

**WORK SESSION
AUGUST 9, 2017**

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

I move to approve the 2018-2022 (FY19-FY23) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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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 – 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

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

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

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