

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 20, 2017**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO – ANNUAL REPORT AND CAMPUS TOUR	Information Item
2	COEUR D’ALENE TRIBE EDUCATION PIPELINE	Information Item
3	2017 LEGISLATIVE UPDATE	Information Item
4	COLLEGE AND CAREER READY DEFINITION	Information Item
5	EDUCATOR PIPELINE WORKGROUP UPDATE	Information Item
6	MATH WORK GROUP UPDATE – MATH ISAT PERFORMANCE DATA	Information Item

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SUBJECT

University of Idaho (UI) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the University of Idaho 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

The University of Idaho's strategic plan drives the University's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENT

Attachment 1 – Progress Report

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BOARD ACTION

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SUBJECT

Coeur d'Alene Tribe Education Pipeline

REFERENCE

April 2016

Board received information and update on the State Tribal Education Partnership (STEP) grants with the Nez Perce Tribe and the Coeur d'Alene Tribe.

BACKGROUND/DISCUSSION

The Coeur d'Alene Tribe has developed a comprehensive education pipeline that acknowledges and seeks to understand the areas where students are lost in the pipeline and provide supports to those areas. Developed in 2007 and updated and refined regularly since that time, the education pipeline provides a visual illustration of the tribe's existing state of affairs regarding education and workforce development. The pipeline features 15 sequenced educational groupings: early childhood, primary education (K-2), elementary education (3-6), middle (7-8), high school (9-12), adult education, undergraduate education, graduate education and career.

IMPACT

The presentation and subsequent discussion will provide an update of successes the Coeur d'Alene Tribe Department of Education have had in developing a comprehensive education pipeline for students starting in early childhood and ending with graduate and professional degrees.

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Attachment 1 – Handout – Coeur d'Alene Tribal Pipeline

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STAFF COMMENTS AND RECOMMENDATIONS

The work the Coeur d'Alene Tribe has done on their education pipeline is an example of how targeted supports and continued focus by the community as a whole can show measurable improvements in outcomes for students. The model used by the Coeur d'Alene tribe provides for examples that could be replicated in other parts of the state for providing targeted supports to students.

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2017 Legislative Update

REFERENCE

June 2016	The Board approved legislative ideas for the 2017 legislative session.
September 23, 2016	The Board approved 2017 legislation
December 2016	The Board approved two additional pieces of legislation (STEM School Designation and Adult Postsecondary Completion Scholarship) and authorized Board staff to collaborate with the Governor's staff to support the legislation as it moves through the legislative process.
February 16, 2017	The Board received and update regarding progress of Board sponsored legislation. The Board also approved one additional piece of legislation regarding waiving minimum K-12 instructional hours.

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2017 legislative session. The Board approved twenty-two (22) bills and one (1) concurrent resolution for introduction and supported two (2) pieces of legislation related to the Governor's education initiatives for the 2017 legislative session.

The following list provides the status of legislation submitted or endorsed by the Board as of April 10, 2017:

Board Submitted Bills:

H36: Repeals existing law to remove an obsolete provision of law prohibiting fraternities, sororities, and secret societies in elementary and secondary schools. Status: Signed by Governor

H37: Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers. Status: Signed by Governor

H58: Repeals existing law to remove an obsolete provision of law relating to teaching certificates obtained during or prior to 1947. Status: Signed by Governor

H73: Amends existing law to provide that upper division courses and programs are allowable at a public community college if the taxing district meets certain requirements regarding population and total taxable property value. Status: Signed by Governor

H74: Amends existing law to clarify the sequence of appointments to the Public Charter School Commission. Status: Signed by Governor

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H75: Removes obsolete provisions relating to the education of expectant mothers; and to remove the funding provision for such programs. Status: Signed by Governor

H105: Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of literacy instructional skills by the teacher prep candidate. Status: Signed by Governor

H106: Amends existing law to require accredited residential schools to remain under the jurisdiction of the Department of Health and Welfare. Status: Passed House, Failed in Senate

H107: Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii. Status: Signed by Governor

H113: Amends existing law to provide that a teacher or administrator who retires at age 60+ years and who again becomes employed may continue receiving benefits and not accrue additional years of service, under certain conditions. Status: Signed by Governor

H242: Amends existing law to authorize a waiver of minimum instructional hours after a disaster declaration under certain conditions. Status: Transmitted to Governor for Signature

H252: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system. Status: Reported Printed and Referred to House Education

H253: Amends existing law to revise the definitions of "instructional staff," "measurable student achievement," and "performance criteria." Status: Transmitted to Governor for Signature

S1014: Amends existing law to require each school district and public charter school to submit a technology plan to the State Department of Education. Status: Held, Senate Education Committee

S1015: Amends existing law to revise the definitions of "instructional staff," "measurable student achievement," and "performance criteria" for the career ladder. Status: Passed Senate, Replaced with H253

S1018: Repeals existing law relating to school accountability report cards. Status: Signed by Governor

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S1019: Repeals existing law to provide for school safety patrols, and adds to existing law to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations. Status: Signed by Governor

S1029: Amends existing law to provide for a technical correction that clarifies that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and authorizes the school districts to grant credit for career technical courses. Status: Signed by Governor

S1030: Amends existing law to provide for the dual enrollment of a nonpublic or public charter school student in a public charter school or public school district school. Status: Signed by Governor

S1033: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system. Status: Passed Senate, Replaced by H252

S1059: Amends existing law to extend eligibility for master teacher premiums to pupil service staff employees under certain conditions. Status: Signed by Governor

SCR105: Stating findings of the Legislature and authorizing the State Board of Education to enter into agreements with the Idaho State Building Authority to finance construction of the Idaho Cybercore Integration Center and the Idaho Collaborative Computing Center. Status: Adopted, delivered to Secretary of State.

Board Supported Bills:

H190: Adds to existing law to provide for the Adult Postsecondary Completion Scholarship. Status: Passed House Education Committee; Held on House Third Reading Calendar, returned to committee

H70: Adds to existing law to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation. Status: Signed by Governor

General Fund Appropriations

The FY 2018 General Fund appropriations to all major education spending categories increased compared to FY 2017 levels.

K-12	\$1.67 billion (+7.4%)
Community Colleges	\$39.4 million (+6.7%)
Four-Year Institutions	\$287.1 million (+2.7%)

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Career Technical Education \$65.4 million (+5.3%)

Additional Education Legislation Highlights

HCR12 – 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.

S1147 – Amends and adds to existing law to provide for the transfer of college credits at full value from one Idaho public college or university to another. Status: Held in Senate Education Committee

The attached summary provides the final status of each Board bill, as well as other education-related legislation.

IMPACT

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

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Attachment 1 – Idaho Legislature - 2017 Legislative Session Education Legislation	Page 5
Attachment 2 – College and University Budget Highlights	Page 20
Attachment 3 – Community College Budget Highlights	Page 21
Attachment 4 – Public Schools Budget Highlights	Page 22

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be prepared to renew specific legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system.

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SUBJECT

College and Career Readiness Competencies

BACKGROUND/DISCUSSION

The executive director of Office of the State Board of Education hosts a quarterly collaboration meeting with the following agency-level executives:

- Department of Commerce (Megan Ronk)
- Department of Education (Pete Koehler)
- Department of Labor (Ken Edmunds)
- Division of Career & Technical Education (Dwight Johnson)
- Governor's Office (Marilyn Whitney)

At the September 2016 quarterly meeting, the group discussed different activities and necessities around college and career readiness. One of the outcomes of this discussion was the conclusion that “college and career readiness” means a lot of different things to our respective entities and stakeholders. This definitional dissonance is counterproductive and inhibits leveraging the work of our respective agencies. Therefore, the group agreed to convene a larger work group with industry representation, the sole purpose of which would be to develop a common definition of “college and career readiness” for the Board’s consideration. The work group was composed of the following individuals:

Agency:	
Board of Education	Linda Clark
Department of Education	Pete Koehler
Div. of Career-Technical Education	Adrian San Miguel
Department of Labor	Ken Edmunds
Economic Advisory Council (Commerce)	Arlen Wittrock
2-Year Institution	
CSI	Todd Schwarz
NIC	Laura Umthun
4-Year Institution	
ISU	Vince Miller
LCSC	Lori Stinson
Indian Education Representative	
	Dr. Yolanda Bisbee, UI Exec. Dir. of Tribal Relations
Industry Partners:	Contact:
Idaho Business for Education	Rod Gramer
Idaho National Lab	Mark Holubar, Director of HR & Diversity
McCain Foods	Jeff McCray, Plant Manager
Idaho Power	Angelique Pruitt, Regional Operations Mgr

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The work group met once in November 2016, and over the course of a couple hours, the group coalesced around a purpose statement, definition and list of core competencies (Attachment 1).

IMPACT

Utilization of a common definition and competencies for college and career readiness would help state agencies, institutions and public schools align efforts, expectations and outcomes.

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Attachment 1 – College and Career Readiness Competencies

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STAFF COMMENTS AND RECOMMENDATIONS

In addition to aligning expectations across systems such as education (K-20), labor, and commerce, a clear college and career readiness definition would allow the Board to:

- 1) build support and awareness of the expectations for students graduating from high school;
- 2) help to focus and align state education initiatives and goals; and
- 3) move toward a seamless alignment of graduation requirements and skills and competencies for incoming postsecondary students, including how those skills and competencies will be measured. A college and career readiness definition that is aligned across sectors will serve as a foundation for strong cross-sector strategic planning to ensure more students are prepared to successfully make the transition from high school and eventually postsecondary education to their next learning experience or the workforce.

Staff recommends Board review and discussion of the proposed purpose statement, definition and list of core competencies; and provide feedback to staff regarding suggested edits and appropriate next steps prior to formal Board approval and ultimately implementation. Once a final definition is approved by the Board the definition will be used to inform policy and specific strategies and actions that will ensure students are well positioned to succeed.

BOARD ACTION

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SUBJECT

Idaho Educator Pipeline Workgroup Update

REFERENCE

August 2015	The Board approved a proposed rule reorganizing IDAPA 08.02.02 and discussed the miss-alignment of current certification practices with Idaho Administrative Code.
December 2015	The Board discussed the initial teacher pipeline report and requested additional data points be added.
August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendation to the Board regarding educator pipeline barriers and solutions.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

In late 2014, as part of the of the Career Ladder subcommittee work on tiered certification, it was discovered that there were a number of practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Idaho statute charges the State Board of Education (Board) to set the requirements for teacher certification, within specified minimum requirements. The more specific requirements are set by the Board in Administrative Code. In 2015 Board staff, working with State Department of Education staff, started looking at the practices that had developed over time and the codified certification requirements to identify which areas of the administrative rules should be changed and which practices needed to be changed to be compliant with Administrative Code. A broad stakeholder group of educators was formed and provided input on the certification changes the Board approved in 2016. The initial Administrative Code changes to address the certification discrepancies were promulgated throughout 2016 and presented and accepted by the 2017 Legislature, they are now in effect. At the same time Board staff started working on a comprehensive report that would help to quantify the teacher shortage in Idaho and identify barriers or areas of weakness within Idaho's educator pipeline that could addressed through additional policy work. The pipeline report looks at the supply and demand of educators in Idaho, from recruitment into teacher preparation programs to attracting and retaining highly qualified educators in schools in all parts of the state, including hard to fill teaching positions.

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion

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at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup is made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved teacher preparation programs along with additional state policy makers. The attached report provides the Board with a status update on the work of the group and will provide the Board with the opportunity to provide feedback and additional direction or identification of priority areas prior to their next meeting.

IMPACT

The attached report will help to inform on the work being done by the Board's Educator Pipeline Workgroup and provide an opportunity for additional direction.

ATTACHMENTS

Attachment 1 – Teacher Pipeline Initial Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest by other state policymakers in looking for solutions to address the difficulty many school districts and charter schools have in hiring certificated staff. While there has been a general understanding that school districts and charter schools experience difficulty in hiring for a variety of reasons and that this is common in states across the nation, the Teacher Pipeline Report is the first comprehensive effort Idaho has taken in looking at the many variables that impact each other as well as the ultimate outcome of having high quality and effective educators available for all students around the state, regardless of geographic area or subject being taught. As work on this initiative progresses Board staff will continue work to refine the report, allowing the Board to use the information to inform decision making. Simultaneously, the workgroup will continue work on bringing forward recommendations to the Board for consideration. While the workgroup will, over a period of time, address all areas of the educator pipeline, the initial focus will be on instructional staff. As work progresses, additional areas will be prioritized and addressed. Those areas that have been initially identified as the most viable or can be undertaken quickly and effectively as part of the broader solutions will be brought forward for the Board's consideration first. Based on the progression of work, initial recommendations that may impact Administrative Code this year would be brought to the Board for consideration at either the June or August 2017 Board meetings.

BOARD ACTION

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SUBJECT

Ad Hoc Math Workgroup Update and Preliminary ISAT Math Report

BACKGROUND/DISCUSSION

State Board of Education member David Hill is the Chair of an ad hoc mathematics workgroup, consisting of representatives from the Office of the State Board of Education, State Department of Education, STEM Action Center, Micron, Idaho National Laboratory (INL), the Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Network, and the colleges of education of the state's public institutions of higher education.

The Math Workgroup held its initial meeting on July 6, 2016. At the meeting, the group reviewed broad Idaho Standards Achievement Test (ISAT) and National Assessment of Educational Progress (NAEP) data and discussed the question that brought them together: do data reflect a K-12 mathematics performance issue for Idaho, and if so, to what extent? These data revealed that mathematics performance lags behind English Language Arts performance. NAEP data also revealed that K-12 math performance has remained relatively stagnant from 2005 to 2015. Potential reasons were hypothesized and the group identified additional, more detailed ISAT mathematics data for the research staff of the Office of the State Board of Education to provide for review.

On October 13, 2016, the Math Workgroup met a second time to review the detailed data provided by the Office of the State Board of Education. This included looking at ISAT mathematics performance data broken out by grade level, gender, ethnicity, socioeconomic status, region, and school size. Additionally, an attempt was made to analyze the impact of teacher qualifications and the type of math program (integrated vs. traditional) being used by the school on students' ISAT mathematics scores. However, at this time, the state does not have adequate data on these two areas of study to conduct an appropriate analysis. At the October meeting, the group also received information regarding a review of the effectiveness of various mathematics professional development activities throughout the state. The group requested that the Office of the State Board research staff analyze the detailed data reviewed at the meeting and provide a summary of the main takeaways. The resulting report, "A Preliminary Analysis of Idaho's Math ISAT Test Results," is provided as Attachment 1. The Math Workgroup will review this report at its next meeting on May 25th, 2017.

IMPACT

This provides the Board with an update of the work of this informal committee.

ATTACHMENTS

Attachment 1 – A Preliminary Analysis of Idaho's Math ISAT Test Results

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STAFF COMMENTS AND RECOMMENDATIONS

The Math Workgroup is an informal committee meeting to discuss new practices the state might put in place to improve K-12 mathematics performance. If the group identifies recommendations, they will be brought to the Board at a future meeting.

BOARD ACTION

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