

**WORK SESSION  
AUGUST 9, 2017**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>A</b>	<b>STATE BOARD OF EDUCATION – STRATEGIC PLAN</b>	Information Item
<b>B</b>	<b>ESSA CONSOLIDATED STATE PLAN</b>	Information Item

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**SUBJECT**

Idaho K-20 Education Strategic Plan – Goal 1

**REFERENCE**

December 2016	Board reviewed and discussed Education K-20 Strategic Plan and requested amendments for the February 2017 Board meeting
February 2016	Board approved FY18-FY23 State K-20 Education Strategic Plan

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1. Chapter 19, Title 67, Idaho Code.

**BACKGROUND/ DISCUSSION**

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, “shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law.” Through obligations set in the State Constitution and statutes, the State Board of Education (Board) provides general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct governance role as the Board of Regents for the University of Idaho and serves as the board of trustees for the other state-sponsored public four year college and universities.

The Board’s strategic plan is a forward looking roadmap used to guide future actions and define the vision and mission of Idaho’s K-20 educational system; to guide growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board’s purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October Regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. The performance measure review is a backward look at progress

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made during the previous four years toward reaching the various plan goals and objectives.

The strategic plan is broken out by high level goals that can encompass education system and more target objectives that are focused on making progress toward the goals. Performance toward the objectives is then measured by the performance measures identified in the plan and targets (benchmarks) set by the Board. Unlike a specific institution or agencies strategic plan, movement toward the Boards goals is depend on activities not only of the Board, but also actives of the institutions and agencies that make up Idaho's public education system (K-20)

Goal 1 of the Board's Strategic Plan is:

**A Well Educated Citizenry** - Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

This goal was developed in part in recognition of the value of a highly educated citizenry to the democratic ideal identified in the state constitution and the economic benefit to the state of having an educated workforce, but also the value of a quality education to the individual and an individual quality of life. Objectives identified to move Idaho toward the broader goal focus on equitable access, adult learner re-integration into the system, educational attainment (progression through the system), and quality of the education.

**IMPACT**

Discussion items from the Work Session will be used to guide future changes to the Board's strategic plan and initiatives associated with the plan.

**ATTACHMENTS**

Attachment 1 – Idaho K-20 Education Strategic Plan – Goal 1

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**STAFF COMMENTS AND RECOMMENDATIONS**

The purposed of this Work Session item is to provide for an informal opportunity for Board members to discuss the Board's roles and responsibilities

**BOARD ACTION**

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

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**GOAL 1: A WELL EDUCATED CITIZENRY**

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

**Objective A: Access** - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**Objective B: Adult Learner Re-integration** – Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.

**Objective C: Higher Level of Educational Attainment** – Increase successful progression through Idaho's educational system.

**Objective D: Quality Education** – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Equity is address for each objective by measuring the gap identified in performance measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

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Defined terms used in the strategic plans (Board Policy I.M. Annual Planning):

1. Benchmarks means performance targets for each performance measure for at a minimum the next fiscal year. Benchmarks stretch and challenge the institutions and agencies, while being realistic and achievable within the specified time frame.
2. External factors means external factors that are beyond the control of the agency that affect the achievement of goals. Key external factors to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.
3. Goals mean a planning element that describes the broad condition or outcome that the agency, institution or program is trying to achieve. Goals are the general ends toward which institutions and agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presenting in both qualitative and quantitative form.
4. Mission statements means a statement identifying the specific institution or agency purpose. A mission statement concisely identifies what the institution or agency does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the institution or agency.
5. Objectives means a planning element that describes how the institution or agency plans to achieve each goal. Objectives are clear targets for specific action. They mark quantifiable interim steps toward achieving an institution's or agencies goals. Objectives must be measurable and be time-based statements of intent. Objectives emphasize the results of institution and agency actions at the end of a specific time period.
6. Performance measures mean a quantifiable assessment of the progress the institution or agency is making in achieving a goal and objective. Performance measures are gauges of the actual impact or effect upon a stated condition or problem and are tools to assess the effectiveness of an institution or agencies performance and the public benefit derived.
7. Strategies means identified methods to achieve goals and objectives. Strategies are formulated from goals and objectives and is a means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other available resources.
8. Vision statements mean outcome based statements outlining what the institution or agency inspires to be. The vision statement provides the reader with a clear description of how the institution or agency sees the future should their goals and objectives be achieved.

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**SUBJECT**

Every Student Succeeds Act (ESSA) Consolidated State Plan Discussion

**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 Annual Measurable Progress

**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 Titles:

- 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 – 21<sup>st</sup> 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

The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state’s SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements.

**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.

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- 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.

States may submit individual plans for each Title contained in the law or they may submit a single consolidated plan. Idaho, like most states, has chosen a single consolidated plan. Title I through Title V, and Title IX are addressed in the Consolidated State Plan.

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and identifies the Board as the state entity authorized 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 (Department), the responsibility of ensuring many of the federal education requirements are carried out or implemented. Procedurally, the Department either brings forward recommendations for Board approval or develops plans and then brings those plans to the Board for approval prior to submittal to the US Department of Education. In conformance with this practice, the Department has drafted the consolidated state plan and facilitated stakeholder feedback on the proposed provisions.

In addition to the federal requirements, the Board approved a new state accountability framework in 2016. That framework is now (effective March 2017) part of state law in the form of Administrative Code. Administrative Code (IDAPA 08.02.03.112) requires the same accountability system be used for state and federal accountability purposes. The state accountability framework is provided for reference purposes in Attachment 1.

**IMPACT**

This review will provide the Board with the opportunity to discuss the Consolidated State Plan and feedback received and direct changes to be made (if applicable) prior to taking action on the ESSA Consolidated State Plan the following day.

**ATTACHMENTS**

The Consolidated State Plan is Attachment 1 in Tab 11 of the Department of Education's agenda items.

Attachment 1 – State Accountability Framework (IDAPA 08.02.03) Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required. In response to feedback



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received from stakeholders just prior to the June 2017 Board meeting, the Planning, Policy and Governmental Affairs Committee convened two stakeholder meetings to go through each section of the plan. Department of Education staff fully participated in the meetings and were provided with input for changes to the plan from the group. At the time of agenda production Board staff have not had the opportunity to review the final consolidated state plan submitted for consideration.

**BOARD ACTION**

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**Idaho's State Accountability System  
An Overview of the Framework  
(Approved by the Board 2016 – IDAPA 08.02.03)**

**Objective of System:**

**Performance Measures**

- An accountability system that meets state and federal accountability needs
- Multiple indicators used to show overall performance and school climate rather than only standardized test scores.
- Indicators to be provided on a data dashboard that present a well-rounded picture of school performance in addition to use for accountability

**Framework:**

- Schools separated into three types:
  - Elementary and Middle Schools (K-8)
  - High Schools
  - Alternative High Schools
- Indicators separated into two types:
  - Academic
  - School Quality

**K-8 Indicators**

- **Academic**
  - Idaho Standards Achievement Tests (ISAT) Proficiency
  - ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education
  - ISAT proficiency gap closure
  - Idaho statewide reading assessment proficiency
  - English Learner achieving English language proficiency
  - English Learner achieving English language growth toward proficiency
- **School Quality**
  - Students in grade 8 enrolled in Pre-Algebra or higher
  - State satisfaction and engagement survey
    - ✓ Administered to parents, students and teachers (2018-19 school year)
  - Communication with parents on student achievement (2018-19 school year)

**High School Indicators**

- **Academic**
  - ISAT proficiency
  - ISAT proficiency gap closure
  - English Learner achieving English language proficiency
  - English Learner achieving growth toward proficiency
  - Four-Year Cohort Graduation Rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term

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- Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term
- **School Quality**
  - College and Career Readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs
  - Students in grade 9 enrolled in Algebra I or higher
  - State satisfaction and engagement survey
    - ✓ Administered to parents, students and teachers (2018-19 school year)
  - Communication with parents on student achievement (2018-19 school year)

**Alternative High School Indicators**

- **Academic**
  - ISAT proficiency
  - English Learner achieving English language proficiency
  - English Learner achieving growth toward proficiency
  - Four-Year Cohort Graduation Rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term
  - Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term
- **School Quality**
  - Credit recovery and accumulation
  - College and Career Readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs
  - Students in grade 9 enrolled in Algebra I or higher
  - State satisfaction and engagement survey
    - ✓ Administered to parents, students and teachers (2018-19 school year)
  - Communication with parents on student achievement (2018-19 school year)

**Scoring and Reporting**

- All indicators will be broken-out by population subgroups
- Board to determine other methodologies for reporting indicators and determine performance expectations
  - Board to determine interim and long term measures of progress (goals)
  - Board to determine how indicators are to be weighted and combined to identify if schools are meeting interim and long term measures of progress
- 95% participation rate required or school identified as not having achieved measurable progress on ISAT Proficiency (May be calculated based on three year average)
- Board to determine to establish targets for all academic and school quality measures, schools must maintain or make progress toward targets each year.
- Accountability system applies to all public schools.