooperative agreements with public/private entities

Title V

- Allows SEAs and LEAs to transfer funds received under Title II-A, Title IV-A, or 21st Century (Sec. 4204(c)(3)) between those provisions or into (but *not* out of) Title I-A, Title I-C, Title I-D, Title IIIA, or Title VB
- Rural education initiative minimum grant amount increased to $80,000 (from $25,000)
- If a LEA is eligible for funding under both the Small, Rural School Achievement Program and the Rural and Low-Income School Program, the LEA may choose under which program they would receive funds

Title VI

Note: Sections on Native Hawaiian Education and Native Alaskan Education are also included in this Title, but have not been summarized in this document because of the limited applicability to and infrequency of use by the State of Idaho.

INDIAN EDUCATION

- Grants to LEAs, Indian tribes, Indian organizations, or a consortia
- To develop elementary and secondary school programs that meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the State's challenging content standards
    - Funds can be used for a wide variety of programs / activities (language restoration; cultural programming; early childhood or family programs; career prep / CTE; violence, abuse or suicide prevention; dropout prevention; family literacy; etc.)
- Allows the Secretary to give grants to entities for health, nutrition, dual enrollment, career prep, etc.
- Allows the Secretary to give grants to increase the number of qualified Indian and Alaska Native teachers or to provide professional development '
    - These grants have a term of up to 3 years, with an option for a 2 year renewal

- Allows Secretary to give grants to support schools that use Native languages as the primary language of instruction (these grants are new)
- Allows Secretary to give grants to Tribes for education administrative planning, development, and coordination (these grants are new)

Title VII

IMPACT AID

- Gives LEAs more flexibility in demonstrating the value of federal property (may now use facsimiles or other forms of records)
- Adds a new special rule for property that falls within the boundaries of more than one LEA, LEAs containing forest service land, and those that have consolidated
- Simplifies eligibility requirements for federally-connected students
- Eliminates maintenance of effort
- Adds a new hold harmless clause for LEAs facing 20% or more reduction due to an unexpected drop in the eligible population

Title VIII

GENERAL PROVISIONS

- Definitions have been changed
  - Eliminates Highly Qualified Teacher (HQT) definition
  - Adds new definitions for: early college high school, four-year cohort graduation rate, extended year cohort graduation rate, exemplary teacher, core academic subjects, expanded learning time, evidence-based, other school leader
- Clarifies that LEAs consolidating State or local funds for fiscal support teams do not violate supplement, not supplant
- Two or more rural LEAs may submit a combined plan for certain programs (Sec. 8011)
- Clarifies that federal funds may not be used for transportation or for construction or renovation / repair of school facilities unless it specifically authorized by the law (such as with the Charter School Grants)
- SEA must give the Governor the opportunity to review and sign the State plans under Title I, Title II (and 8302, if applicable)

Waivers
- SEA or Indian tribe may submit a request to the Secretary "to waive any statutory or regulatory requirement of this Act"
- LEAs may submit a waiver request to the SEA
- SEA must approve unless the SEA can provide evidence that it does not meet the requirements
- If the waiver is deemed appropriate by the SEA, the SEA submits it to the Secretary
- School may submit a waiver request to the LEA; if the LEA feels it is appropriate, the LEA may submit it to the SEA

Equitable Services (to Private School Students)
- Outlines the same requirements as outlined in Title I (see previous summary)

Maintenance of Effort
- LEAs will not be subject to sanctions for failure to meet the 90% maintenance of effort in one year, provided that the LEA has not failed to meet the requirement one or more times in the preceding five fiscal years
- Adds a new option to waive an LEA's maintenance of effort requirements due to a change in the LEA's organizational structure (in additional to a previous waiver option for LEAs who have faced a natural disaster)

Title IX

PRESCHOOL DEVELOPMENT GRANTS

- Funds are authorized through the U.S. Department of Health and Human Services (HHS); the program will be jointly administered by HHS and the U.S. Department of Education
- Competitive grants to States; the State must identify a lead agency to coordinator with HHS
- 30% cash or in-kind match required
- Grant term is one year; States may apply for a three-year renewal grant

Use of Funds
- Initial Grant (1 year)
    - Conduct a statewide early learning needs assessment
    - Develop a strategic plan for collaboration and program quality improvement activities
    - Activities that maximize parental choice amongst existing providers/programs
    - Share best practices across the state and amongst providers/programs
    - Improve quality of early learning programs (must be after needs assessment and strategic plan are completed)
- Renewal Grant (3-year)
    - Similar activities
    - 60% of funds in year one must be used for subgrants to expand early learning
    - 75% of funds in year two and year three must be used for subgrants

MCKINNEY-VENTO

- SEA must establish an Office of the Coordinator for the Education of Homeless Children to focus on improving identification and providing technical assistance to LEAs to ensure students' needs are met
- Provides for immediate enrollment of students, regardless of whether they are able to produce student records and even in cases where they miss enrollment deadlines
- Definition of "homeless children" adjusted to eliminate "or are waiting for foster care placement"
    - Change takes affect one year after enactment for any state that does not have a law that defines that phrase

- – Change takes affect two years after enactment for any state that has a law defining that phrase
- Information related to a student's homeless status must be treated as an educational record under FERPA
- The U.S. Department of Education must update and distribute guidance on homeless children's educational rights

INSTITUTE OF EDUCATION SCIENCES (IES) STUDIES

- Within 90 days of enactment, IES must publish and distribute a report on best practices for "determining a valid, reliable, and statistically significant" minimum N for subgroup disaggregation
- Within 18 months of enactment, IES must study the effectiveness of the Title I formulas

ED-FLEX

- Minor / technical changes
- New allowance to Secretary to approve temporary extensions of existing designations for up to five years

Sources

1. Brustein & Manasevit, 2015. "Every Student Succeeds Act – Summary and Comments."
2. Council of Chief State School Officers and Penn Hill Group, 2015. "Comparison of Select Elements of ESEA Proposals and Conference Report"
3. Every Student Succeeds Act, 2015. www.ed.gov/essa

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SUBJECT
    Accountability Oversight Committee Statewide Accountability System Recommendations

REFERENCE
October 2015	Accountability Oversight Committee Chair, Spencer Barzee, presented the committee's general recommendations for the state's new K-12 accountability system

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee
    Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance
    Idaho Administrative Code, IDAPA 08.02.02 – Section 111, Assessment in the Public Schools; IDAPA 08.02.02 – Section 112, Accountability; IDAPA 08.02.02 – Section 113, Rewards; and IDAPA 08.02.02 – Section 114, Failure to Meet Adequate yearly Progress (AYP)

BACKGROUND/DISCUSSION
    The Accountability Oversight Committee was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed to the Board.

    On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) reauthorizing the Elementary and Secondary Education Act of 1965. Pursuant to ESSA, states must implement new accountability systems aligned to the law by the 2017-2018 school year.

    In January 2016, the Policy, Planning and Governmental Affairs Committee requested that the Accountability Oversight Committee lead the efforts to in gathering input and making recommendations to the Board on a new, statewide K-12 accountability system, with the goal of doing a statewide pilot of the system during the 2016-2017 school year. The Accountability Oversight Committee met on January 20, 2016, to discuss this task. The committee's intention is to provide recommendations to the Board that would allow the Board to develop a new accountability system that addresses the requirements outlined in the ESSA, but more importantly, meets the needs of the state. The committee will meet twice per month in February through May to develop recommendations for the Board. In an effort to ensure transparency in the process, all committee meetings will be posted in advance on the State Board of Education website and guests will be welcome to observe meetings. Further, the Accountability Oversight Committee will gather public feedback prior to providing recommendations to the Board. The committee will be inviting testimony from stakeholder groups and the public may

send comments in writing. The Accountability Oversight Committee's recommendations for a new accountability system will be presented to the Board at the June 2016 meeting.

STAFF COMMENTS AND RECOMMENDATIONS

The Governor's Taskforce for Improving Education recommended the state revamp the accountability structure involving schools and that the existing structure be replaced with a system that was based on accountability for student outcomes. Additionally, the recommendation regarding greater autonomy for school districts was also contingent on accountability for outcomes. At the time, due to the Federal accountability regulations there was not consideration of amending the state's Federal accountability system. With the greater flexibility provided in ESSA and the need to submit a new state Federal accountability plan there is an opportunity to create a single accountability system that meets both the Federal requirements and the state's needs.

Idaho Administrative Code IDAPA 08.02.03, sections 111 through 114, are tied to the state's comprehensive assessment system and the states Federal accountability plan. Any changes to the state's assessment system or accountability requirements will require amendments to these sections of rule.

BOARD ACTION

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

SUBJECT
   2016 Legislative Update

BACKGROUND/DISCUSSION
   This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2016 legislative session. The Board approved seventeen (17) bills for introduction and has supported one (1) additional concurrent resolution along with seven (7) pieces of legislation related to the Governor's education initiatives for the 2016 legislative session.

   After the first month of the legislative session, the following legislation submitted or endorsed by the Board is already moving through the legislative process:

   <u>Board Submitted Bills</u>:
   H391: Removes the requirement that the Tax Commission report to the Department of Education certain findings or calculations regarding property valuations.

   H392: Repeals the Youth Education Account.

   S1208: Clarifies the disability determination for the Armed Forces and Public Safety Officer Scholarship. Allows the Board the option to move responsibility for the investment of the Opportunity Scholarship Fund to from the State Treasurer to the Endowment Fund Investment Board.

   S1209: Requires community colleges to follow the same requirements as school districts when acquiring and disposing of real property. Pursuant Section 33-601, Idaho Code, school districts are authorized to purchase real property and requires they have a property appraisal conducted within one (1) year prior to any purchase.

   S1210: Amends existing law to replace references to professional-technical education with career technical education.

   S1232: Updates Chapter 23, Title 33, Idaho Code, pursuant to changes in federal regulations impacting the Rehabilitation Act of 1973, which governs the Idaho Division of Vocation Rehabilitation (IDVR).

   <u>Board Supported Bills</u>:
   H357: Adds the STEM Education Fund to the educational entities for which a taxpayer would qualify for the existing income tax credit for charitable contributions to education-related funds.

   H379: Provides for the creation of K-12 computer science content standards and collaboration with the STEM Action Center, the Board, Industry, and public

universities and colleges to develop quality computer science professional development and certification or degree programs.

SCR134: Stating findings of the Legislature and supporting the State Board of Education's goal that 60% of Idaho citizens ages 25-34 earn a postsecondary degree or certificate by 2020 to meet the state's workforce needs.

Between the drafting of this document and the Board meeting date, it is expected that more legislation, including but not limited to, literacy, charter school replication and management, and residency determination for tuition purposes will be moving through the legislative process.

The attached summary provides the status of each bill.

IMPACT
Board action through rulemaking may be necessary dependent upon passage of several pieces of legislation.

ATTACHMENTS
Attachment 1 – Idaho Legislature - 2016 Legislative Session   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Board staff will be prepared to walk the Board through specific legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system. The Board will have the opportunity to support legislation on which the Board has not already taken a position.

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

Idaho Legislature - 2016 Legislative Session
Updated 2/15/16

Board <mark>submitted</mark> legislation

Board <mark>endorsed</mark> legislation

Bill No	Description	Last Action	Note
H0357	STEM action center/income tax credit	02/09/2016 Senate - Introduced, read first time; referred to: Local Government & Taxation	Adds the STEM Education Fund to the educational entities for which a taxpayer would qualify for the existing income tax credit for charitable contributions to education-related funds.
H0358	Tax commission, requirement removed	02/15/2016 House - Returned Signed by the President; Ordered Transmitted to Governor	Eliminates the requirement that the Tax Commission provide valuation information to the Board and SDE that is no longer needed by those agencies.
H0364	Approp, labor dept, add'l	02/10/2016 House - Reported Signed by Governor on February 10, 2016	Supplemental appropriation to the Dept. of Labor that includes $1,553,100 for the State Longitudinal Data System.
H0379	Computer sci initiative/pub schools	02/03/2016 Senate - Introduced, read first time; referred to: Education	Provides for computer science instruction in public schools.
H0387	Community colleges, trustee zones	02/05/2016 Senate - Introduced, read first time; referred to: Education	Amends and adds to existing law to provide for community college trustee zones and related provisions; to revise provisions regarding the addition of territory to community college districts; to revise provisions regarding trustees of Community College Districts; and to revise provisions regarding an appeal from an order of the State Board of Education.
H0391	Adjusted market value report	02/08/2016 Senate - Introduced, read first time; referred to: Education	Removes the requirement that the Tax Commission report to the Department of Education certain findings or calculations regarding property valuations.
H0392	Education, youth ed acct, repealed	02/08/2016 Senate - Introduced, read first time; referred to: Education	Repeals the Youth Education Account.
H0398	Rev'd uniform athlete agents act	02/15/2016 House - Passed: Ayes 67 Nays 1 Abs/Excd 2, title approved, to Senate	Governs relations among student athletes, athlete agents, and educational institutions. It further protects the interest of student athletes and academic institutions by regulating the activities of athlete agents.
H0411	Ed, quality ed loan assist program	02/01/2016 House - Reported Printed and Referred to Ways & Means	Offers teachers an incentive to work in eligible rural schools impacted by a shortage of quality educators. Provides up to $3,000 in student loan forgiveness each year for four years for eligible teachers.

Bill No	Description	Last Action	Note
H0412	Ed, tuition stabilization account	02/01/2016 House - Reported Printed and Referred to Ways & Means	Creates a Tuition Stabilization Fund within the Idaho Higher Education Stabilization Fund. The fund is utilized as a mitigation tool to reduce tuition increases at Idaho's public four-year institutions of higher education. Funding is generated from the appropriation of surplus monies in times of economic abundance.
H0413	License plates, Orofino HS Maniacs	02/05/2016 House - Reported out of Committee, Recommend place on General Orders	Amends and adds to existing law to provide for Idaho Friends of the Orofino Maniacs license plates.
H0414	Tax credit, charitable	02/01/2016 House - Reported Printed and Referred to Ways & Means	Adds the opportunity scholarship program to those entities qualifying for an income tax credit as identified in Section 63-3029A, Idaho Code.
H0420	Smarter balanced assessment	02/01/2016 House - Reported Printed and Referred to Ways & Means	Directs the State Superintendent of Public Instruction to begin the process of removing Idaho from the Smarter Balanced Assessment Consortium (SBAC) testing requirements. Taking the SBAC test will not be a requirement for students to graduate from Idaho public schools.
H0424	Income tax credit, tuition/employee	02/01/2016 House - Reported Printed and Referred to Ways & Means	Adds to existing law to provide a state income tax credit for Idaho postsecondary institution tuition and fee payments on behalf of an employee of a taxpayer.
H0428	College savings accounts, unclaimed	02/11/2016 Senate - Introduced, read first time; referred to: Education	Allows the College Savings Program to retain unclaimed accounts.
H0442	Ed, supplemental contracts	02/05/2016 House - Reported Printed and Referred to Education	Allows school districts and charter schools to issue separate contracts for extended days beyond the traditional school year.
H0450	Ed support program, literacy	02/10/2016 House - Reported Printed and Referred to Education	Literacy intervention legislation
H0451	Ed/reading instruction/intervention	02/15/2016 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading	Requires parental involvement in the process of developing a reading improvement plan for deficient readers.
H0452	Education, employee accrued sick lv	02/10/2016 House - Reported Printed and Referred to Education	Amends existing law regarding the transfer of accrued sick leave by employees of a state educational agency; and to revise provisions regarding accrued unused sick leave.

Bill No	Description	Last Action	Note
H0458	Education, advanced opp/rulemaking	02/11/2016 House - Reported Printed and Referred to Education	Consolidates and streamlines sections of code pertaining to Advanced Opportunities for secondary students into a contiguous program, rather than separate, isolated programs. Rather than limit student access to state aid based on student grade level, the proposed changes would allow students to access state support for overload courses, dual credit courses and college credit-bearing or professional-technical examinations at any point in grades 7 through 12. Additionally, students who graduate early can still receive a scholarship to attend an Idaho public postsecondary institution, as is the current practice.
H0459	Ed, comm college start-up account	02/11/2016 House - Reported Printed and Referred to Education	Amends existing law to provide for the Community College Start-Up Account in the Higher Education Stabilization Fund.
H0476	Ed, statewide avg class size estab	02/15/2016 House - Reported Printed and Referred to Education	Currently, data across the State is collected to determine an average class size for each district. The average class size is then used to determine if a school district receives their full use-it or lose-it exemption. If their class size exceeds the statewide average, the district begins to lose their exemption at 1% per year. Because class sizes vary dramatically depending on the student population of the school district, this averaging raises questions of equity of comparison of like and unlike size school districts. This legislation would allow for comparisons of school districts based on their student enrollment. This legislation would use the student enrollment breakdowns already found in Section 33-1002, Idaho Code that are currently used for funding.
H0477	Ed, postsecondary credit scholarship	02/15/2016 House - Reported Printed and Referred to Education	Provides college scholarships to students who earn college credits while in high school. The intent of the bill is to encourage Idaho's high school students to: 1) attend post-secondary schools in Idaho; 2) enter a post-secondary field of study where there are good paying jobs which will help Idaho's economy grow; and 3) take rigorous courses while in high school. The bill requires a matching postsecondary scholarship. A student who earns 10 to 19 college credits will qualify for a $1000 state scholarship/year, good at any state college or university, for up to two years if a matching scholarship is received. A student who earns 20 or more college credits will qualify for a $2,000 state scholarship/year for up to two years if a matching scholarship is received. A student who earns an Associate Degree while still in high school will qualify for a full tuition state scholarship/year for up to two years if a matching scholarship is received.
HCR031	Music in schools month/recognized	02/09/2016 Senate - Introduced, read first time; referred to: Education	Stating findings of the Legislature, recognizing the importance of music education in Idaho schools and recognizing Music in Our Schools Month.

Bill No	Description	Last Action	Note
HCR033	Ed study/pub school funding formula	02/15/2016 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading	Stating findings of the Legislature and authorizing the Legislative Council to appoint a committee to conduct a study of the public school funding formula and to make recommendations.
HJR001	Sectarian approps, const amendment	01/28/2016 House - Reported Printed and Referred to State Affairs	Amends the state constitution to allow appropriations or payments (grants, scholarships, loans, etc.)to sectarian or religious institutions or to students or parents of students for educational purposes.
S1208	Scholarships, housing/investment	02/15/2016 House - Read second time; Filed for Third Reading	Clarifies the disability determination for the Armed Forces and Public Safety Officer Scholarship. Allows the Board the option to move responsibility for the investment of the Opportunity Scholarship Fund to from the State Treasurer to the Endowment Fund Investment Board.
S1209	Ed, brd of trust/comm coll district	02/02/2016 Senate - Read third time in full	Require community colleges to follow the same requirements as school districts when acquiring and disposing of real property. Pursuant Section 33-601, Idaho Code,school districts are authorized to purchase real property and requires they have a property appraisal conducted within one (1) year prior to any purchase.
S1210	Professional-technical education	02/15/2016 House - Passed: Ayes 66 Nays 2 Abs/Excd 2, title approved, to Senate	Amends existing law to replace references to professional-technical education with career technical education.
S1232	Vocational rehab, federal acts	02/11/2016 Senate - Read second time; filed for Third Reading	Updates Chapter 23, Title 33, Idaho Code, pursuant to changes in federal regulations impacting the Rehabilitation Act of 1973, which governs the Idaho Division of Vocation Rehabilitation (IDVR).
S1247	Ed, testing requirement exception	02/04/2016 Senate - Reported Printed; referred to Education	Any student who receives special education services shall not be required to successfully complete the civics test or alternate path.
S1248	Pub charter schls/written contracts	02/11/2016 Senate - Read second time; filed for Third Reading	Remove the mandate that charter school teachers must use form contracts approved by the Superintendent of Public Instruction, so that those who are interested could adapt their contracts to better fit the unique needs of their students, teachers and schools.
S1249	STEM action center board	02/11/2016 Senate - Read second time; filed for Third Reading	Adds to existing law establish provisions regarding the STEM Action Center Board's meetings, honorarium and expenses, and organization.

Bill No	Description	Last Action	Note
S1257	Ed, school district brd trustees	02/15/2016 Senate - Reported out of Committee with Do Pass Recommendation; Filed for second reading	Requires write-in candidates in school board trustee elections to submit five (5) qualified elector signatures from within the trustee zone.
S1266	School districts/ leadership activities	02/08/2016 Senate - Reported Printed; referred to Education	Increases the amount of Leadership Premium moneys from $850 to $900 per FTE.
S1267	Ed, mastery-based, cohort	02/08/2016 Senate - Reported Printed; referred to Education	Limits the number of mastery-based education incubators to twenty in the initial cohort. Provides that all funds appropriated by the legislature, for mastery-based education, may be expended on behalf of LEAs or distributed to LEAs at the discretion of the State Department of Education.
S1272	School dist bond credit enhancement	02/09/2016 Senate - Reported Printed; referred to State Affairs	Increases the capacity of the School Bond Credit Enhancement Program to guaranty payments on general obligation school bonds, reducing interest costs.
S1273	Ed, trustee board vacancies, recall	02/09/2016 Senate - Reported Printed; referred to State Affairs	Establishes a process of filling a vacancy on a school board in the case of a recall election for a school board trustee, and to prohibit a school board subject to a recall, when a majority of the board is subject to recall, from allowing a member(s) to resign and the remaining board members appointing a new member to that board until such time as the recall election is certified.
S1279	Stem education fund	02/10/2016 Senate - Reported Printed; referred to Education	Creates the STEM Education Fund to support the initiatives and work of the Idaho STEM Action Center.
S1280	Education, student residency requirements	02/10/2016 Senate - Reported Printed; referred to Education	Amends existing law to revise residency requirements for students of an Idaho public institution of higher education.
S1289	Ed, support program calculation	02/11/2016 Senate - Reported Printed; referred to Education	Adjusts the funding formula for college and career counseling.
S1290	Ed, college and career advisors	02/11/2016 Senate - Reported Printed; referred to Education	Provides clarification that Idaho Code, §33-1212A, is specific to College and Career Advising and not the broader more traditional counseling services that are covered in Idaho Code, §33-1212. Additional amendments require school districts to establish a plan as to how they will address college and career advising for their students and provides for a minimum reporting framework. Annual reporting on college and career advising methods and district established goals will be included in their continuous improvement plan progress reports that are currently outline in Idaho Code, §33-320.
S1291	Ed, adult degree completion scholarship	02/11/2016 Senate - Reported Printed; referred to Education	Adds to provide for the Adult Degree Completion Scholarship and related provisions and to require the State Board of Education to promulgate certain rules.

Bill No	Description	Last Action	Note
S1292	Ed, tuition lock plan/stabil acct	02/11/2016 Senate - Reported Printed; referred to Education	Amends and adds to existing law to provide for the Tuition Lock Plan for undergraduate students; and to provide for the Tuition Lock Stabilization Account in the Higher Education Stabilization Fund.
S1293	Ed, parental rights in education	02/11/2016 Senate - Reported Printed; referred to Education	Affirms that a student's parent or guardian holds primary responsibility for the education of the student, and the state is in a secondary and supportive role. It also defines the reasonable accommodation offered to parents and guardians, outlines how school districts and public charter schools shall facilitate parental involvement in the education of their children, and provides that parents may withdraw their children from an activity or class. The act requires an annual notice of parental rights be distributed to parents and guardians.
S1307	Ed, election date, school trustees	02/12/2016 Senate - Reported Printed; referred to Education	Amends existing law to revise the election date for school district trustees and to provide a term expiration date for incumbent trustees.
S1308	Ed, school trustee elections	02/12/2016 Senate - Reported Printed; referred to Education	Requiring school district trustees to live in their zones, but allowing all voters in the school district to vote on each trustee.
S1320	Ed, comm college brd trustees/powers	02/15/2016 Senate - Reported Printed; referred to Education	Amend existing law to require community colleges to follow the same requirements as school districts when acquiring and disposing of real property.
S1321	Public schools, Bible use in school	02/15/2016 Senate - Reported Printed; referred to State Affairs	Repeals and ads to existing law to provide when the Bible is permitted to be used in the public schools.
S1330	Ed, school district trustees/meds	02/15/2016 Senate - Introduced; read first time; referred to JR for Printing	Amends existing law to provide that the board of trustees of each school district shall adopt a certain policy and to allow certain students to possess and use certain medications and supplies.
S1331	Ed, public ed stabilization fund	02/15/2016 Senate - Introduced; read first time; referred to JR for Printing	Amends existing laws to revise provisions regarding the Public Education Stabilization Fund, to provide for an annual transfer of certain moneys from the General Fund to the Public Education Stabilization Fund, to provide conditions for such transfer; and to revise an amount to be transferred from the General Fund to the Budget Stabilization Fund.
S1332	Ed, industry partner fund	02/15/2016 Senate - Introduced; read first time; referred to JR for Printing	Adds to existing law to establish the Industry Partner Fund and related provisions and to grant rulemaking authority.
S1333	Ed, broadband infrastructure grants	02/15/2016 Senate - Introduced; read first time; referred to JR for Printing	Adds to existing law to provide the Broadband Infrastructure Improvement Grant Fund and related provisions, to require rulemaking and to define a term.
S1334	Education Opportunity Resource	02/15/2016 Senate - Introduced; read first time; referred to JR for Printing	Repeals existing law relating to the Idaho Education Network and establishes new law to provide the Education Opportunity Resource Act.

Bill No	Description	Last Action	Note
S1335	Open mtg laws, executive sessions	02/15/2016 Senate - Introduced; read first time; referred to JR for Printing	Amends existing law to revise conditions when an executive session is authorized regarding the acquisition, sale or lease of an interest in real property by a public agency.
S1336	Ed, civics test, individual ed plan	02/15/2016 Senate - Introduced; read first time; referred to JR for Printing	Amends existing law to provide an exception to a certain testing requirement.
S1337	Public charter schools	02/15/2016 Senate - Introduced; read first time; referred to JR for Printing	Amends and adds to existing law regarding public charter schools.
SCR134	Ed, support goal/postsecondary grad	02/15/2016 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading	Stating findings of the Legislature and supporting the State Board of Education's goal that 60% of Idaho citizens ages 25-34 earn a postsecondary degree or certificate by 2020 to meet the state's workforce needs.
SCR139	Education brd, rule rejected	02/15/2016 Senate - Reported Printed; referred to 10th order; held one legislative day	RULE REJECTION - Stating findings of the Legislature and rejecting a certain rule docket of the State Board of and State Department of Education relating to Rules Governing Thoroughness.
SCR140	Education brd, rule rejected	02/15/2016 Senate - Reported Printed; referred to 10th order; held one legislative day	RULE REJECTION - Stating findings of the Legislature and rejecting a certain rule docket of the State Board of and State Department of Education relating to Rules Governing Thoroughness.
SCR141	Education brd, rule rejected	02/15/2016 Senate - Reported Printed; referred to 10th order; held one legislative day	RULE REJECTION - Stating findings of the Legislature and rejecting a certain rule docket of the State Board of and State Department of Education relating to Rules Governing Thoroughness.

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IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University Mission and Core Themes

REFERENCE

June 2011	The State Board of Education (the Board) was presented information regarding the revised Northwest Commission on Colleges and Universities (NWCCU) accreditation requirements and the need to update the college and universities' mission statements. There were additional discussions.
September 2011	The Board approved mission statements for the college and universities to meet the NWCCU Year 1 reporting requirements. The Instruction, Research, and Student Affairs (IRSA) committee of SBOE was instructed to work with institutions and come back to the February 2012 Board meeting for a work session on mission statements.
February 2012	The Board approved Idaho State University's mission statement and core themes.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In October 2014 Idaho State University (ISU) had its Northwest Commission on Colleges and Universities (NWCCU) Year 7 Comprehensive Self-Evaluation. On January 26, 2015, the NWCCU reaffirmed ISU's regional accreditation. In reaffirming ISU's accreditation, the NWCCU had five recommendations (Attachment 1). NWCCU Recommendation 1 is as follows:

> The evaluation committee recommends that Idaho State University either revise its mission statement or review and revise its core themes, indicators, and benchmarks/targets to ensure that they encompass the entirety of the present mission statement (Standard 1.A.2 and 1.B.1).

As part of the process, to not only address Recommendation 1 but also Recommendations 2, 3, and 4, ISU created the Institutional Effectiveness and Assessment Council (IEAC). The IEAC was designed out of a need to more efficiently and inclusively coordinate campus-wide planning, accreditation, academic assessment, and institutional reporting efforts across the University.

The IEAC is responsible for overseeing the University planning process, coordinating and assessing strategic directions, ensuring that the University meets NWCCU accreditation standards, and implementing the University's strategic planning agenda. The IEAC serves as a coordinated, sustainable system to pursue institutional assessment and effectiveness, with the primary functions are as follows:

- Provide the organizational framework for integrating institutional effectiveness into the fabric of the university.
- Provide integrative and coordinated academic, facilities, technology, and financial planning and implementation.
- Reduce redundancy and increase efficiency, transparency, and accountability among strategic planning, institutional management, university accreditation, state and federal reporting requirements.
- Optimize data and reports system wide.
- Develop an assessment plan that supports the implementation of the strategic plan.
- Enhance consistent and coordinated communication between schools, colleges, departments and administration regarding assessment and institutional effectiveness.
- Provide a forum to share best practices, and generate ideas for process improvement.

The IEAC is composed of a Steering Committee, reporting to the president, and subcommittees, reporting to the IEAC Steering Committee. The IEAC Steering Committee serves in an advisory role, reporting to the President and is comprised of individuals who have the skills, knowledge and authority to lead in this institutional effort. The IEAC Steering Committee is chaired by the Provost/Vice President for Academic Affairs and consists of representatives from across campus. There are six subcommittees (one for each of the four core themes, one for facilities, and one for information technology), and each are chaired by a Vice President, Assistant Vice President, or Director. Subcommittee membership consists of a broad range of representatives from academic affairs, student affairs, finance and administration, technology, operations, faculty, staff, students, including all campus outreach locations. The IEAC Subcommittees report annually to the IEAC Steering Committee on strategic plan fulfillment. They are responsible for assessing how their activities and accomplishments align with the strategic plan and core themes, achievement of their area's associated goals or outcomes, and using data for decisions and improvement.

The IEAC core theme subcommittees worked on reviewing and revising the current core themes, their objectives, and indicators from September through early November. In addition, they evaluated the mission statement. Once their draft work was completed the IEAC Subcommittee chairs made

recommendations to the IEAC Steering committee on proposed changes to ISU's mission and core themes. The proposed changes were broadly distributed to campus stakeholders (faculty, staff, and students) through email and posted on the IEAC website December 1-14, 2015. At that time, the IEAC steering committee considered feedback from the open forums, various campus meetings, and public comments to arrive at the current proposed draft. The final proposed draft for review and approval by the State Board of Education has been shared with the Council of Deans, Faculty Senate, and campus leadership and no concerns have been expressed.

IMPACT
The proposed changes should address the NWCCU recommendations as well as allow ISU to assess and demonstrate mission fulfillment.

ATTACHMENTS
Attachment 1 – Proposed Mission & Core Themes   Page 5
Attachment 2 – NWCCU Recommendations   Page 9
Attachment 3 – Feedback Process Timeline   Page 13

STAFF COMMENTS AND RECOMMENDATIONS
An accrediting body's evaluation of an institution is based, in part on the institutions mission and core themes and their ability to fulfill their mission and monitor and adapt to progress toward that fulfillment. NWCCU's Standard One evaluates whether an institution: "articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment." In addition to accreditation requirements Board policy I.M. requires each institutions strategic plan be in alignment with their Board approved mission statement. Annual review and updates to an institutions strategic plan come to the Board for consideration and input at the April Board meeting. If approved by the Board, Idaho State University's strategic plan will be updated with new mission statement and realigned based on the mission of the institutions.

BOARD ACTION
I move to approve Idaho State University's mission statement and core themes as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State University Mission & Core Themes

Mission: (approved February 2012)
The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the Nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

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

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

~~Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University~~ Idaho State University provides leadership in the health professions ~~and related~~, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Proposed Revised Mission (clean version):

Idaho State University is a public research-based institution that to advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and

the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

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

Proposed Revised Core Theme One:
Core Theme One: Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.

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

Proposed Revised Core Theme Two:
Core Theme Two: Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.

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

Proposed Revised Core Theme Three:
Core Theme Three: *Leadership in the Health Sciences.* Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.

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

Proposed Revised Core Theme Four:
Core Theme Four: *Community Engagement and Impact.* As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

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JAN 30 2015

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January 26, 2015

Dr. Arthur Vailas
President
Idaho State University
921 S. 8th Avenue, Stop 8310
Pocatello, ID 83209-8310

Dear President Vailas: *Art*

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Idaho State University has been reaffirmed on the basis of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Evaluation which was expanded to include the onsite evaluation of Standards Two, Three, Four, and Five. In addition, the University's Year Seven *Mission Fulfillment and Sustainability* Report was to address Recommendations 1 and 2 of the Fall 2011 Year One *Mission and Core Themes* Peer-Evaluation Report as part of an updated response to Standard One. The Commission finds that its expectations with regard to Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report have been met. However, the Commission determined that its expectations with regard to Recommendation 2 of the Fall 2011 Year One Peer-Evaluation Report still have not been met. Thus the issues are included in Recommendation 1 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report.

In reaffirming accreditation, the Commission has incorporated Recommendations 4, 6, and 7 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report in the newly revised Recommendation 4 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report to cohesively address areas of continuous improvement and sustainability. The newly revised Recommendation 4 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report states:

> The evaluation committee recommends that the institution continues to work to clarify the ways in which it will use assessment results to inform and strengthen programs and services, and to demonstrate institutional improvement, mission fulfillment, and sustainability (Standards 4.A, 4.B, 5.A, and 5.B).

In addition, please note that the Commission has added Standard 1.A.2 to further explicate Recommendation 1 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report. The Commission requests that the University address Recommendation 1 of the Fall 2014 Year Seven Peer-Evaluation Report in an updated response to Standard One in its regularly scheduled Fall 2015 Year One Report. Moreover, the Commission requests that the University prepare an Ad Hoc Report without a visit in Spring 2016 to address Recommendations 2 and 5 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report. Further, the Commission requests that the
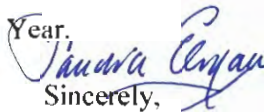
President Vailas
Page Two
January 26, 2015

University address Recommendation 3 and the newly revised Recommendation 4 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report in its Fall 2017 Mid-Cycle Evaluation Report.

In making these requests, the Commission finds that Recommendations 1, 2, 3, and the newly revised Recommendation 4 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report are areas where Idaho State University is substantially in compliance with Commission criteria for accreditation, but in need of improvement. However, the Commission determined that Recommendation 5 of the Fall 2014 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report is an area where Idaho State University does not meet the Commission's criteria for accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy, *Commission Action Regarding Institutional Compliance Within Specified Period*, the Commission requires that the University take appropriate action to ensure that Recommendation 5 is addressed and resolved within the prescribed two-year period. A copy of the Recommendations and the Commission Policy are enclosed for your reference.

The Commission commends the University for its approach to providing a safe and secure campus as evidenced by the attention to the well being of the community as a priority, supported by collaboration and partnerships with on-campus and off campus constituents. In addition, the Commission finds laudable the University's commitment to serving and promoting the success of students of diverse interests, backgrounds, and levels of readiness as demonstrated by a near universal commitment among faculty and staff to ensure that students are well served, supported and educated. Moreover, the Commission finds noteworthy the University's continuous engagement in community outreach on many different levels, providing important demonstrable services and interacting integrally with community and regional partners in numerous functions, collaborations, and projects. Lastly, the Commission applauds the University on its process of program prioritization which engages faculty, department heads, professional staff and administrators in a thoughtful, comprehensive, and inclusive process yielding information that appears to be guiding planning, budgeting, and strategic reallocation, potentially serving as a model for continuous improvement and achievement of mission fulfillment.

If you have questions, please do not hesitate to contact me.

Best wishes for a peaceful and fulfilling New Year.

Sincerely,

Sandra E. Elman
President

SEE:rb

Enclosures: Recommendations
                Commission Policy, *Commission Action Regarding Institutional Compliance Within Specified Period*

cc: Ms. Selena Grace, Associate Vice President for Institutional Effectiveness
        Ms. Emma Atchley, Board President, Idaho State Board of Education
        Dr. Mike Rush, Executive Director, Idaho State Board of Education

Year Seven *Mission Fulfillment and Sustainability* Evaluation
Fall 2014
Idaho State University
Recommendations (Revised)

1. The evaluation committee recommends that Idaho State University either revise its mission statement or review and revise its core themes, indicators, and benchmarks/targets to ensure that they encompass the entirety of the present mission statement (Standard 1.A.2 and 1.B.1).

2. The evaluation committee recommends that the institution build upon its present governance framework by promoting an environment of transparency and collegiality, resulting in trust that encourages the expression and consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest (Standard 2.A.1).

3. The evaluation committee recommends that the institution integrate all campus plans into a comprehensive planning process (Standard 3.A.1).

4. The evaluation committee recommends that the institution continue to work to clarify the ways in which it will use assessment results to inform and strengthen programs and services, and to demonstrate institutional improvement, mission fulfillment, and sustainability (Standards 4.A, 4.B, 5.A, and 5.B).

5. The evaluation committee recommends that the institution develop and implement a process of ongoing assessment of student learning outcomes for its General Education program (Standard 4.A).

Commission Action Regarding Institutional Compliance Within Specified Period Policy

If the Commission determines that an institution it accredits is not in compliance with a Commission standard for accreditation or an eligibility requirement, the Commission will immediately initiate adverse action against the institution or require the institution to take appropriate action to bring itself into compliance within a time period that shall not exceed: (1) twelve months, if the longest program offered by the institution is less than one year in length; (2) eighteen months, if the longest program offered by the institution is at least one year, but less than two years, in length; or (3) two years, if the longest program offered by the institution is at least two years in length.

The Commission may extend the period for compliance noted above should it reasonably expect that, based upon the institution's progress toward meeting the Commission's standard for accreditation or eligibility requirement, the institution will come into full compliance within a reasonable timeframe. Should an institution deem that as a result of mitigating circumstances it is not able to comply with the standard for accreditation or eligibility requirement within the specified period of time, the institution may submit a written request to the Commission for additional time to come into compliance with the standard for accreditation or eligibility requirement. The request is to be submitted prior to the time limit for corrective action set forth by the Commission, provide a detailed explanation of the reasons why the institution cannot comply with the standard for accreditation within the designated time period, and demonstrate that the institution is making good progress in meeting the standard for accreditation. Following a review of the request, the Commission will make a determination as to whether the institution has based its request on valid reasons. If the Commission determines that the institution has substantiated good cause for not complying within the specified time period and is making good progress to come into compliance, the Commission will extend the period for achieving compliance and stipulate requirements for continuing oversight of the institution's accreditation during the extension.

1997
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Feedback Timeline of Events:

Date	Meetings/Open Forums
August & September 2015	• August 31: Faculty Senate • September 15: Council of Deans (then as part of the bi-monthly meeting updates) • September 1 – November 6 Subcommittees review/revise draft core theme descriptor language, objectives, and indicators
October 2015	• October 1: Faculty/Staff Open Forum – Pocatello/Idaho Falls • October 6: Faculty/Staff Open Forum – Meridian • October 14: Faculty/Staff Open Forum – Pocatello/Idaho Falls • October 19: IEAC Steering Committee Meeting • October 20: Student Open Forum – Meridian • October 21: College of Technology • October 22: College of Arts & Letters
November 2015	• November 2: Graduate School • November 3: Advancement, General Counsel, Controller • November 4: Student Open Forum – Pocatello/Idaho Falls • November 16: IEAC Steering Committee Meeting • November 19: Meridian Faculty Advisory • November 30: Faculty Senate
December 2015	• December 1 – 14: Campus-wide distribution of proposed, revised mission and core themes for final comments • December 14: IEAC Steering Committee Meeting • December 15 – 18: Consolidate feedback received and prepare final revised draft mission and core themes
January 2016	• January 11: Faculty Senate • January 19: Council of Deans

March 1, 2016	• Year 1 Report Due & Response to Recommendation 1 and 2 due to NWCCU (without visit as part of regular report)
	    Recommendation 1: The evaluation committee recommends that Idaho State University either revise its mission statement or review and revise its core themes, indicators, and benchmarks/targets to ensure that they encompass the entirety of the present mission statement (Standard 1.A.2 and 1.B.1).
	
	    Recommendation 2: The evaluation committee recommends that the institution build upon its present governance framework by promoting an environment of transparency and collegiality, resulting in trust that

	encourages the expression and consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest (Standard 2.A.1)
Fall 2017	• Response to Recommendations 3 and 4 due to NWCCU **Recommendation 3:** The evaluation committee recommends that the institution integrate all campus plans into a comprehensive planning process. (Standard 3.A.1) **Recommendation 4:** The evaluation committee recommends that the institution that the institution continue to work to clarify the ways I which it will use assessment results to inform and strengthen programs and services and to demonstrate institutional improvement, mission fulfillment, and sustainability (Standards 4.A, 4.B, 5.A, and 5.B).

SUBJECT
Board Policy I.E. Executive Officers – Second Reading

REFERENCE

October 2007	Board approved second reading of Board Policy I.E. Executive Officers.
December 2008	Board approved the first reading with changes of Board Policy I.E. Executive Officers, multi-year contracts.
February 2009	Board discussion of Board Policy I.E. Executive Officers
June 2009	Board approved second reading I.E. Executive Officers with amendments, multi-year contracts.
August 2009	Board Approved first reading with changes of Board Policy I.E.4. Reimbursement of expenses
October 2009	Board approved second reading of Board Policy I.E.4 Reimbursement of expenses
October 2010	Board approved first reading of Board Policy I.E.2. Presidents/Agency Heads allowing CEO's to receive stipends or other forms of compensation for unrelated duties or activities
December 2010	Board approved second reading of Board Policy I.E.2
December 2015	Board approved first reading of Board Policy I.E. Executive Officers

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

BACKGROUND/DISCUSSION
From time to time events arise related to the institutions that garner media attention. The current practice has been for the institution presidents to contact the Executive Director and/or the Board president and notify them of any such events. Recently there have been a couple of events involving student athletes that have garnered media attention. In response, the Athletics Committee have discussed ways in which to improve notification or reporting of similar events to the Board office and the Board. As a result of these discussions, the committee is recommending the codification of this practice in the form of the attached policy amendment.

IMPACT
Approval of the policy changes will place in Board policy the requirement that institution presidents report within 24 hours any developments that are likely to be an interest to the media.

ATTACHMENTS
Attachment 1 – First Reading I.E. Executive Officers   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy section I.E. Executive Officers, incorporating the reporting requirement, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I.   GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: E. Executive Officers   **February 2016**

1. Executive Director

   The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

   a. Responsibilities

      The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

      For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

   b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

      i. Relations with the Board

         1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

         2) Effective communication among the Board, the Board office, and the institution or agency.

         3) Preparation of such budgets as may be necessary for proper reporting and planning.

4) Transmittal to the Board of recommendations initiated within the institution or agency.

5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.

6) Notification to Board President or Executive Director of any out-of-state absence exceeding one week.

ii. Leadership of the Institution or Agency

1) Recruitment and retention of employees

2) Development of programs, in accordance with an evolving plan for the institution or agency.

3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.

4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.

iii. Relations with the Public

1) Development of rapport between the institution or agency and the public that each serves.

2) Official representation of the institution or agency and its Board-approved role and mission to the public.

c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment

actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.

ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.

iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.

iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.

v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination
In the event a chief executive officer's appointment is terminated by Board action (for or without cause), than such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement

a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.

To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.

b. Each institutional President shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.

If an institutional President does not elect to use a vehicle provided by the institution, the institution will provide the President a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs.

c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)

d. Foundation Provided Funds for Compensation, Perquisites or Benefits

Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.

4. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business

purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

i. staff privileges for activities, events and campus facilities;

ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

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SUBJECT
>   Amendment to Board Policy I.Q. Accountability Oversight Committee – Second Reading

REFERENCE

October 2012	The Board approved the first reading of proposed changes to Board Policy III.AA.
December 2012	The Board approved the second reading of proposed changes to Board Policy III.AA. and moved the policy to section I.Q.
April 2015	The Board approved the first reading of proposed changes to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
June 2015	The Board approved the second reading of proposed changes to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
December 2015	The Board approved the first reading of proposed changes to Board Policy I.Q.

APPLICABLE STATUTE, RULE, OR POLICY
>   Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION
>   The Board's Accountability Oversight Committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the Board's Accountability Oversight Committee. The committee is currently composed of two Board members, the Superintendent of Public Instruction, and four (4) at-large members appointed by the Board.

>   The proposed changes to the policy would add one additional member to the Accountability Oversight Committee who would be a representative with experience in special education.

IMPACT
>   The proposed changes would add additional expertise to the committee to provide for thorough recommendations to the Board on the states accountability system.

ATTACHMENTS
        Attachment 1 – Board Policy I.Q., Accountability Oversight Committee   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
        There were no changes between first and second reading. Should the Board approve the changes, a recommendation for the new committee member will be brought to the Board at the April Board meeting. Board staff recommends approval.

BOARD ACTION
        I move to approve the second reading of amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1.

        Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: Q. Accountability Oversight Committee   February 2016

1. Overview
    The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

2. Duties and Responsibilities
    a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.

    b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

3. Meetings and Operating Procedures
    The committee shall meet twice annually, additional meetings may be called by the Chair as needed.

4. Membership
    The committee membership shall consist of:

    - Two members of the Idaho State Board of Education, appointed by the Board president;
    - The Superintendent of Public Instruction or designee; and
    - ~~Four~~Five members at-large appointed by the Board, one of which will ~~chair the committee and shall serve a term of one year as chair~~ have experience serving in a school district in a special education capacity. The chair of the committee shall be elected from one of the at-large members and shall serve no-more than one consecutive annual term as chair.

5. Terms of Membership
    Board members appointed to the committee serve at the pleasure of the president of the Board. Committee members appointed by the Board shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

6. Reporting
This committee shall report directly to the Board.

SUBJECT
> Temporary Rule IDAPA 08.01.14.105, Rules Governing Pay for Success Contracting

APPLICABLE STATUTE, RULE, OR POLICY
> Section 33-125B, Idaho Code

BACKGROUND/DISCUSSION
> During the 2015 legislative session, section 33-125B, Idaho Code pertaining to pay for success contracting was enacted. The purpose of this section is to allow the State to enter into agreement with private entities whereby the entity bears the burden of financing the cost of a program with the State payments for the services based on the contractor meeting pre-negotiated metrics focused on student outcomes.
>
> This new section of Idaho Code authorizes the State Department of Education to enter into contracts for services based on performance outcomes and created an oversight committee to evaluate proposals and make determination on whether or not the Department of Education will enter into negotiations regarding the proposals. Contracts can be initiated by either the Department of Education identifying a need and releasing a request for information or through individual entities submitting a proposal to the oversight committee. Additionally, the State Board is authorized to promulgate rules for the implementation of the law.
>
> At the close of the 2015 legislative session, Board staff received inquiries regarding the promulgation of rules for this section, given the detail outlined in Section 33-125B, Idaho Code, there were no areas that were identified at the time that needed further clarification. Since that time one proposal was submitted to the oversight committee for consideration. As the proposal worked through the process, a few areas were identified that needed further clarification through Administrative Code. Due to the time that it took to develop the proposal, the areas that needed clarification were not brought forward in time to work through last year's rule promulgation timeline. Because the normal rulemaking process takes close to a year to complete, it has been requested by legislators that the Board consider a temporary rule that would provide the needed clarification and allow for proposals to be submitted to the oversight committee during this next year, rather than waiting until the close of the 2017 legislative session to have clarifications in place.
>
> The areas identified for clarification are:
> * the process for an interested party to submit a proposal for the oversight committee's review,
> * timeline for which proposals with be submitted to the oversight committee and reviewed, and
> * the type of individuals that would make up the negotiation team.

IMPACT

Approval of the temporary rule will set out guidelines for individuals to submit proposals and timelines for which they can expect the proposal to move through the process.

ATTACHMENTS

Attachment 1 – Temporary Rule IDAPA 08.01.14   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rules qualifies as a temporary rule as it is coming into compliance with state law.

Following the close of the 2016 legislative session Board staff will initiate the negotiated rulemaking process and bring back a proposed, and then pending, rule for consideration by the Board. If approved by the Board, the pending rule will then go to the 2017 legislature for consideration. If accepted by the legislature the pending rule will become effective at the close of the legislative session.

Staff recommends approval.

BOARD ACTION

I move to approve the Temporary Rule IDAPA 08.01.14. Rules Governing Pay for Success Contracting as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____