

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

TAB	DESCRIPTION	ACTION
1	COLEGE OF SOUTHERN IDAHO REPORT	Information Item
2	IDAHO DIVISION OF VOCATIONAL REHABILITATION	Information Item
3	WORKFORCE DEVELOPMENT COUNCIL UPDATE	Information Item
4	BOISE STATE UNIVERSITY – ALCOHOL SERVICE REQUEST – DOUBLE R RANCH CLUB ROOM	Motion to Approve
5	EDUCATOR PIPELINE REPORT	Information Item
6	ANNUAL EVALUATION REVIEW REPORT	Information Item
7	HIGHER EDUCATION TASK FORCE RECOMMENDATIONS	Motion to Approve
8	STATE ACCOUNTABILITY SYSTEM – STUDENT ENGAGEMENT SURVEY	Information Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

COLLEGE OF SOUTHERN IDAHO

SUBJECT

College of Southern Idaho 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 College of Southern Idaho (CSI) 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. President Fox will provide a 15-minute overview of CSI's progress in carrying out the College's strategic plan. An overview of the points to be covered is provided in Attachment 1.

IMPACT

College of Southern Idaho's strategic plan drives the College'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.

ATTACHMENTS

Attachment 1 – Annual Progress 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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“Come Back” commercial



STATE BOARD OF EDUCATION
PROGRESS REPORT

BOARD OF TRUSTEES

				
Bob Keegan • Chair	Jan Mittleider • Vice Chair	Laird Stone • Clerk	Karl Kleinkopf • Trustee	Jack Nelsen • Trustee



STRATEGIC PLAN IMPLEMENTATION

Spring 2016

Existing strategic plan approved

Fall 2016-
Spring 2017

Initial set of assessment indicators developed

Fall 2017

Assessment metric data analyzed; scorecard under development; data informed updates made to strategic plan

February
2018

Updated plan submitted to CSI Board of Trustees



GOLDEN EAGLE ATHLETICS

- 5 NJCAA Academic All-American Teams
- 43 Individual Academic All-Americans
- National Fastpitch Coaches Association Highest GPA in the Nation (3.69) (Softball)
- 8 NJCAA All Americans
- 3 regional championships (Rodeo, Men's Basketball, Volleyball)
- 2nd Place National Finish (Volleyball)
- NJCAA Men's 8K National Champion



Core Theme 1: Community Success

Objective A: Strengthen the social fabric in the communities we serve

Objective B: Cultivate economic partnerships across the communities we serve

Objective C: Meet the workforce needs of the communities we serve



ECONOMIC DEVELOPMENT



CSI GRADUATES OPEN AUTO REPAIR BUSINESS



South Central Idaho

Planning makes perfect for brothers' auto shop dreams

2017

Casiano's Auto Repair
Ivan Casiano
Jose Casiano
Burley, Idaho
Started: 2014

College of Southern Idaho alumni, Ivan and Jose Casiano, graduated with certifications in automotive repair. When they inquired about starting their own business, instructors directed them to the Idaho SBDC. They attended the center's business planning course and developed a draft business plan with a target market of the Hispanic population in the Mini-Cassia Area.

One of the most valuable pieces of advice from the SBDC was to develop key relationships with the banker, accountant, and attorney. In 2014, when financing was secured, Casiano's Auto Repair began operations in a leased facility. In 2016, they decided to purchase the building and land as well as the adjacent lot for future development. By 2017, they had added the sale and support of tires and rims.

Ivan and Jose plan to expand the existing business, develop an adjacent business that complements the current operation and broaden their target market. They enjoy having control of the business, and the business not controlling them.

AMERICA'S SBDC IDAHO **EMPOWERING BUSINESS SUCCESS**



Core Theme 1: Community Success

Objective A: Strengthen the social fabric in the communities we serve

Objective B: Cultivate economic partnerships across the communities we serve

Objective C: Meet the workforce needs of the communities we serve



WORKFORCE DEVELOPMENT

Training Project Partners



2017

• 6,446 enrollments

Programs

- Electrical
- Plumbing
- Maintenance
- Machine Operator (NEW)

Targeted Training

- Advanced Manufacturing/Food Processing
- Healthcare
- Business Operations
- Welding
- Registered Apprenticeships
- Leadership and Employee Development





Bridge Video

Goal 2: Student Success

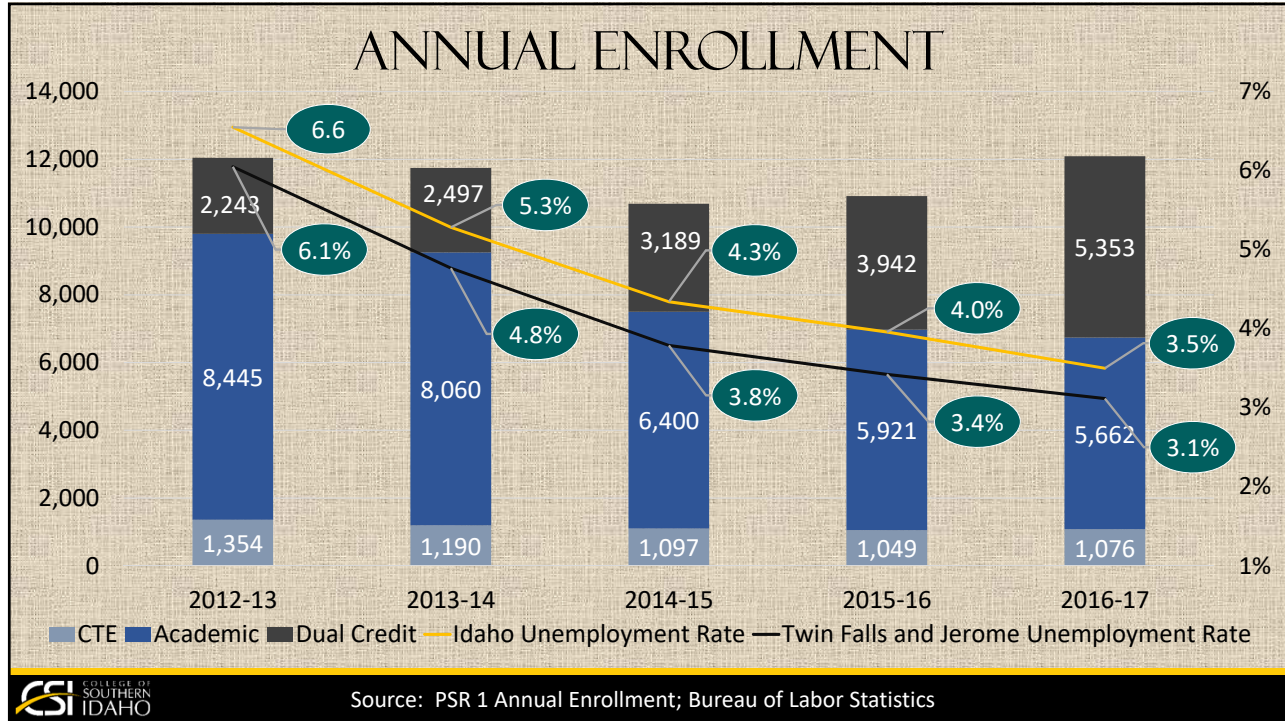
Objective A: Foster participation in postsecondary education

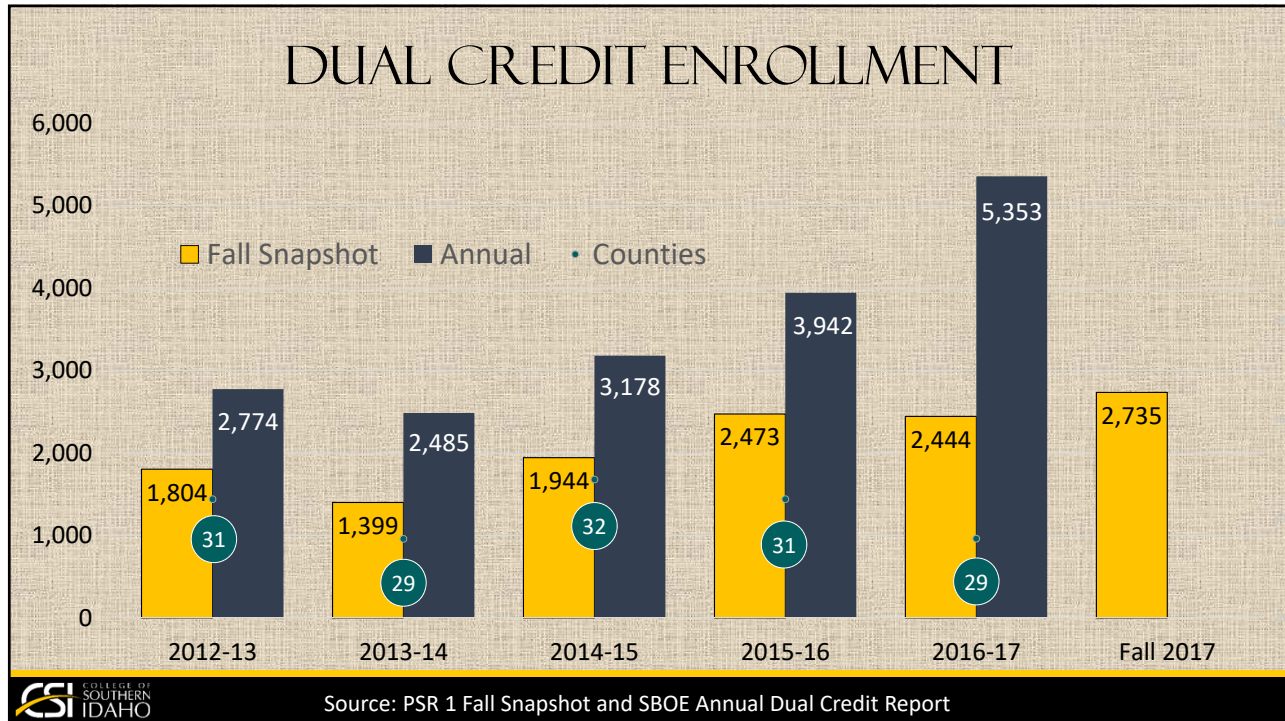
Objective B: Reinforce a commitment to instructional excellence

Objective C: Support student progress toward achievement of educational goals


Objective D: Provide evidence of achievement of student learning outcomes

Objective E: Offer opportunities for student engagement that go beyond the classroom





CSI DUAL CREDIT INNOVATION



Julie Wootton-Greener
December 5th, 2017

“New CSI program gives high schoolers a jump start on technical careers”

“It allows students to earn a technical certificate or start along that path by the time they graduate from high school.

Student: “I like it. I think it’s a pretty well put together program. It’s supposed to be one of the best around.”

“CSI is also trying out another new program for high schoolers this fall, the **Dual Credit General Education Academy.** It allows students from Magic Valley high schools to earn 40 college credits over two years.”




Photo Source: Doug Maughan, Retired Public Information Officer

Core Theme 2: Student Success

Objective A: Foster participation in postsecondary education

Objective B: Reinforce a commitment to instructional excellence

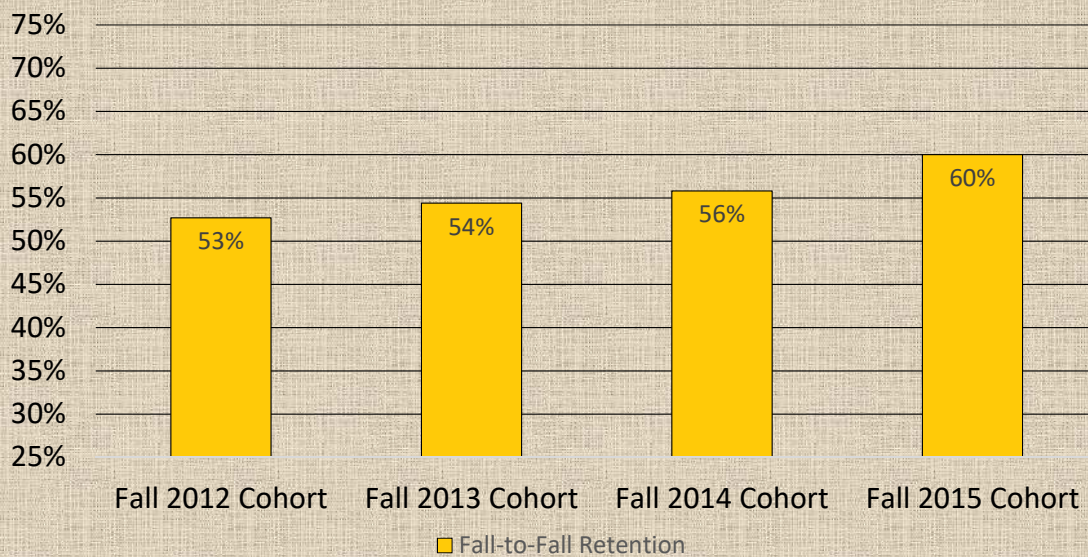
Objective C: Support student progress toward achievement of educational goals

Objective D: Provide evidence of achievement of student learning outcomes

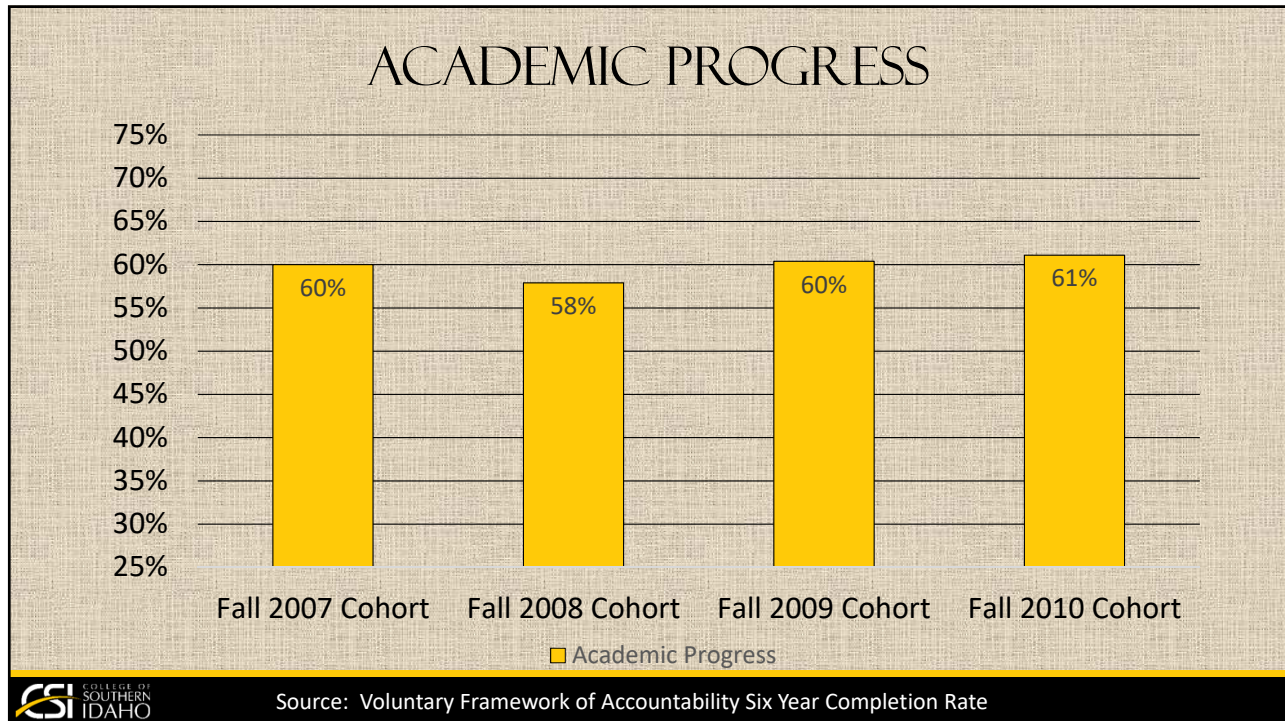
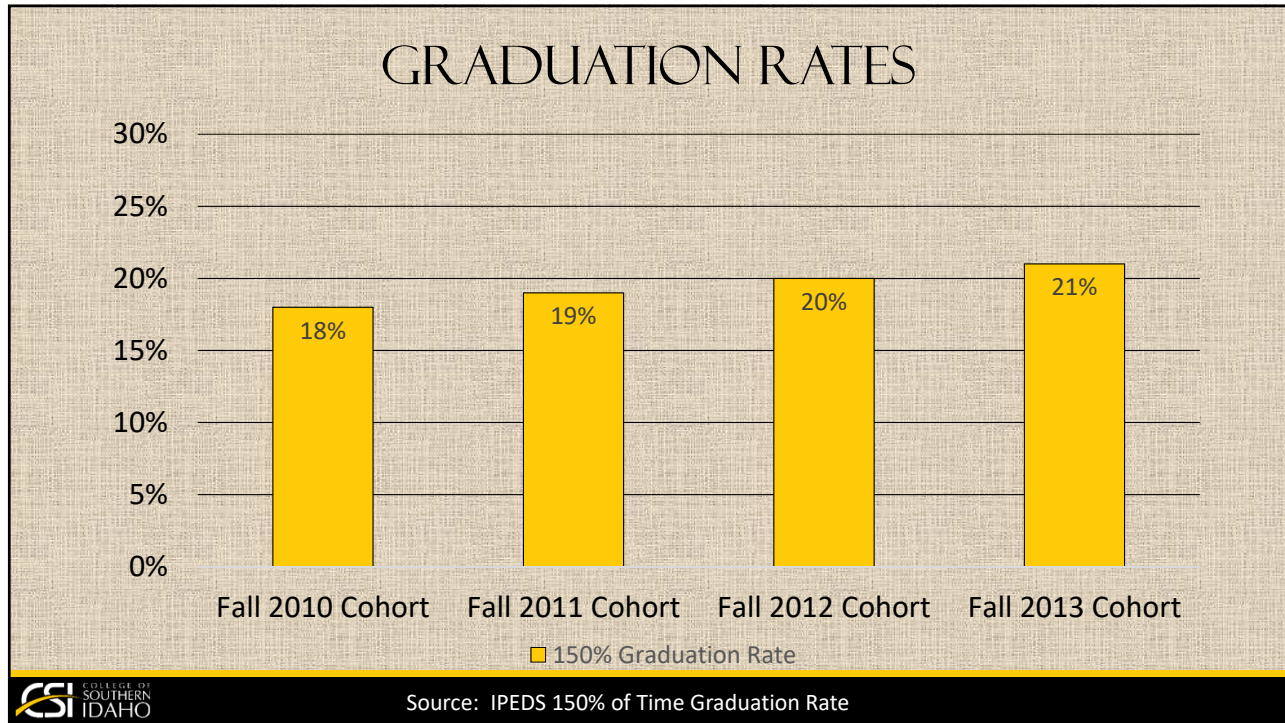
Objective E: Offer opportunities for student engagement that go beyond the classroom



FALL-TO-FALL RETENTION RATES



Source: IPEDS Fall-to-Fall Retention



Goal 3: Institutional Stability

Objective A: Provide employees with a work environment that values employee success and satisfaction

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

Objective C: Maintain a strong relationship with the CSI Foundation

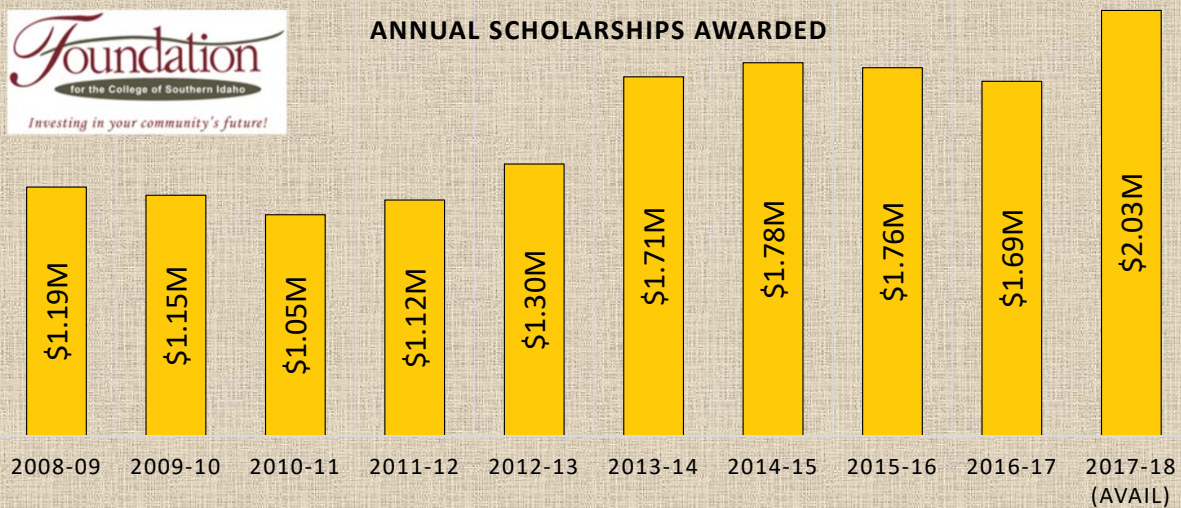
Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities



CSI FOUNDATION



ANNUAL SCHOLARSHIPS AWARDED



Source: CSI Foundation and Council for Aid to Education VSE Report



**The Board of Trustees, students, faculty
and staff thank you for all you do in
support of the College of Southern Idaho
and an educated Idaho.**



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IDAHO DIVISION OF VOCATION REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation 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 IDVR to provide an annual progress report on the agency'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.

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation Page 3

BOARD ACTION

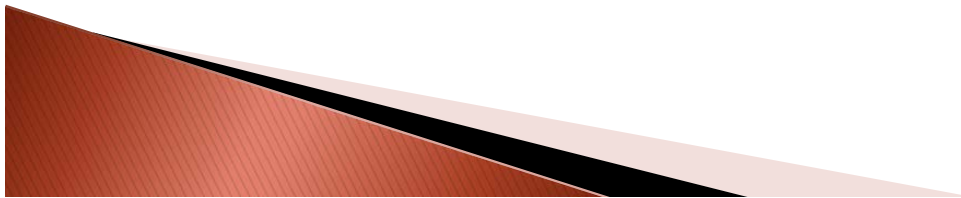
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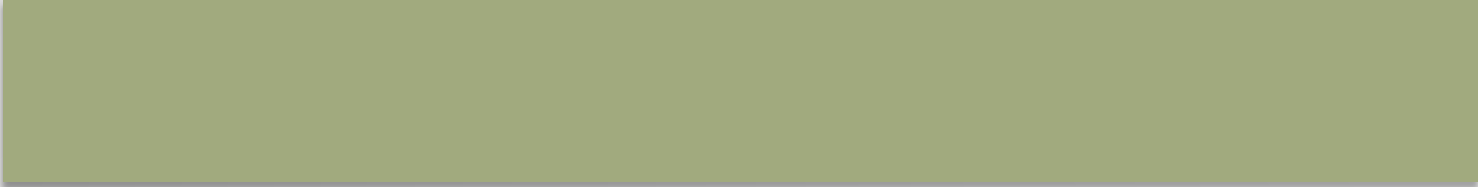
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Idaho Division of Vocational Rehabilitation

State Board of Education Presentation

December 2017

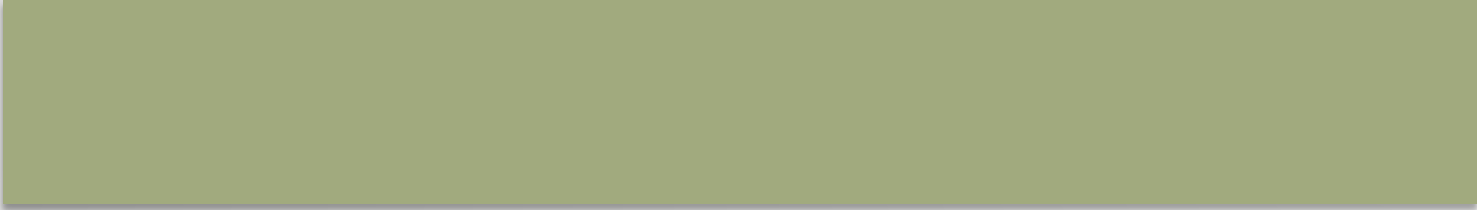


- 
- Vocational Rehabilitation
 - Extended Employment Services
 - Council for the Deaf and Hard of Hearing

VOCATIONAL REHABILITATION

“Preparing individuals with disabilities for employment and community enrichment.”

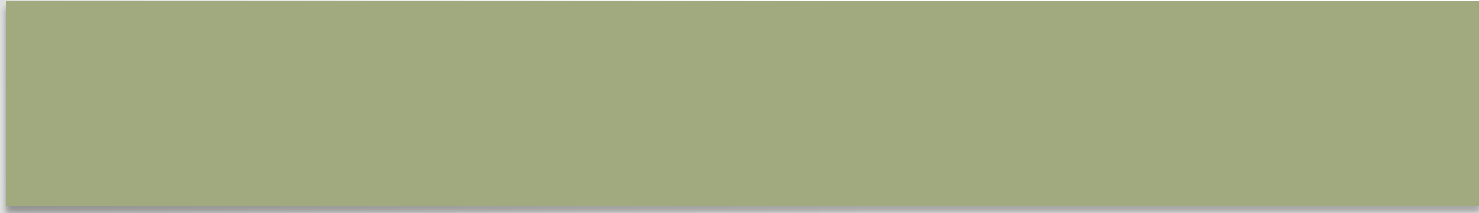




“Your Success at Work Means Our
Work is a Success”

Organizational Structure





Individualized Service



Employer Resource



Competitive Applicants



Jobs

Region 1 Coeur d'Alene

Region 2 Lewiston

Region 4 Twin Falls

Region 5 Pocatello

Region 6 Idaho Falls

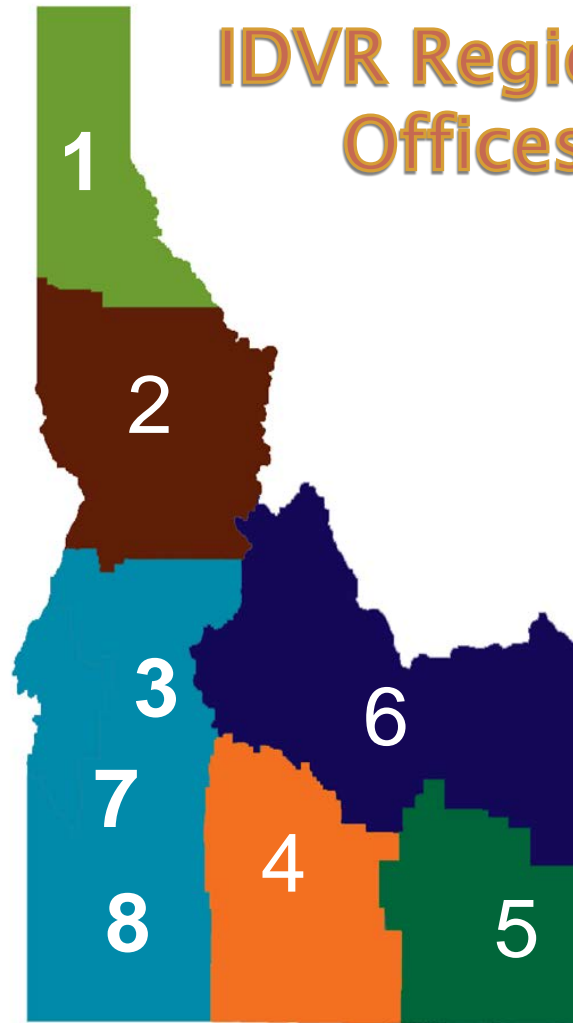
Region 3 Treasure Valley Special Programs

Region 7 Caldwell

Region 8 Boise

Treasure Valley Regions

IDVR Regional Offices



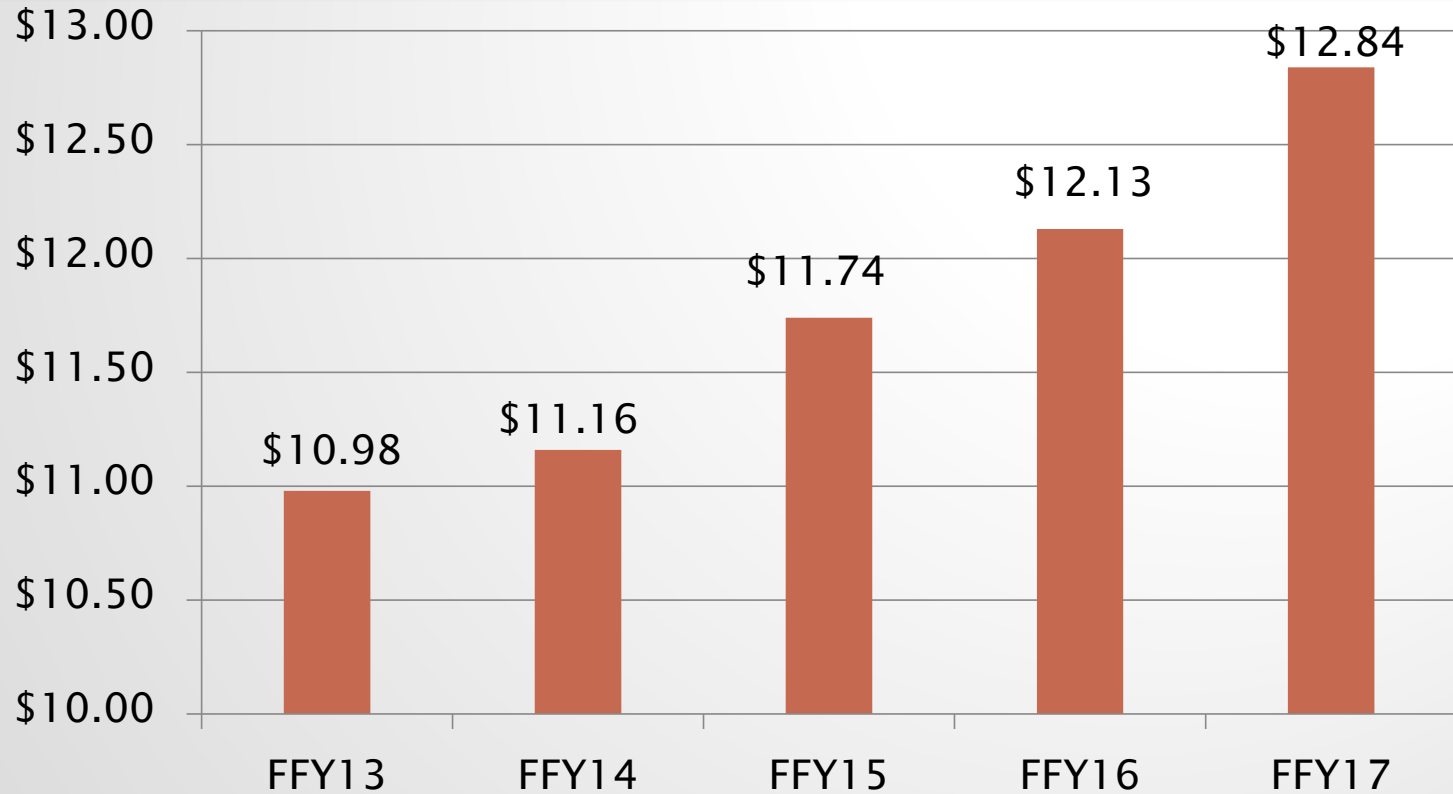
- 1 835 Successful Outcomes
- In 2017 there was a 444% increase in customer wages after receiving IDVR services
- 82% of VR customers who achieved or maintained employment reported their wages as their primary means of support

Jordan Allen



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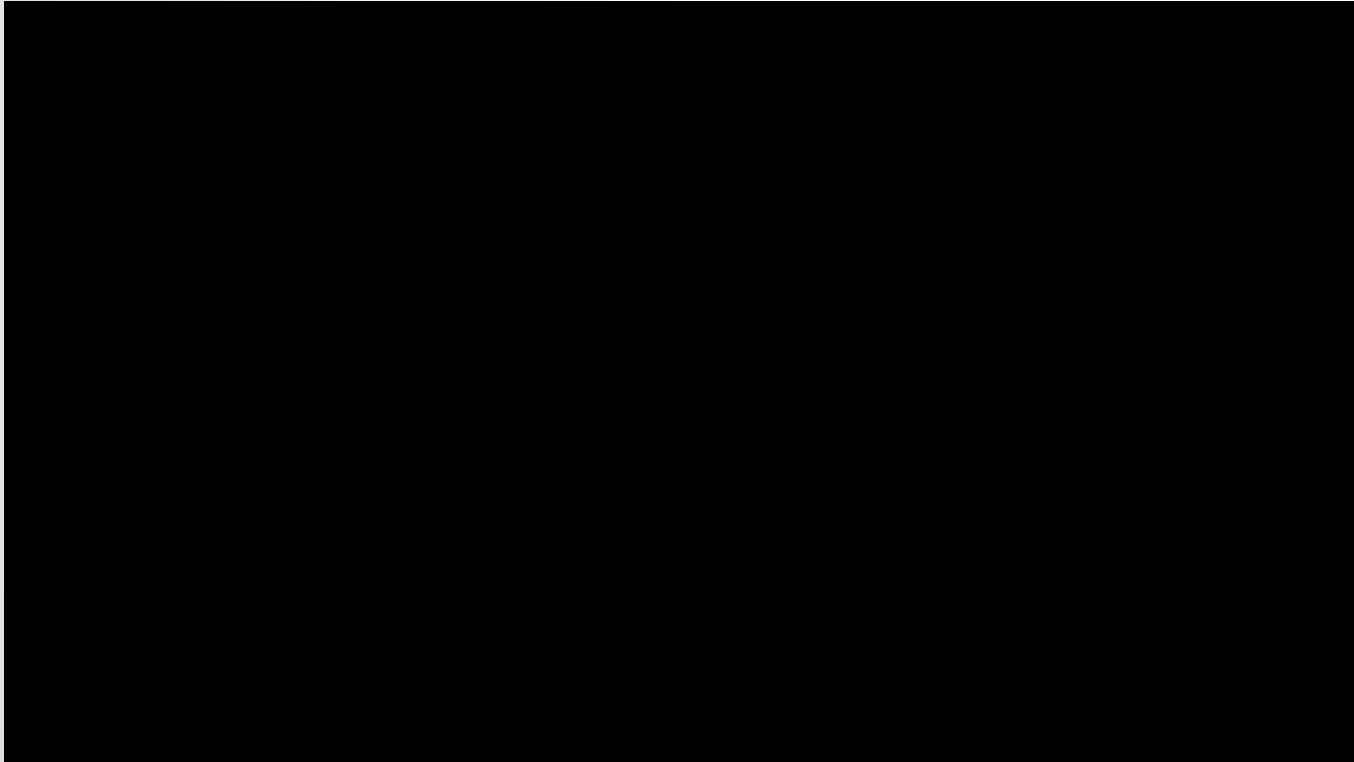
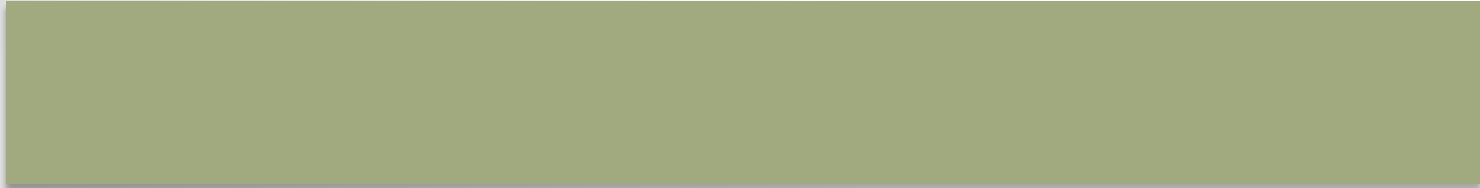
Range of Wages and Occupations

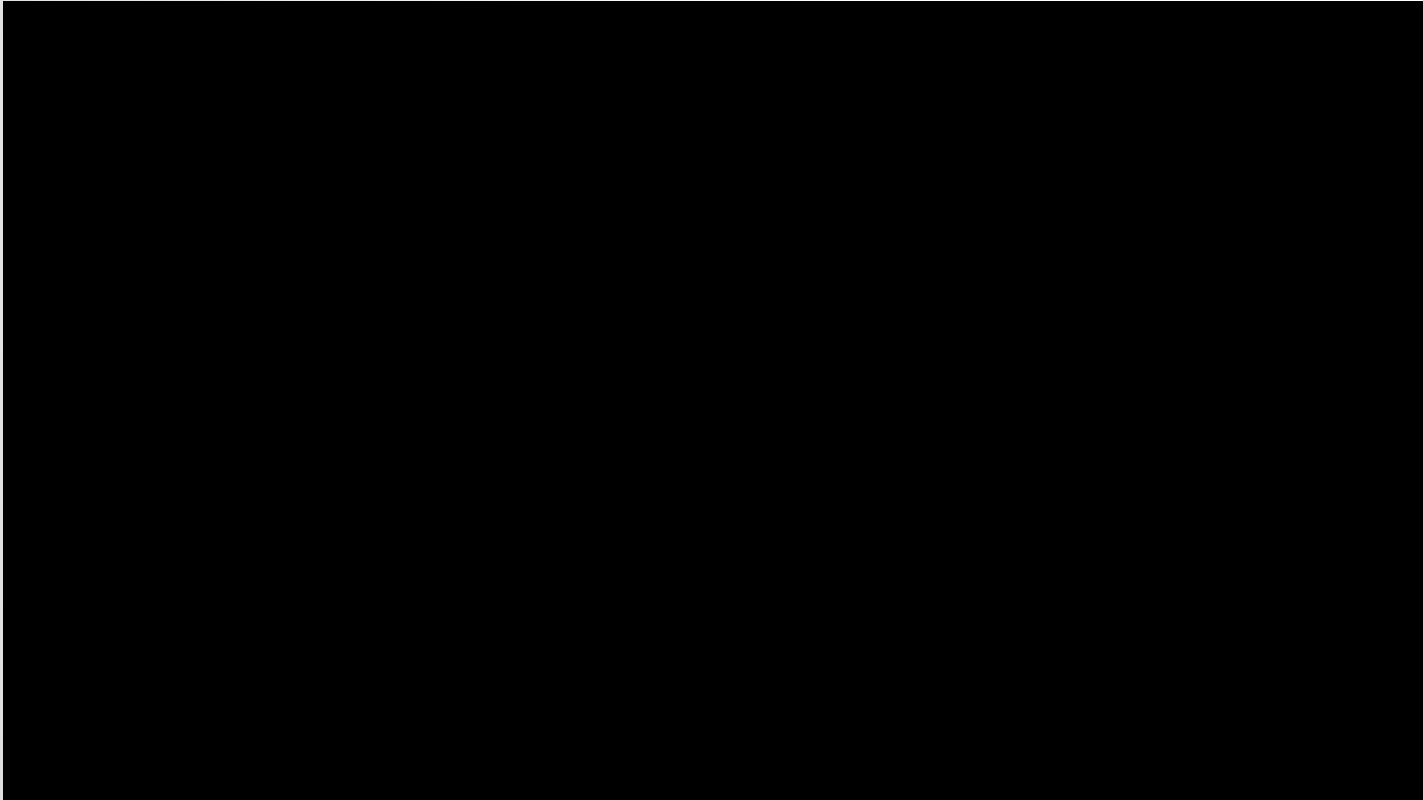
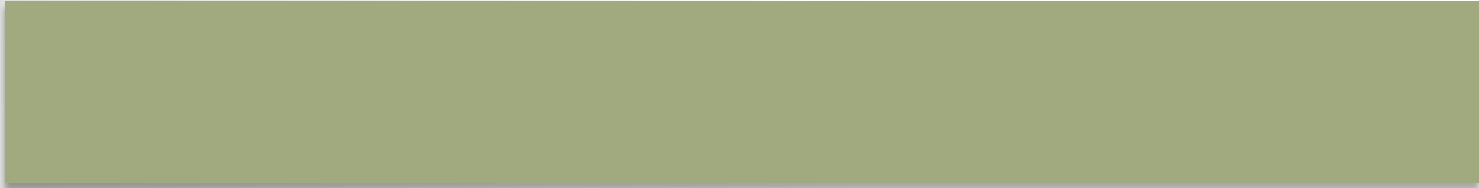
- \$8.50/hour – Ticket Takers, Fast Food Workers, Home Health Aides
- \$11/hour – Customer Service Representatives,
Stock Clerks, Upholsterers, Manicurist
- \$14/hour – Welders and Cutters, Social Workers, Construction
Trades Workers
- \$18/hour – Truck Drivers, Bill and Account Collectors, Special
Education Teachers
- \$22/hour – Licensed Practical Nurses, Postsecondary Teachers,
Police Patrol Officers
- \$28/hour – Respiratory Therapist, Radiologic Technologists,
Medicine and Health Services Managers
- \$35/hour – Veterinarian, Mechanical Engineers
- \$61/hour – Pharmacists

*Success in training programs = Success in
employment*

Post secondary funds were the highest VR
expenditures in FFY 2017





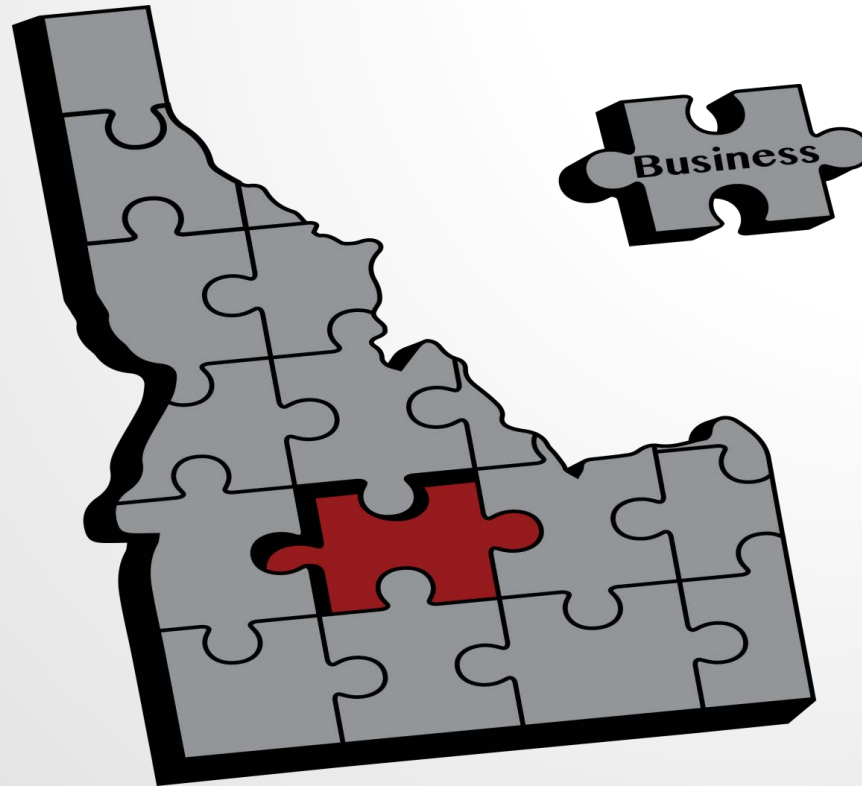




Jenny Hines



- ❖ VR provided counseling and guidance and short term training for work related software
- ❖ Internally promoted to department specialist
- ❖ \$22/hour and employer sponsored benefits





Coming Together

Employing and Retaining Individuals with Disabilities

SFY 2018 BUDGET REQUESTS

QUESTIONS?

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

IDAHO WORKFORCE DEVELOPMENT COUNCIL

SUBJECT

Workforce Development Council Update

REFERENCE

October 2017 Board received Workforce Development Council update (agenda material only – no presentation)

APPLICABLE STATUTE, RULE, OR POLICY

Executive Order 2017-12

BACKGROUND/DISCUSSION

Governor Otter updated the Executive Order establishing the Workforce Development Council on October 26, 2017. Trent Clark, Chair of the WDC, and Wendi Secrist, Executive Director, will provide an update on the transition, the responsibilities of the reconstituted Council and Idaho's participation in the National Governors Association Work-Based Learning Policy Academy.

Idaho is one of six states selected by the National Governors Association to participate in a policy academy focused on scaling high-quality work-based learning.

Work-based learning blends work experience and applied learning to develop youth and young adults' foundational and technical skills to expand their education, career and employment opportunities.

Funded by the Siemens Foundation, the policy academy will help states create and expand work-based learning opportunities that will connect youth and young adults ages 16 to 29 with career opportunities in STEM-intensive industries (those in the science, technology, engineering and math areas) such as advanced manufacturing, health care, information technology and energy. Through the policy academy, states will share best practices, develop plans to identify and scale high-quality programs and develop policies to support and sustain work-based learning initiatives.

IMPACT

Cross-agency collaboration.

ATTACHMENTS

Attachment 1 – Workforce Development Council Transition Update Page 3

BOARD ACTION

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Workforce Development Council Status Update

- Executive Order 2017-12 shifts WDC from advisory to the Department of Labor to the Executive Office of the Governor
- Executive Director appointed
- Additional council members appointed:
 - 17 representing industry
 - 7 representing the workforce (2 labor union, 2 registered apprenticeship, 1 community-based organization for veterans, one community-based organization for the disabled and one community-based organization for out-of-school youth)
 - 9 representing government (IDOL, SBOE, ICTE, IDVR, IDHW, Commerce, elected city official, elected county official, and community college representative)
 - 1 member from each chamber of the Idaho Legislature
 - The Governor or his designee

Workforce Development Council Responsibilities

Develop and implement a comprehensive
workforce development strategy

Increase public
awareness of and
access to career
education & training
opportunities

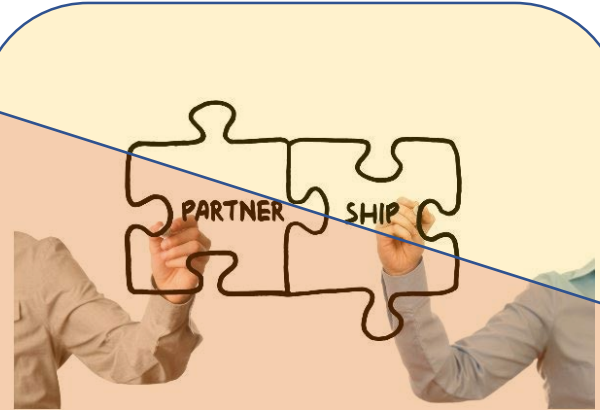
Improve the
effectiveness, quality
and coordination of
programs and services
designed to maintain a
highly skilled workforce

Helps provide for the
most efficient use of
federal, state and local
workforce development
resources

The Workforce Development Function



Training and Education



“Connecting Businesses and Education to create an outstanding workforce for today and tomorrow.”

Alignment of Curricula

Outreach – Two-way line-of-sight between jobseekers and employers



Jobseekers

National Governors Association Work-Based Learning Policy Academy

- Develop strategies to scale work-based learning opportunities that connect youth and young adults ages 16-29 (“young adults”) with middle-skills career opportunities that require knowledge in science, technology, engineering, and math (STEM) in STEM-intensive industries including advanced manufacturing, health care, energy, and information technology.
- Focus Areas
 - Vision & Communication
 - Data & Measurement
 - Resources & Policy
- Cross Agency Collaboration
 - WDC, OSBE, SDE, ICTE, Commerce, IDOL, STEM Action Center, IDVR, IDHW

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BOISE STATE UNIVERSITY

SUBJECT

Boise State University – Alcohol Service Request – Double R Ranch Club Room
– Basketball

REFERENCE

October 2017 Board amended second reading of Board Policy I.J. allowing institutions to request permission to provide alcohol service in designated venues for specified NCAA athletic events.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University requests Board approval to provide alcohol service in the Double R Ranch Club Room of Taco Bell Arena as a “Permitted Event” as outlined in Board Policy I.J, prior to each home men’s basketball game for the 2017-2018 season.

The University is seeking permission to provide alcohol service in the Double R Ranch Club Room to create a gathering place for Taco Bell Arena Hardwood Club members prior to men’s home basketball games. The Double R Ranch Club Room will serve as a restaurant-style, pre-game gathering place for patrons who are members of the Hardwood Club and invited guests. In the secure area, Hardwood Club members and invited guests will also be provided light hors d’oeuvres and non-alcoholic beverages. This space will become part of the Bronco Gameday experience. It will add value to those attending Bronco basketball games by offering unique food and drink options in a lighted, temperature-controlled environment. Alcohol service will be discontinued at tip-off, but invited guests may return to the Club Room up until the end of half-time to enjoy additional food and non-alcoholic beverages.

IMPACT

Approval will allow Boise State University to add to the men’s basketball games experience by improving the overall game day experience and adding value to those attending basketball games.

ATTACHMENTS

Attachment 1 – Double R Ranch Club Room Security Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the October 2017 regular Board meeting the Board approved changes to Board Policy I.J. Use of Institutional Facilities. As part of those amendments the

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institution may now bring forward requests to the Board to provide alcohol service in specified venues for specific NCAA sporting events. The amended policy retained the provision that all requests must come to the Board at the June regular Board meeting each year. Due to the time of the policy amendments, there was not an opportunity for the institutions to bring forward a request for alcohol service for the 2017-2018 Basketball season in compliance with the deadlines specified in the policy. Due to these timing issues Boise State University is bringing forward a request to provide alcohol service in the Double R Ranch Club Room in conjunction with men's home basketball games. This requests is in compliance with the provisions set forth in Board Policy I.J. in that the venue and the sport are specified in the policy, however, the request does not comply with the requirement that these requests only be brought forward in June. To facilitate this request the Board is also being asked to waive the requirement in Board Policy I.J.2.c. regarding the June requirement, all other provision of this section would still be required to be met.

BOARD ACTION

I move to approve the request by Boise State University to waive the requirement in Board Policy I.J.2.c that all requests for alcohol service in conjunction with NCAA athletic events be made at the regularly scheduled June Board meeting for the 2017-2018 basketball season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University for approval of In-suite/Club Room alcohol service in compliance with Board Policy I.J. in the Double R Ranch Club Room of the Taco Bell Arena for men's home basketball competitions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Boise State University
2017/2018 Men's Basketball Season - Double R Ranch Club Room
Security Plan
Taco Bell Arena**

The University is seeking permission to provide alcohol service in the Double R Ranch Club Room for the purpose of creating a gathering place for Hardwood Club members at Taco Bell Arena prior to home men's basketball games. In the secure area, Hardwood Club members and invited guests will be provided light hors d'oeuvres and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from the University's official food service provider.

The Double R Ranch Club Room will serve as a restaurant-style, pre-game gathering place for Hardwood Club members and invited guests. This space will become part of the Bronco Gameday experience. It will add value to those attending Bronco basketball games by offering unique food and drink options in a lighted, temperature-controlled environment.

As with the past years for similar events in the Stueckle Sky Center, Boise State University will provide all the control measures and follow all requirements of Board Policy regarding alcohol service. In addition, the University will conduct the pre-game activities under the following additional conditions:

1. All patrons must be Hardwood Club members or be on the guest list to enter the Double R Ranch Club Room.
2. Event begins 90 minutes prior to tip off and alcohol sales will end at the start of the game. The University may choose to have the Club Room open again during half time for guests to enjoy food and non-alcoholic beverages only.
3. The Double R Ranch Club Room will be secured to control access to and from the area. Security personnel will check for valid game tickets and Hardwood Club membership of all patrons entering the room at each entrance. Members and invited guests may enter from the exterior entrance of the Club Room or by the entrance located inside the arena.
5. An ID station will be provided, located inside the facility, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of 21.
6. There will be a queuing line for beer and wine sales. Only those patrons with wristbands will be allowed to enter the queuing line for alcohol purchases.
7. Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.

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8. No alcohol making or distributing companies will be allowed to sponsor the event.
9. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
10. The SBOE alcohol policy will be posted at the entrance of Double R Ranch Club Room on game days. This notice will state that the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
11. All Hardwood Club members will receive the SBOE alcohol policy via email or other communication method as deemed appropriate.

Double R Ranch Club Room

The Double R Ranch Club Room is used by the Taco Bell Arena for VIP events prior to concerts and other commercial events. As such, the Arena operations has experience using the room for secure alcohol service as a pre-event venue. The University will create a secure area in the Double R Ranch Club Room similar to the Stueckle Sky Center where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State basketball game patrons, as with the previous years in other venues. Boise State University will provide all the control measures and follow all requirements of Board Policy regarding alcohol service. Also, the University will conduct the pre-game activities under the following conditions:

Double R Ranch Club Room Game Day Staffing

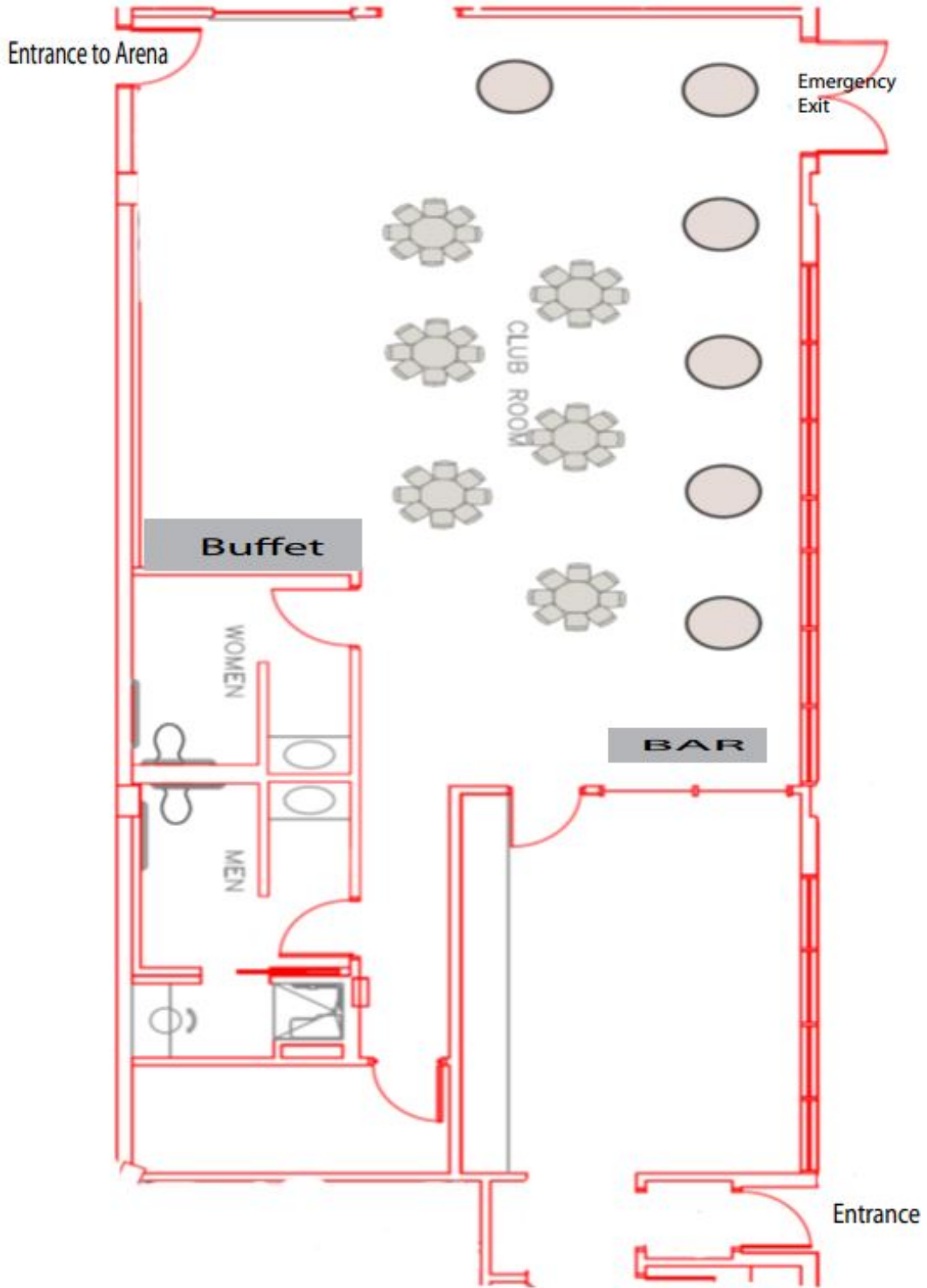
- One Crowd Manager at the exterior entrance checking individual passes to all that enter. Only Hardwood Club members or invited guests will be allowed to enter the facility.
- One Crowd Manager at the interior entrance checking individual passes to all that enter. Only Hardwood Club members or invited guests will be allowed to enter the facility.
- One Aramark employee (TIPS trained) will check ID's and issue special colored wristbands to attendees over the age of 21 at an ID station.
- Another Crowd Manager will be assigned to roam the entire area checking for special colored wristbands and patron behavior.
- One Boise State Athletics employee will roam throughout facility identifying any problems that may occur and will notify security personnel when necessary.

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- One Boise State University BAA employee will roam throughout facility identifying any problems that may occur and will notify security personnel when necessary. Also, this employee will assist with the responsibility of checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Double R Ranch Club Room must be a Hardwood Club member or on the guest list.
- The event begins 90 minutes prior to tip off and ends at the end of half time. Alcohol will only be provided or sold until the game begins.
- The Double R Ranch Club Room will be secured to control access to and from the area.
- Both entry points into the Double R Ranch Club Room will be manned by security personnel who will check for a valid invitation of all patrons entering the facility.
- One ID station will be provided, located inside the facility, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages. Only the exterior and interior entrances will be used during the event. Other exits will not be used except as an emergency egress.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Double R Ranch Club Room will be communicated to all Hardwood Club members and will be posted in the Club Room on game days. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- Attached is the map of the facility in the Double R Ranch Club Room and how it will be configured for the game day events.



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SUBJECT

Educator Pipeline Report

REFERENCE

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.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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 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 was 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 initial meeting of the workgroup was held on February 8, 2017, followed by three subgroups convening from April 27 through May 3, 2017. The group then formalized early recommendations sent to the Board on April 20, 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs; recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. On June 6, 2017, and then again on October 12, 2017, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline.

- 1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho**

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2. Begin developing a coherent policy dialogue

3. Further explore workgroup proposals outlined below:

- a. **Attract/Recruit:** Openly promote teaching as a profession to boost public perception; continue to support higher salaries and compensation packages
- b. **Prepare/Certify:** Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
- c. **Retain:** Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The report that follows provides baseline data on the supply and demand of instructional staff across Idaho, and suggests ways to utilize this information to ensure consistency and efficacy in addressing Idaho's teacher pipeline issues over time. At the conclusion of this report, ten total workforce recommendations are presented for consideration, with seven prioritized for immediate action.

IMPACT

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing teacher shortages across the state.

ATTACHMENTS

Attachment 1 – Idaho State Board of Education 2017 Teacher Pipeline Report	Page 5
Attachment 2 – Idaho Pipeline Report Detail and District Classification	Page 22
Attachment 3 – Idaho State Board of Education District Survey Results	Page 51
Attachment 4 – Definitions and District Examples	Page 61

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest from other state policymakers to find solutions to Idaho's apparent teacher shortage. While there has been a general understanding that school districts and charter schools struggle for a variety of reasons commonly found across the nation, the 2017 Teacher Pipeline Report and the resulting recommendations from the Educator Pipeline Workgroup is the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho.

Initial findings can begin to inform policy and define next steps based upon the workgroup's final recommendations.

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BOARD ACTION

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

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Idaho State Board of Education 2017 Teacher Pipeline Report

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Introduction

As part of the Governor’s Task Force for Improving Education (2013) and the subsequent work done by the State Board of Education (Board) in implementing the recommendations regarding tiered certification and a teacher pay “Career Ladder”, some discrepancies were revealed regarding certain certification requirements. At the August 2015 Board meeting the Board discussed possible solutions for these issues and heard reports from school districts regarding the difficulty to fill certain positions. The Board reviewed data and reports on educator supply and demand in December of 2015 and then again in August 2016. As a result, Board staff were directed to bring together a broad group of education stakeholders to make recommendations on ways to increase and strengthen the educator pipeline.

The initial meeting of the workgroup was held on February 8, 2017, followed by three subgroup convenings from April 27 through May 3, 2017. The group then formalized early recommendations sent to the Board on April 20, 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs, recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. On June 6, 2017, and then again on October 12, 2017, the full committee reconvened to further define recommendations identified as critical to developing Idaho’s Educator Pipeline. Final recommendations at the conclusion of this report fall into the following three categories:

- 1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho**
- 2. Begin developing a coherent policy dialogue**
- 3. Further explore workgroup proposals outlined below:**
 - a. **Attract/Recruit:** Openly promote teaching as a profession to boost public perception ; Continue to support higher salaries and compensation packages
 - b. **Prepare/Certify:** Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
 - c. **Retain:** Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

Discussion

Producing an Idaho Teacher Supply and Demand Report that consists of multiple data points is critical to discovering trends over time and creating a cohesive, statewide dialogue about teacher shortages. The goal for this initial report was to collect baseline data from multiple sources to: 1) begin building consensus around the most meaningful and relevant indicators of supply and demand for Idaho; 2) precisely characterize each of the indicators; 3) define what we expect to learn from the indicators and how they will guide policy, and; 4) determine measurable goals. What follows is an overview of the information the workgroup agreed would be a most useful to begin defining and annual supply and demand report:

- What patterns exist in teacher staffing over the last three years? What are the areas of shortage and surplus in teacher certification? Do these patterns vary by region of the state?
- Are there differences in the teacher shortage areas in charter schools, rural schools, and urban schools?
- What K–12 public school enrollment trends are expected for the next three to five years?
- How do district leaders perceive teacher shortage areas in their own districts?

Regarding the final bullet in this list, Pipeline Workgroup members had access to, and approved, replication of the district leader perception survey utilized in the Minnesota Teacher Supply and Demand Report. At the final meeting held in October 2017, however, a vocal segment of the members indicated concern about the instrument and consequently, the results. For that reason, the perceptions of district leaders regarding teacher shortages in their schools are not officially included in the body of this report. The survey instrument will be revised for future use, and a summary overview of the data originally intended for this report appears as Attachment 3.

Final sources of data used to compile this report include the Teacher Certification Database, School Staffing Reports, Title II Reports and information supplied by the Idaho Department of Labor. Due to multiple adjustments over time affecting the consistency of the Teacher Certification Database, no information collected prior to FY14 was analyzed for inclusion in this report.

All of the information that follows is based upon instructional staff certifications, including CTE, and excluding certificates with **only** Administrator or Pupil Personnel Services endorsements. See Appendix I located in *Attachment 2- Idaho Pipeline Report Detail* for a list of endorsements included, and how they were classified for the purpose of this report. Additionally, to distinguish between urban and rural districts, the NCES Urban-Centric Locale Definitions were used throughout. Those definitions and the classification for each Idaho district is included here as Attachment 4.

Findings

The primary task of the teacher pipeline workgroup was identify to what degree Idaho is experiencing a teaching shortage, drawing upon all available information; anecdotal evidence, survey data, and state reports. As noted in “A Coming Crisis in Teaching?” (Sutcher, Darling-Hammond,& Carver-Thomas, 2016), the term “teacher shortage” is often narrowly defined as an insufficient production of new teachers in light of the size of student enrollments and teacher retirements. However, “teacher staffing problems are driven by a myriad of factors, including not only production of new teachers in various fields, but also teacher turnover, changes in educational programs and pupil-teacher ratios, and the attractiveness of teaching generally and in specific locations” (Sutcher, et al., 2016, p.10). This report will explore a number of characteristics that contribute to shortages in Idaho, and begin to identify where policy can have the greatest impact. Among the findings in this report:

- Approximately 1,873 Idaho instructional certificates are issued annually; of those certificated individuals, approximately 33% do not serve in an Idaho public school
- The attrition rate for Idaho teachers remains at a steady 10% annually, compared to approximately 8% nationally
- Approximately 76% of Idaho’s attrition rate is made up of teachers leaving the teaching workforce before reaching retirement age, compared to 66% of teachers nationally

The following report will provide a foundation for understanding the issues facing Idaho’s teacher pipeline, and attempt to align the workgroup’s recommendations for Board consideration.

Part One: Teacher Supply in Idaho

This section of the report will explore the number of teachers being produced by Idaho’s universities and colleges that may be eligible for certification, and provide an overview of Idaho’s existing supply of teachers and their content area endorsements.

Detail on candidates *enrolled* in Idaho’s educator preparation programs and information on the content area emphasis in which they are being prepared has been inconsistent, and therefore is not included in this report. Definitions of enrollment and content area have now been defined for use by all institutions, and this data will be collected for the 2016-17 academic year and beyond. Title II information on those *completing* Idaho’s programs is consistent and reliable only for the two years included below.

Table 1: Potential new teachers (Completers) produced by traditional Idaho educator preparation programs

Year	Completers by Program							Totals
	Boise State	BYU Idaho	Idaho State	College of Idaho	LCSC	NNU	U of Idaho	
2014-15	196	320	83	12	48	54	108	821
2015-16	172	384	92	20	49	56	99	872

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In summary, while we do not have enough accurate data to determine a trend, in the last two years Idaho institutions of higher education have annually produced approximately 846 completers who are generally eligible for certification. Beginning with data from FY17, the content areas in which these candidates are being prepared will be closely followed. Some of Idaho’s institutions have made concerted efforts to increase the number of candidates qualified for certification in Special Education and STEM fields.

The following is a breakdown of the approximately 15,000 active instructional staff by content area endorsement. Total certificates issued include teachers receiving full certification as well as interim certification. Interim certification is temporary, and can only be utilized for a maximum of three years while a candidate is meeting the state’s requirements for full certification (with the exception of the Provisional and Alternate Authorization to Endorsement). Interim certification that is renewable for up to three years encompasses all Board-approved alternative pathways. Alternative pathways include American Board Certified Teachers of Excellence (ABCTE), Teach for America (TFA), Content-Specialist Alternative Authorization, and Teacher to New Certificate. Alternative Authorization to Endorsement and Provisional certificate routes are valid for a period of one year.

Table 2: Number receiving Idaho certifications issued with Special Education endorsement

Year	Total SpEd certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292

Note: A teacher that received more than one certification would only appear once in this tally.

Table 3: Number receiving Idaho certifications issued with Career Technical endorsement

Year	Total CTE certificates issued
2013-2014	33
2014-2015	51
2015-2016	61
2016-2017	56

Note: A teacher that received more than one certification would only appear once in this tally.

Table 4: Idaho certifications issued for content endorsements, by area of assignment

	STEM Content Areas		
	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14

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Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488

Other

	Social Science	Fine and Performing Arts	Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix found in Attachment A for a list of which endorsements are counted in each category. A teacher that received more than one endorsement would appear more than once in these tables; duplicated across content areas but not within.

In general, while the number of teachers certified to teach STEM courses has increased, the number of teachers certified to teach other subjects has decreased.

The following table illustrates the total number of individuals issued an initial certificate to teach in Idaho, including the percentages of those who were issued a certificate but did not choose to teach in an Idaho public school.

Table 5: Number receiving new Idaho certifications (non-duplicated), with instructional endorsements

Certification period is from Sept 1-August 31	Total certificates issued	Certificates issued to those who were employed in Idaho			CTE Certificates	Share not employed as instructional staff in an Idaho Public School
		Academic Certificates		State of first certification		
		Total	Idaho			
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%

Notes: Certification period is from Sept 1-August 31. Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group

It is significant to note that approximately *one third* of the teachers who become certified in Idaho each year are not employed in Idaho as teachers. This critical finding must be further studied. Are these potential Idaho teachers using their teaching certificates in border states? Are they choosing other professions within the state? Are these potential educators choosing to stay home with their families rather than teach and, if so, could they be enticed into the classroom with part-time opportunities and job sharing? Or, are these teachers unable to find jobs in the content area in which they were prepared, or the geographic locations they desire?

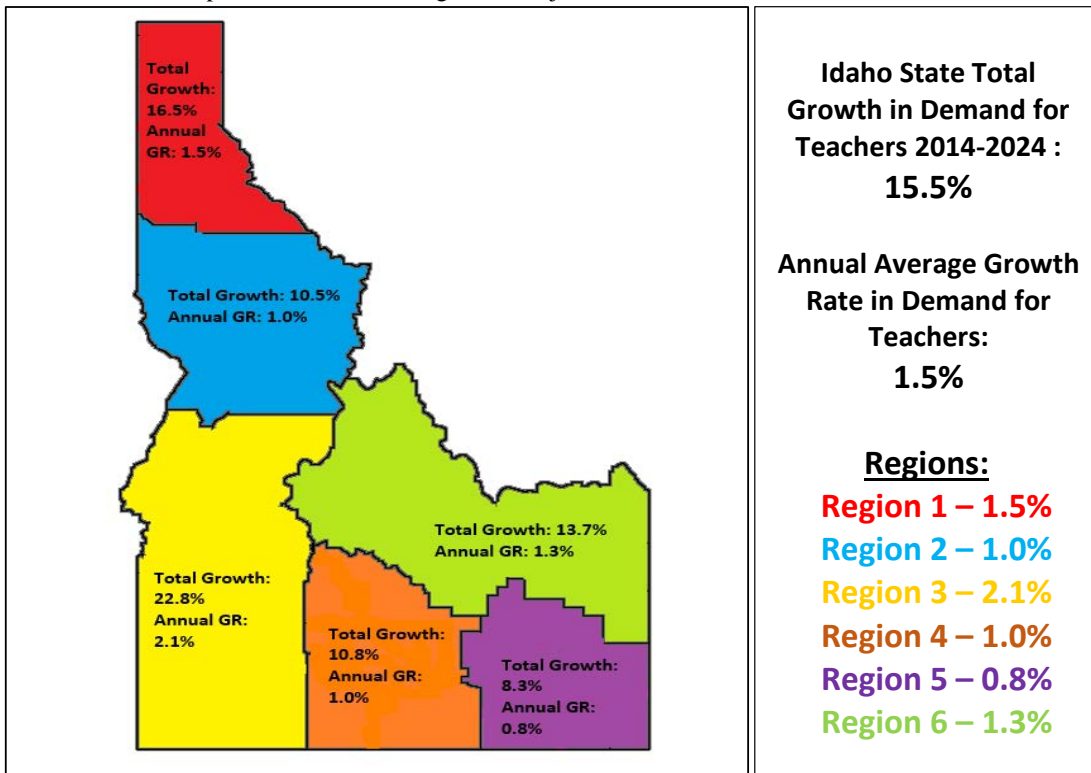
Future reports will track the subject areas held by this pool of teachers to further understand the population. If it can be determined why approximately 700 new teachers choose not to (or are unable to) teach in Idaho public schools every year, state policymakers would have critical information to shape future education policy.

Part Two: Teacher Demand in Idaho

Growth Projections

The Idaho Department of Labor projects the average increase in demand for teachers to average 1.5% annually over time.

Figure 1. Teacher Demand Projections 2014-2024
Idaho Department of Labor Long Term Projections



The number of instructional staff working in Idaho’s public schools averages 15,530 each year. After accounting for Idaho’s steady attrition rate that results in the loss of approximately 1,553

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teachers annually, an additional 233 must be hired in various districts across the state to counter growth of student populations. The following tables illustrate attrition patterns of teachers with instructional teaching assignments.

Attrition of Idaho Teachers Statewide

According to national statistics, teacher attrition compared to other professions is high, and averages 8% annually (Sutcher, et al., 2016,). In the following table, Idaho’s attrition rates are examined according to a number of factors; age, years of experience, by cohort, and by region. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.

Table 6: Number of teachers with instructional assignments who have instructional assignments in the next school year

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,507	13,922	10%	98	1%
2015-2016	15,767	14,116	10%	114	1%

In summary, approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments in the next year. Of those, only one percent left to become full-time administrators.

Table 7: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by age

	Attrition Rate - Share with an assignment in base year but without assignment in next year		
	2013-2014	2014-2015	2015-2016
Age 24 or younger	16%	18%	18%
Age 25 to 29	11%	13%	14%
Age 30 to 34	10%	9%	11%
Age 35 to 39	7%	8%	7%
Age 40 to 44	7%	6%	6%
Age 45 to 49	5%	6%	7%
Age 50 to 54	6%	7%	6%
Age 55 to 59	13%	13%	14%
Age 60 to 64	23%	28%	24%
Age 65 and older	31%	35%	36%
Overall	10%	11%	10%

Note: Age is measured as of base year. Rates higher than the overall rate are highlighted.

In summary, attrition rates in the Idaho teaching population are highest for those under the age of 35 and those over the age of 54. Of the 10% who leave the profession annually, those teachers aged 55 years or older account for 24% of Idaho’s annual attrition on average, with 76% clearly leaving for reasons other than retirement. Nationally, pre-retirement attrition accounts for 66% of overall teacher attrition (Sutcher, et al., 2016, p. 3). Considering that Idaho’s average annual rate of attrition is equal to approximately 1,500 teachers lost, it can be estimated that 360 retire *with 1,140 leaving teaching each year due to other compelling factors*. It is clear that Idaho is losing teachers for reasons other than retirement at a rate that is higher than the national average. This is an area that demands further research.

Table 8: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by years of experience

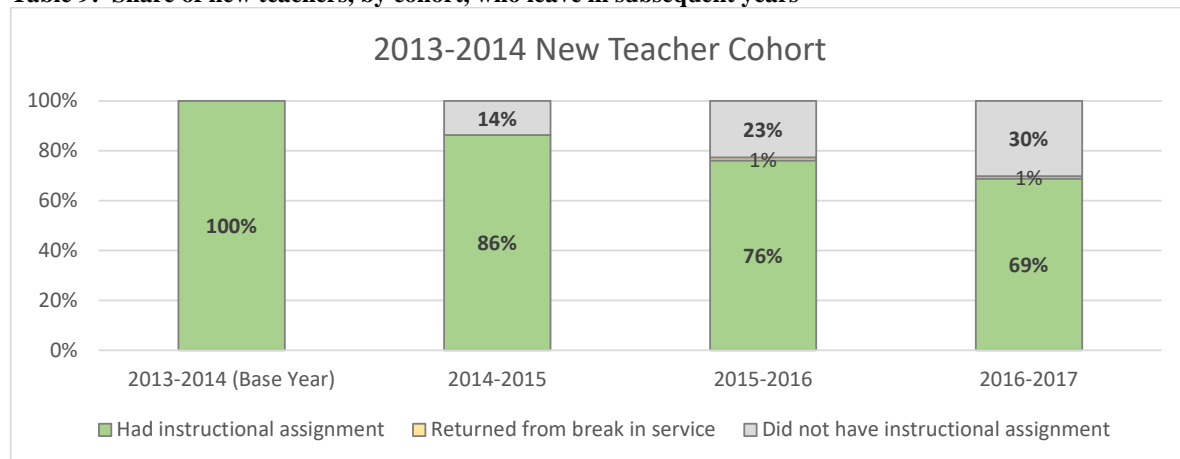
	Attrition Rate - Share with an assignment in base year but without assignment in next year		
	2013-2014	2014-2015	2015-2016
No prior experience	14%	17%	15%
0.1 to 3.9 years of experience	10%	12%	11%
4.0 to 7.9 years of experience	10%	9%	11%
8 to 10 years of experience	7%	8%	8%
More than 10 years of experience	10%	10%	10%
Overall	10%	11%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

Approximately 15 percent of new teachers leave after the first year of teaching. This is also an important statistic for further research. Do the bulk of those leaving hold interim certificates or full certificates? Are they exiting voluntarily or not?

What about beyond the first year? National estimates have suggested that “new teachers leave at rates of somewhere between 19% and 30% over their first five years of teaching” (Sutcher, et al., 2016, p.7). Using available data to follow two cohorts of new Idaho teachers, similar patterns are revealed.

Table 9: Share of new teachers, by cohort, who leave in subsequent years



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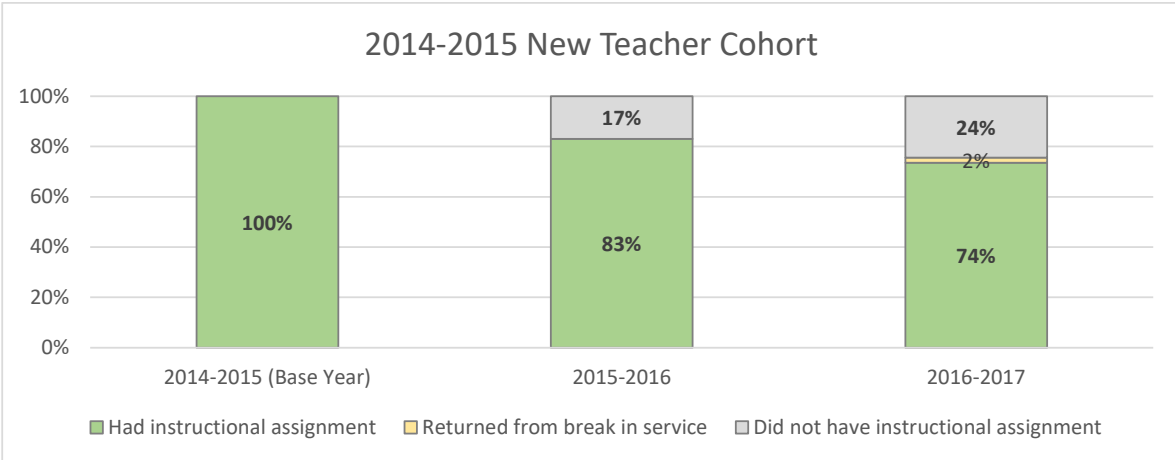


Table 9 Detail	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017
Had instructional assignment	1,399	1,207	1,065	963
Returned from break in service			17	14
Did not have instructional assignment		192	317	422
	2014-2015 (Base Year)	2015-2016	2016-2017	
Had instructional assignment	1,363	1,131	1,002	
Returned from break in service			28	
Did not have instructional assignment		232	333	

Note: This only includes teachers with 0 years of teaching experience in the base year.

In summary, approximately thirty percent of teachers who started teaching in 2013-2014 exited from teaching in an Idaho public school by 2016-2017. The trends look similar for teachers who started teaching in 2014-2015.

To give greater context to these statistics, it should be noted that one way to characterize the first three years of a teacher’s experience is based upon the type of contract issued by the employing district:

- Category I Contract – 1 year contract – Non-renewable and generally signed *after August 1st*
- Category II Contract – 1st or 2nd year contract – Renewable and generally signed before August 1st
- Category III Contract – 3rd year of employment *or staff who have not been recommended for professional endorsement/status*
- Renewable Contract – 4th year and beyond – met professional endorsement/status

In the first three years of certification, dismissing a teacher can be done easily at the discretion of the district. Recently, evaluation reviews of teacher performance conducted through the State Board of Education have provided evidence that districts are diligently working to either

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remediate or release teachers who are not proficient prior to issuing a renewable contract in the fourth year.

As noted earlier, it will be critical to understand the percentage of teachers exiting the profession voluntarily compared to those being dismissed within each new teaching cohort. In either scenario, voluntary or not, a strong case can be made for induction programs and mentor support. Countless studies have concluded that a robust induction program with well-trained, effective mentors will decrease the attrition of new teachers. “Each time a teacher leaves a district, it not only increases demand but also imposes replacement costs on districts. A decade ago, replacement costs for teachers were estimated to range from around \$4,400 in a small rural district to nearly \$18,000 in a large urban district for every teacher who leaves” (Sutcher, et al., 2016, p.5).

Referring to Table 9 below, an average of 1,553 teachers leave Idaho public schools each year. Using the lowest replacement cost estimate of \$4,400 per teacher (*from a decade ago*), we can conclude that Idaho districts spend \$6,833,200.00 every year replacing teachers lost to attrition. The actual cost is likely two to three times higher.

Statewide, between attrition (which includes retiring teachers) and student population growth, nearly 2,000 teachers are needed each year to meet the demands of Idaho school districts:

Table 10: Number of instructional staff hires needed annually to address attrition and growth

	Number with instructional assignment	Number of hires needed to account for 10% attrition annually	Number of hires needed to account for projected growth annually	TOTAL ANNUAL HIRES OF INSTRUCTIONAL STAFF NEEDED TO STAFF IDAHO SCHOOLS
2013-2014	15,322	1,532	230	1,762
2014-2015	15,507	1,551	233	1,784
2015-2016	15,767	1,577	236	1,813

If we were to use the narrow definition of “teacher shortage”, characterized by a demand comprised only of replacements for retiring teachers and new teachers needed to cover growth in enrollments, Idaho should not have an issue. With Idaho’s traditional educator preparation programs steadily producing an average of 846 teachers annually, and almost 400 teachers from out of state becoming certificated in Idaho (Table 5) there should be more than enough newly certified teachers annually to replace the average 360 teachers who retire each year and the 233 needed annually to address student population growth. In fact, there would be a surplus of teachers certificated every year. However, statewide data from multiple sources indicates steady, preretirement age attrition to be the greatest contributor to Idaho’s teacher shortage; and a critical issue we must further explore to define the specific causes.

Attrition of Idaho Teachers by District Type and Region

This section of the report examines attrition patterns of teachers with instructional teaching assignments by district type and region. As in previous tables, a teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next

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year in that same district. Therefore, this measures attrition both from the profession as well as from the individual district.

The number of teachers with a teaching assignment in each group is tabulated, as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. For instance, in the 2013-2014 school year, 906 teachers appeared in more than one district. Of those, 861 were in 2 districts, 33 were in 3 districts, 2 were in 4 districts, 1 was in 5 districts, and 9 were in 6 districts. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 11: District-level attrition rates by locale

	2013-2014		2014-2015		2015-2016	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
Urban	12,732	13%	12,981	14%	13,047	13%
Rural, Fringe & Distant	2,059	17%	2,026	18%	2,057	16%
Rural, Remote	1,079	16%	1,070	15%	1,075	16%
Virtual	412	12%	453	10%	484	11%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES).

In summary, districts in rural locales have more turnover than districts in urban locales.

Table 12: District-level attrition rates by region

Region	2013-2014		2014-2015		2015-2016	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,736	12%	1,764	13%	1,779	13%
2	977	11%	927	11%	940	13%
3	6,867	14%	6,964	14%	7,058	13%
4	2,268	14%	2,307	17%	2,310	15%
5	1,438	8%	1,480	17%	1,438	13%
6	2,584	16%	2,635	16%	2,654	16%
Virtual	412	12%	453	10%	484	11%

In summary, Regions 4 and 6 consistently have among the highest district-level attrition rates although there is not a lot of variation between regions.

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Table 13: One-year district-level attrition for first-year teachers

	2013-2014		2014-2015		2015-2016	
	Number of first-year teachers with instructional assignments	District-level Attrition Rate	Number of first-year teachers with instructional assignments	District-level Attrition Rate	Number of first-year teachers with instructional assignments	District-level Attrition Rate
Urban	1,090	22%	1,120	24%	1,232	19%
Rural, Fringe & Distant	223	21%	207	20%	181	33%
Rural, Remote	124	27%	90	23%	89	20%
Virtual	58	14%	27	26%	31	19%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

In summary, there is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

Prevalence of Alternative Pathways to Certification

This section of the report examines the number of instructional staff working on interim certificates while pursuing full state certification. Pathways represented below encompass both traditional and non-traditional preparation programs.

It is important to note that pathways to certification recorded below are based upon information supplied by the Teacher Certification Database through FY16, but do not reflect current practice. Effective March 25, 2016, the *Teacher to New* designation was split into two markedly different routes in order to align with changes made in IDAPA 08.02.02.021.02 and 08.02.02.042.01. Rule now defines a clear distinction between a fully certified teacher pursuing another certificate type (either pupil personnel or administrative) and a fully certified teacher pursuing another area of endorsement. The *Teacher to New* alternative pathway to a new certificate may be granted for a maximum of three years. The *Alternative Authorization to Endorsement* is only valid for one year, but provides three different options by which to pursue the endorsement.

Because it appears that at this point the Teacher Certification Database has not yet been updated to provide data that represents the above changes, effective FY17, Board staff will work closely with the department to ensure future data is captured in detail to reflect this important distinction.

Table 14: Types and Numbers of Alternative Pathways to Certification, by Region

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1			5	4	16	2%
Region 2			3	4	29	4%
Region 3	38		14	57	79	3%
Region 4	19		11	17	42	4%
Region 5	17		3	22	29	5%
Region 6	25		3	43	27	4%

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Charter schools	15	3	16	20		6%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1			1	6	24	2%
Region 2	1		5	3	16	3%
Region 3	28		23	41	84	3%
Region 4	9		10	35	37	4%
Region 5	4		9	15	21	4%
Region 6	12		7	36	32	4%
Charter schools	11		5	23	30	7%
Total	65		60	159	244	
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1	2		22		29	3%
Region 2			16		22	5%
Region 3	41		106		72	4%
Region 4	26		102		38	8%
Region 5	7		50		24	6%
Region 6	30		57		34	5%
Charter schools	13		46		23	8%
Total	119		399	0	242	14

Table 15: Types and Numbers of Alternative Pathways to Certification, by District Type

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	85	31	108	136		3%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	41	43	102	135		3%
Rural, Fringe & Distant	7	5	21	48		5%
Rural, Remote	6	7	13	31		6%
Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	88	251		129	14	4%

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Rural, Fringe & Distant	11	57		54		7%
Rural, Remote	7	45		36		9%
Total	119	399	0	242	14	

Note: Information on teaching pathways was included only for assignments in public schools. All Public Charter School Commission-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

Though alternative pathways to certification (alternative authorizations) are sometimes used to bring in teachers with unique skill sets for particular types of programs, these authorizations generally denote a district trying to meet a hard-to-fill position due to either a scarcity of teachers in a particular content area or difficulty in drawing candidates to a geographic location. From the above tables, it is clear that the percentage of teachers on some form of interim certificate has increased in every region over the last two years, but particularly in Region 4 where the number of alternative authorizations doubled in 2015-16. It also appears that the gap between fully certified staff vs. interim staff is widening between urban districts and all types of rural districts; fringe, distant, and remote. Not surprisingly, Rural Remote districts consistently struggle with staffing issues.

While the precise data from last year was not yet available to incorporate into this report, according to the Department of Education the trend continues. The number of approvals for alternative authorizations granted in FY17 was 931, a 17% increase over FY16, which signifies that nearly 5% of Idaho’s teacher population is not fully certificated. To put this in context, in one out of every twenty Idaho classrooms, a teacher who has not fully met the state’s minimal certification requirements is responsible for our students’ learning.

Recommendations

The following recommendations to the Board are consistent with the early recommendations presented at the April 2017 Board Meeting,

1. **Establish a format for a standardized Teacher Supply and Demand Report for the purpose of gauging measurable goals.** Using the information collected for this report as a starting point, develop a format for all future Teacher Supply and Demand reports. Begin building consensus around the most meaningful and relevant indicators of supply and demand for Idaho and precisely characterize each. Partnership with the State Department of Education is essential to ensure that indicators are well-defined, and that data can be consistently captured without further burdening school districts with additional reporting requirements. It is recommended a small committee convenes to further define what we expect to learn from the indicators, how those indicators might inform current and future policy, and set measurable goals to alleviate holes in the teacher pipeline.
2. **Establish a process to ensure alignment between policy recommendations and critical teacher pipeline data.** Using this report to begin developing a consistent policy dialogue, only Pipeline Workgroup recommendations supported by current data will be prioritized for action. A process for vetting teacher pipeline data against proposed policy should be developed to ensure consistency and efficacy in addressing Idaho’s teacher pipeline issues over time.

- 3. In the coming year, begin to implement workgroup recommendations that are supported by the data provided regarding Idaho’s teacher pipeline.** The following are the specific, actionable recommendations created by the Pipeline Workgroup over the course of the last ten months. At the October 12, 2017 meeting, workgroup members voted on ten specific recommendations. Twenty-three of the thirty-seven members participated. All of the recommendations were unanimously supported with the exception of six “no” votes regarding the establishment of a mastery-based pathway to certification. Once it was agreed that Idaho’s colleges and universities would work together to quickly establish a single mastery pathway before seeking outside providers, the recommendation received full support.

Each recommendation is listed below. Though work group members had access to preliminary data, the information presented in this report was not yet available at the October meeting. From the first convening in February 2017, the intention of the workgroup was to propose action items grounded in fact and best practices. Of the ten initial recommendations, only those supported by current data are being proposed for immediate action. All others are categorized as items for future consideration. Additionally, if a recommendation has been cited as a “top idea” by the Education Policy Center of the American Institutes for Research (AIR), it is noted here with references to which other states are engaged in similar work.

a) Attract/Recruit: Attracting talent and creating incentives to teach

According to information drawn from the Department of Education’s Teacher Certification Database, maintaining our current teaching workforce must be Idaho’s highest priority, not necessarily attracting new talent and incentivizing teaching; the exception being districts designated within the rural categories. Incentives to teacher should be targeted to support rural districts, but statewide the priority must be focused on retaining the current teacher workforce. For these reasons the following two action items are recommended for immediate action:

- i. Explore incentives to teach in rural districts: Loan forgiveness, housing options, hiring bonuses, and scholarships for candidates committing to district the district for a specified period of time**
- ii. Continue to support higher salaries and compensation packages / Fund the third rung of the Career Ladder** (Cited by AIR referencing work being done in Nevada, Arizona, Minnesota, New Mexico, Tennessee, and Louisiana)

Recommendations for future consideration include:

- iii. Develop a public service announcement campaign uniquely focused on the Idaho lifestyle and Idaho schools to attract new teachers
- iv. Explore statewide incentives to pursue teaching
- v. Create opportunities for scholarships to support full-time student teachers

b) **Prepare/Certify: Alternate routes and “Grow Your Own” strategies**

Based upon the increasing number of Alternative Authorizations being issued, both recommendations in this category are being prioritized. In November 2017, the Board acted proactively in approving a mastery-based route to teaching that will embrace the same rigor and utilize the same performance assessments as traditional routes to teacher preparation, but be noticeably more affordable than current routes. The length of time it generally takes to get a teacher fully certified through the current pathways is also significantly decreased in this mastery-based model. While policymakers strive to address the issues at the core of our “leaking” teacher pipeline, vacancies throughout the state must be filled with competent candidates that will be well-supported, and more likely to remain in those teaching positions for the long run. Additionally, a dual credit program must be developed to assist interested high school students in pursuing teaching. This is especially critical for districts located in rural remote areas to grow their own teaching force. The program must be affordable and expedient.

vi. **Develop a Mastery-based Content Specialist program to supplement the current alternative authorizations**

vii. **Closer alignment between secondary and postsecondary education courses and increase specific dual credit opportunities to expedite preparation for high school students interested in teaching**

c) **Retain: Development and support for all teachers, including induction programs, evaluation feedback, and teacher leadership opportunities**

It is clear that this area, retaining Idaho’s teachers, must be the area of greatest focus and immediate attention. Further research is critical to determine the key issues that are compelling Idaho teachers to leave the classroom. In the meantime, however, work group recommendations mirror best practices in teacher retention nationally.

viii. **Support mentor program standards and explore a variety of innovative mentoring models, training supports, resources** (Cited by AIR referencing work being done to develop robust induction programs and mentoring in Arizona, New Mexico, Louisiana, Michigan, Colorado, Connecticut, Delaware, New Jersey, Oregon, and Massachusetts)

ix. **Emphasize evaluation practices that balance accountability and teacher driven professional growth with measurable outcomes** (Cited by AIR referencing evaluation measures that encourage professional growth implemented in Kentucky, Washington, and New York)

x. **Explore option for a “Teacher Backpack” through reallocation of a percentage of PD money to support teachers in individualizing their professional growth opportunities and pursuing leadership roles according to their Individualized Professional Learning Plan** (Cited by AIR referencing work being done to develop professional learning opportunities resulting in greater leadership roles for teachers in New

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Mexico, Louisiana, Michigan, Delaware, Oregon, New Mexico, North Dakota, Minnesota, Tennessee, and Nevada)

Conclusion

Retention is clearly the primary issue facing Idaho's supply of highly effective teachers. Because 76% of the 1,550 teachers who leave the profession every year exit prior to retirement age, Idaho's rate of preretirement teacher attrition is 10% higher than the national average. Idaho's traditional educator preparation programs are steadily producing an average of 846 teachers annually and Idaho issues approximately 400 certificates to teachers from other states; this should be more than enough newly certified teachers to replace the average 360 teachers who retire and the 233 needed annually to address student population growth. Until Idaho's leaky pipeline is addressed, however, teacher shortages will have a constant presence in our education landscape.

Idaho policymakers may want to consider creating a research agenda that follows cohorts of teachers from preparation through their first five years of teaching, comparing attrition rates between those who are fully certified versus those utilizing alternate routes, and distinguishing whether they are leaving the classroom voluntarily or not. Another critical area for research would be to understand why 33% of the teachers who receive an initial Idaho teaching certificate choose not to serve in our public schools, perhaps by incorporating a survey as part of the certification application process or upon graduation from Idaho preparation programs. Finally, it is most critical to the health of Idaho education to discover the contributing circumstances that cause over 1,000 teachers to leave teaching every year for reasons other than retirement.

As we strive to better understand the factors that underlie the attrition in our teaching workforce across the state, we will be able to recognize those policy options that are addressing the true challenges in preparing and retaining high quality teachers. However, until we have identified the issues that best characterize the faults in Idaho's teacher pipeline, some major factors influencing national teacher retention have been identified (Sutcher, et al., 2016,) which can be acted upon immediately:

- 1) Compensation that is competitive with other occupations;
- 2) Preparation that focuses on pedagogical training and is affordable;
- 3) Mentoring and induction programs that utilize trained mentors and adequate release time for collaboration.

The Pipeline Workgroup has offered actionable recommendations that touch on each of these categories.

Reference:

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the US. *Learning Policy Institute*.

Attachment 2. Pipeline Report Detail

2017 Teacher Pipeline Report¹

Table 1: IHE Completers

Table 2: Number receiving New Idaho certifications (non-duplicated), instructional endorsements only

Significant fact: About a third of instructional teachers who are certified in Idaho each year are not employed in Idaho. The number of instructional teachers certified and employed in Idaho is relatively constant.

	Total certificates issued	Certificates issued to those who were employed in Idaho				Share not employed in Idaho
		Academic Certificates			CTE Certificates	
		Total	State of first certification			
			Idaho	Other state		
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group.

Table 3: Idaho certifications issued by school level (duplicated), instructional endorsements only

Significant fact: The number of elementary and secondary certificates issued in 2016-2017 is the same as the number issued in 2013-2014.

	Elementary	Secondary
2013-2014	1,044	831
2014-2015	866	735
2015-2016	1,049	780
2016-2017	1,042	829

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification could appear more than once in this tally. Excludes CTE only endorsements as they would be eligible to teach only at the Secondary level. This covers all certificates issued. School level was determined by the endorsements issued. See Appendix I for a list of endorsements and how they were classified. Endorsements could also cover All Grades – these endorsements were not included in this analysis.

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Table 4: Number receiving Idaho certifications issued with Special Education endorsements

Significant fact: The number of certifications issued with Special Education endorsements is higher in 2016-2017 than in any other year.

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292

Notes: A teacher that received more than one certification would only appear once in this tally.

Table 5: Idaho certifications issued for select secondary endorsements, by area of assignment

Significant fact: While the number of teachers certified to teach STEM courses has increased, the number of teachers certified to teach other subjects has decreased.

STEM

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14

Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488

Other

	Social Science	Fine and Performing Arts	Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix for a list of which endorsements are counted in each category. Special education endorsements were not included. A teacher would appear only once in each subject category but may appear in more than one subject category.

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What are the demographic characteristics of teachers?

This section of the report examines characteristics of teachers who had instructional teaching assignments. Teachers with only summer school teaching assignments were excluded. Assignments were only included if they were instructional. An assignment was categorized as being instructional if it fell into one of the following subject matter areas:

- 00: Elementary Education
- 01 & 51: English Language and Literature
- 02 & 52: Mathematics
- 03 & 53: Life and Physical Science
- 04 & 54: Social Science
- 05 & 55: Fine and Performing Arts
- 06 & 56: World Language
- 07 & 57: Humanities
- 08 & 58: Physical, Health, and Safety Education
- 09 & 59: Military Science
- 10 & 60: Computer and Information Systems
- 11 & 61: Communications and Audio/Visual Technology
- 12 & 62: Business and Marketing
- 13 & 63: Manufacturing
- 14: Health Care Sciences - CTE
- 15: Public, Protective, and Governmental Services – CTE
- 16: Hospitality and Tourism – CTE
- 17 & 67: Architecture and Construction
- 18 & 68: Agriculture, Food, and Natural Resources
- 19 & 69: Human Services
- 20 & 70: Transportation, Distribution, and Logistics
- 21 & 71: Engineering and Technology
- 23 & 73: Special Education Services

Assignments were categorized as not being instructional if they fell into one of the following subject matter areas:

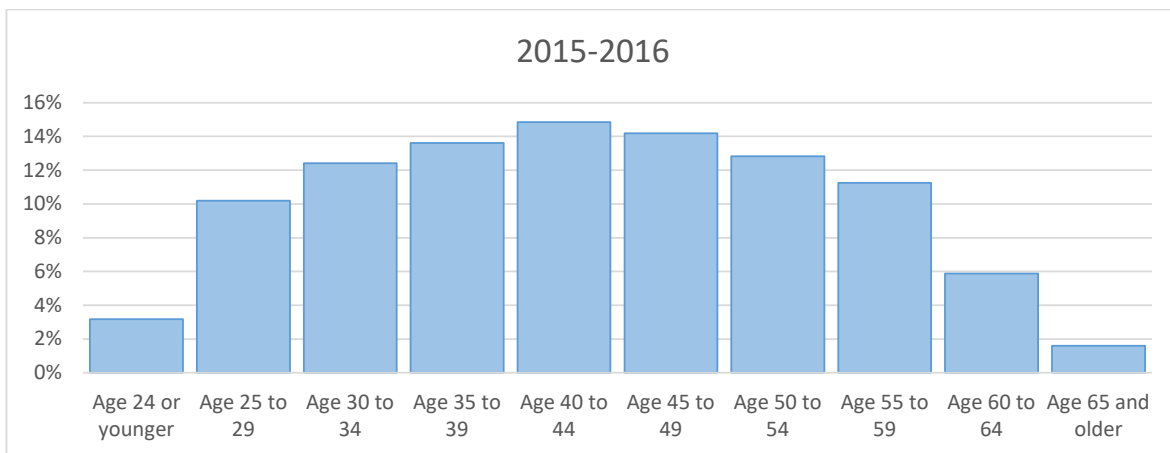
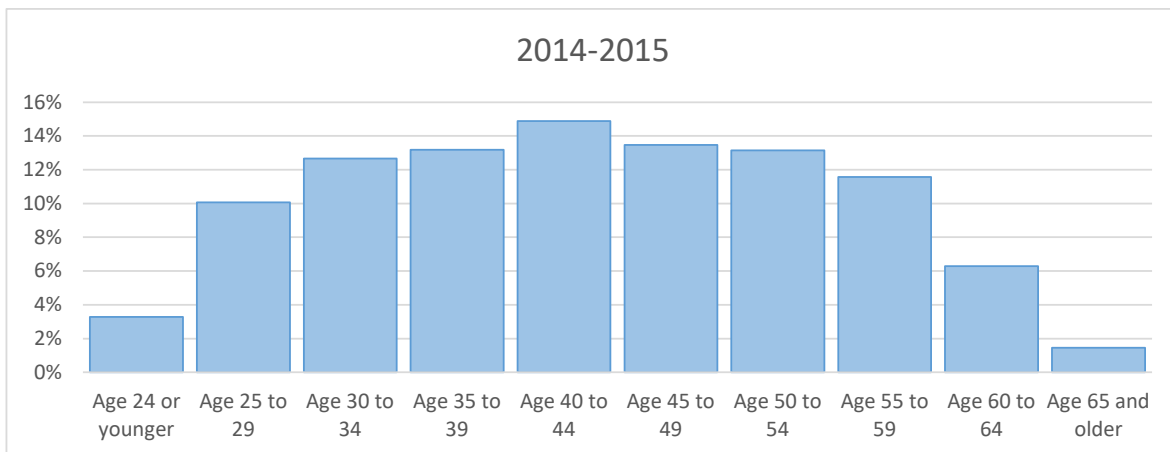
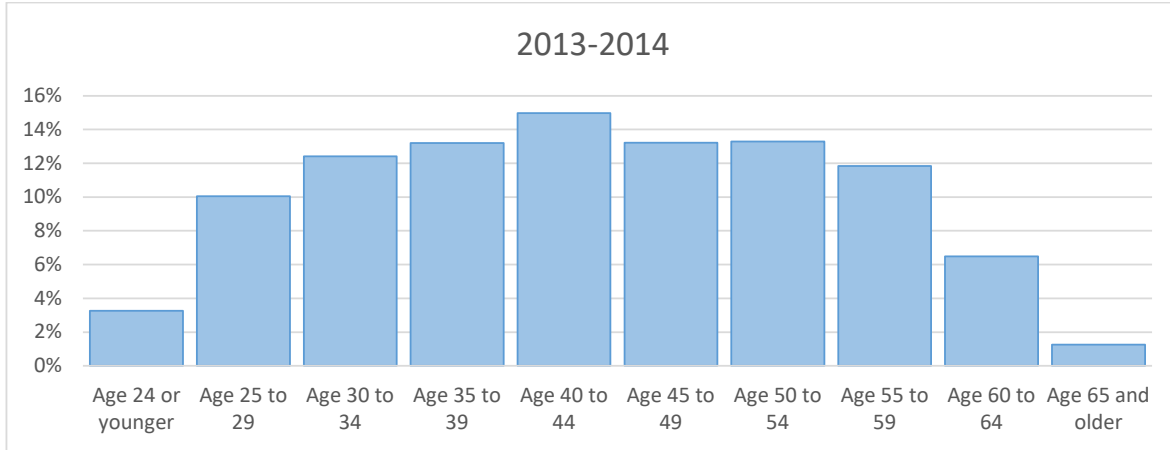
- 22 & 72: Miscellaneous/Elective Course Only
- 31: Teacher Support – Certified
- 32: Pupil Personnel Services - Certified
- 33: Education Media – Certified
- 4X: Administration – Certified
- 86: Early Graduation

Assignments that were restricted or only served Pre-Kindergarten were also excluded.

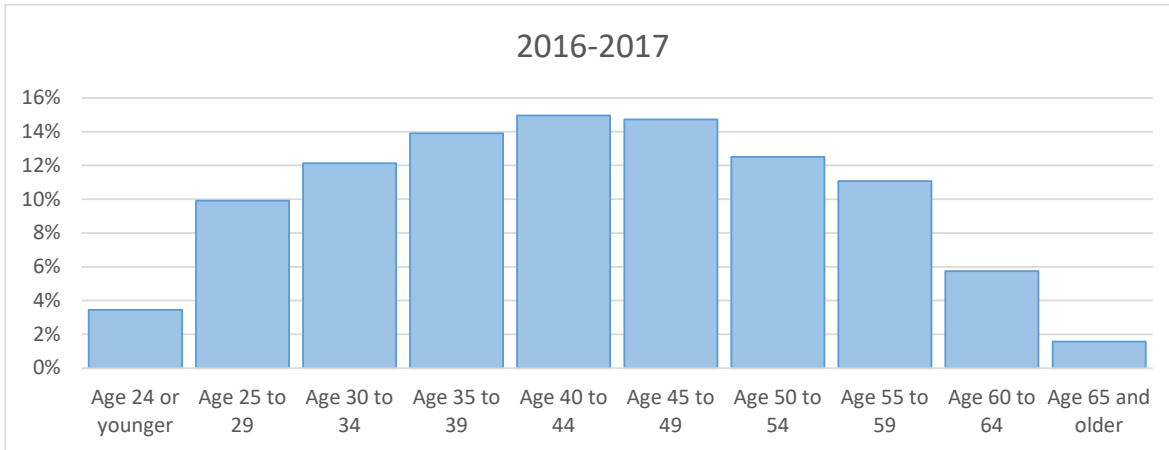
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Table 6: Age

Significant fact: Teachers with instructional assignments are fairly evenly distributed across the different age groups.



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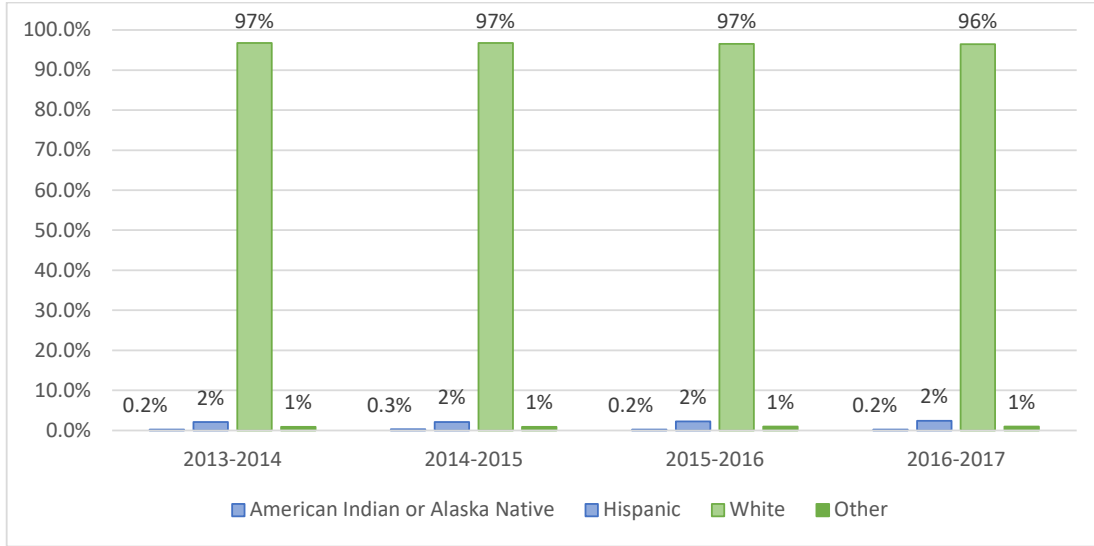


	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	3% 499	3% 508	3% 501	3% 552
Age 25 to 29	10% 1,540	10% 1,561	10% 1,606	10% 1,590
Age 30 to 34	12% 1,902	13% 1,963	12% 1,957	12% 1,946
Age 35 to 39	13% 2,022	13% 2,044	14% 2,145	14% 2,230
Age 40 to 44	15% 2,295	15% 2,309	15% 2,340	15% 2,398
Age 45 to 49	13% 2,025	13% 2,090	14% 2,236	15% 2,362
Age 50 to 54	13% 2,036	13% 2,039	13% 2,020	13% 2,007
Age 55 to 59	12% 1,813	12% 1,793	11% 1,771	11% 1,775
Age 60 to 64	6% 995	6% 974	6% 926	6% 921
Age 65 and older	1% 194	1% 225	2% 252	2% 253

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Table 8: Race/ethnicity

Significant fact: There has been an increase in the number of Hispanic teachers with instructional assignments. However, the vast majority of teachers with instructional assignments are White.



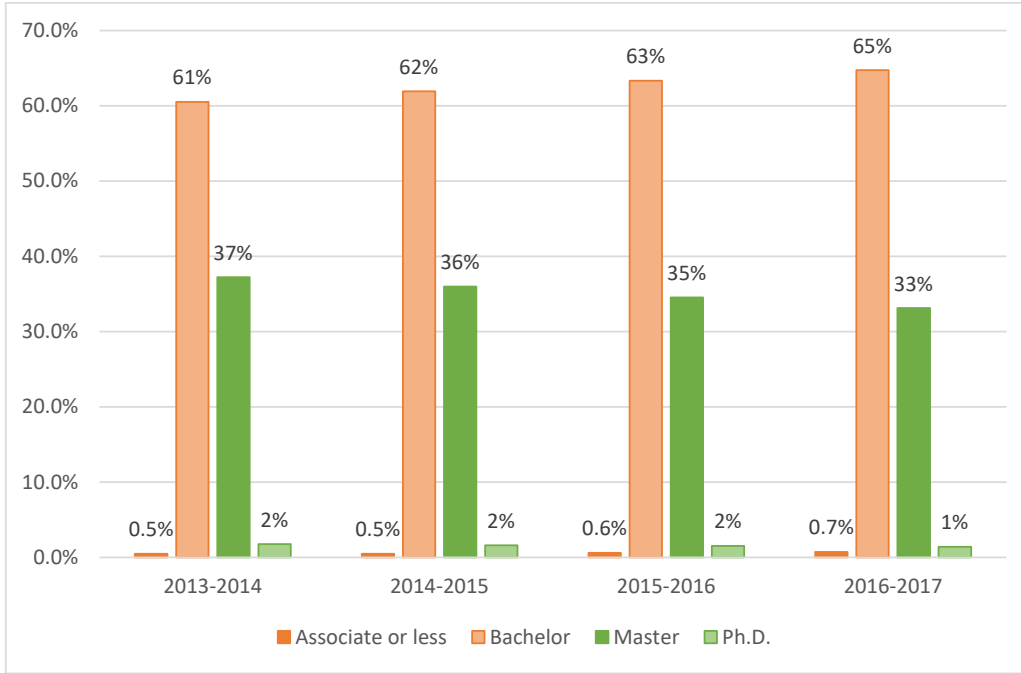
	2013-2014	2014-2015	2015-2016	2016-2017
American Indian or Alaska Native	0.2% 35	0.3% 41	0.2% 37	0.2% 35
Hispanic	2% 315	2% 323	2% 347	2% 376
White	97% 14,831	97% 15,003	97% 15,224	96% 15,463
Other	1% 141	1% 140	1% 159	1% 161

Note: Other race includes those identified as Asian, Native Hawaiian or other Pacific Islander, Black or African American, Two or more races, and those missing data on race/ethnicity.

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Table 9: Highest Degree Earned

Significant fact: The vast majority of teachers with instructional assignments have either a Bachelor or a Master degree. Over the past four years, there has been a steady decrease in the share with a Master degree and a corresponding increase in the share with a Bachelor degree.

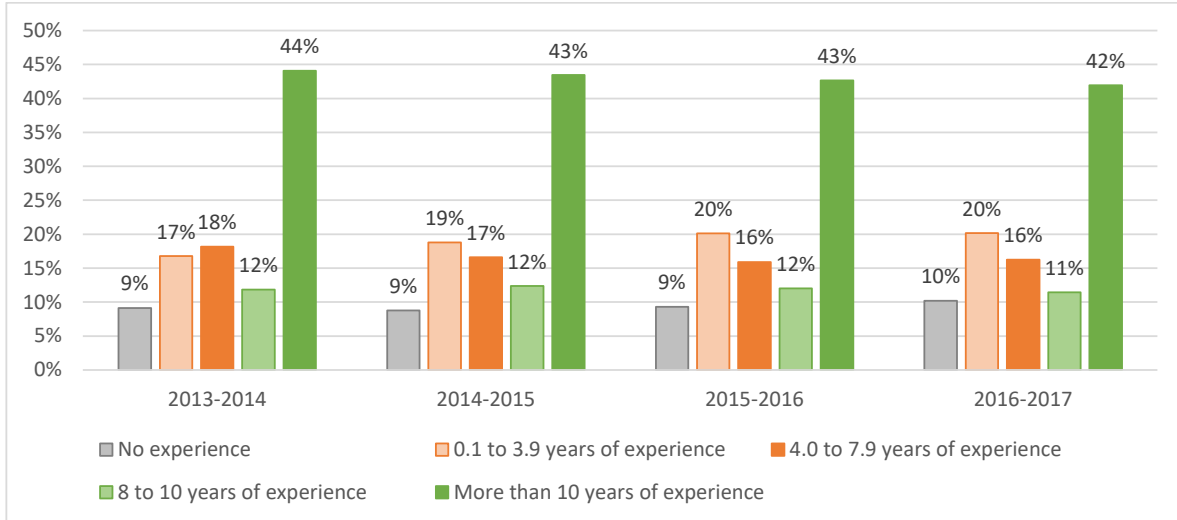


	2013-2014	2014-2015	2015-2016	2016-2017
Associate or less	0.5%	0.5%	0.6%	0.7%
	72	77	93	118
Bachelor	61%	62%	63%	65%
	9,274	9,604	9,985	10,378
Master	37%	36%	35%	33%
	5,704	5,578	5,449	5,312
Ph.D.	2%	2%	2%	1%
	272	248	240	226

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Table 10: Year of K-12 teaching experience in Idaho

Significant fact: A little over 40 percent of teachers with instructional assignments have over ten years of K-12 Idaho teaching experience. Approximately 10 percent of teachers with instructional assignments have no prior teaching experience.



	2013-2014	2014-2015	2015-2016	2016-2017
No experience	9% 1,399	9% 1,363	9% 1,469	10% 1,637
0.1 to 3.9 years of experience	17% 2,570	19% 2,914	20% 3,167	20% 3,233
4.0 to 7.9 years of experience	18% 2,786	17% 2,577	16% 2,506	16% 2,604
8 to 10 years of experience	12% 1,811	12% 1,916	12% 1,894	11% 1,838
More than 10 years of experience	44% 6,755	43% 6,736	43% 6,718	42% 6,722

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Patterns of teacher attrition

This section of the report examines attrition patterns of teachers with instructional teaching assignments. The same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.²

Table 11: Number of teachers with instructional assignments who have instructional assignments in the next school year

Significant fact: Approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments the next year. Only 1 percent of those left to become only administrators.

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,507	13,922	10%	98	1%
2015-2016	15,767	14,116	10%	114	1%

² One district did not properly enter data for the 2014-2015 school year. The data they entered indicated that all of their teachers left that year. For this section, I coded that district's teachers as being present in 2014-2015 if that teacher was present in the district in 2013-2014 and also present in 2015-2016.

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Table 12: Number of teachers with instructional assignments who have instructional assignments in the next school year, by age

Significant fact: Attrition rates are highest for those under the age of 35 and those over the age of 54.

	Attrition Rate - Share with an assignment in base year but without assignment in next year		
	2013-2014	2014-2015	2015-2016
Age 24 or younger	16%	18%	18%
Age 25 to 29	11%	13%	14%
Age 30 to 34	10%	9%	11%
Age 35 to 39	7%	8%	7%
Age 40 to 44	7%	6%	6%
Age 45 to 49	5%	6%	7%
Age 50 to 54	6%	7%	6%
Age 55 to 59	13%	13%	14%
Age 60 to 64	23%	28%	24%
Age 65 and older	31%	35%	36%
Overall	10%	11%	10%

Note: Age is measured as of base year. Rates lower than the overall rate are highlighted.

Table 13: Number of teachers with instructional assignments who have instructional assignments in the next school year, by years of experience

Significant fact: Approximately 15 percent of new teachers leave after the first year.

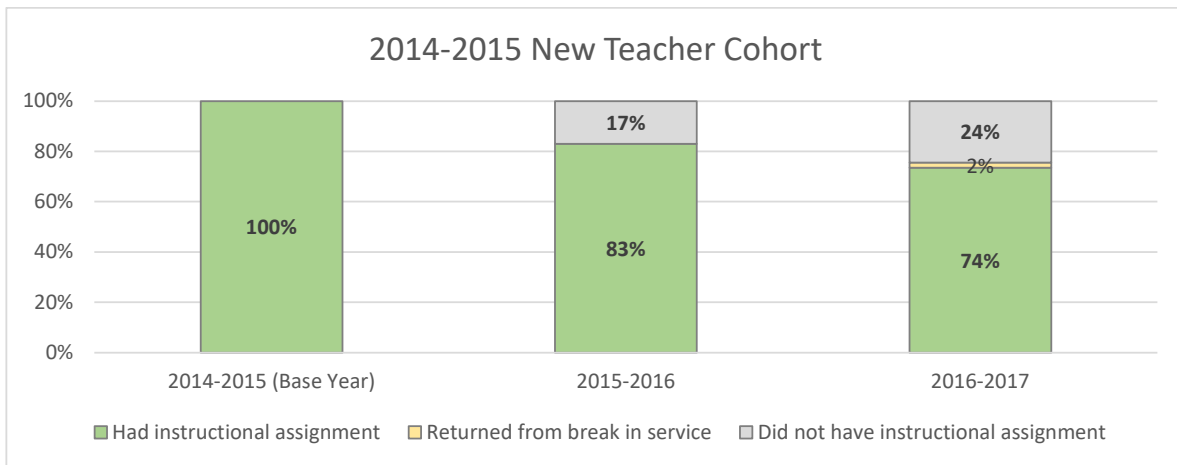
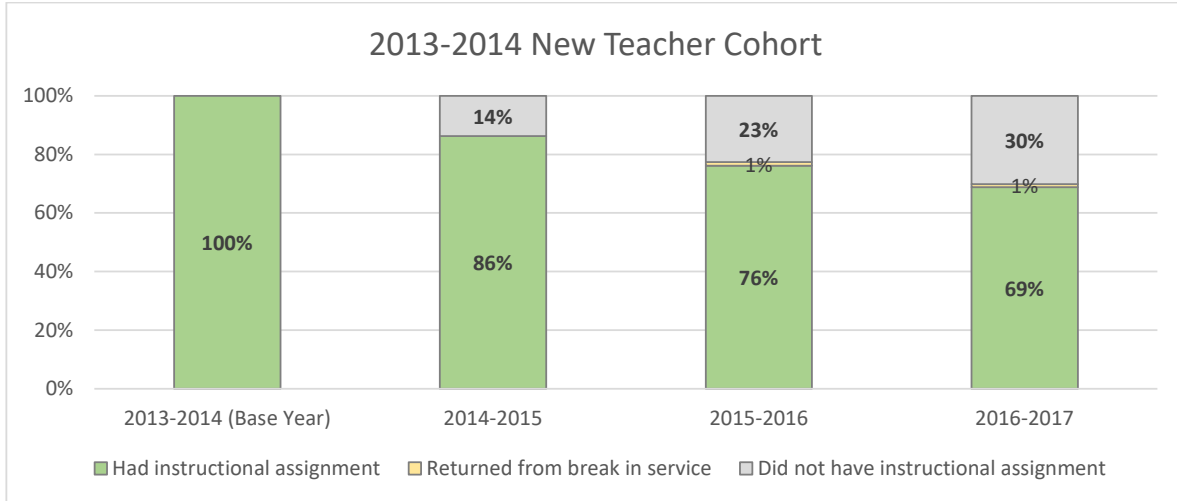
	Attrition Rate - Share with an assignment in base year but without assignment in next year		
	2013-2014	2014-2015	2015-2016
No prior experience	14%	17%	15%
0.1 to 3.9 years of experience	10%	12%	11%
4.0 to 7.9 years of experience	10%	9%	11%
8 to 10 years of experience	7%	8%	8%
More than 10 years of experience	10%	10%	10%
Overall	10%	11%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

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Table 14: Share of new teacher cohort who leave in subsequent years

Significant fact: Approximately 70 percent of teachers who started teaching in 2013-2014 were still teaching in 2016-2017. The trends look similar for teachers who started teaching in 2014-2015.



	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017
Had instructional assignment	1,399	1,207	1,065	963
Returned from break in service			17	14
Did not have instructional assignment		192	317	422
	2014-2015 (Base Year)	2015-2016	2016-2017	
Had instructional assignment	1,363	1,131	1,002	
Returned from break in service			28	
Did not have instructional assignment		232	333	

Note: This only includes teachers with 0 years of teaching experience in the base year.

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This section of the report examines attrition patterns of teachers with instructional teaching assignments by district. Most of the same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the teaching profession as well as from the individual district.

The number of teachers with teaching assignment in each group is tabulated as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. For instance, in the 2013-2014 school year, 906 teachers appeared in more than one district. Of those, 861 were in 2 districts, 33 were in 3 districts, 2 were in 4 districts, 1 was in 5 districts, and 9 were in 6 districts. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 15: District-level attrition rates by locale

Significant fact: Districts in rural locales have more turnover than districts in urban locales.

	2013-2014		2014-2015		2015-2016	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
Urban	12,732	13%	12,981	14%	13,047	13%
Rural, Fringe & Distant	2,059	17%	2,026	18%	2,057	16%
Rural, Remote	1,079	16%	1,070	15%	1,075	16%
Virtual	412	12%	453	10%	484	11%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES).

Table 16: District-level attrition rates by region

Significant fact: Regions 4 and 6 consistently have among the highest district-level attrition rates although there is not a lot of variation between regions.

Region	2013-2014		2014-2015		2015-2016	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,736	12%	1,764	13%	1,779	13%
2	977	11%	927	11%	940	13%
3	6,867	14%	6,964	14%	7,058	13%
4	2,268	14%	2,307	17%	2,310	15%
5	1,438	8%	1,480	17%	1,438	13%
6	2,584	16%	2,635	16%	2,654	16%
Virtual	412	12%	453	10%	484	11%

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Table 17: One-year district-level attrition for first-year teachers

Significant fact: There is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

	2013-2014		2014-2015		2015-2016	
	Number of first-year teachers with instructional assignments	District-level Attrition Rate	Number of first-year teachers with instructional assignments	District-level Attrition Rate	Number of first-year teachers with instructional assignments	District-level Attrition Rate
Urban	1,090	22%	1,120	24%	1,232	19%
Rural, Fringe & Distant	223	21%	207	20%	181	33%
Rural, Remote	124	27%	90	23%	89	20%
Virtual	58	14%	27	26%	31	19%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

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How prevalent are the use of alternative paths?

Districts were only included if they were public. All PCSC-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

2013-2014		Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
	1		5	4	16	2%
	2		3	4	29	4%
	3	38	14	57	79	3%
	4	19	11	17	42	4%
	5	17	3	22	29	5%
	6	25	3	43	27	4%
Charter schools		15	3	16	20	6%
Total		114	42	163	242	
2014-2015		Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
	1		1	6	24	2%
	2	1	5	3	16	3%
	3	28	23	41	84	3%
	4	9	10	35	37	4%
	5	4	9	15	21	4%
	6	12	7	36	32	4%
Charter schools		11	5	23	30	7%
Total		65	60	159	244	
2015-2016		Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
	1	2	22		29	3%
	2		16		22	5%
	3	41	106		72 14	4%
	4	26	102		38	8%
	5	7	50		24	6%
	6	30	57		34	5%
Charter schools		13	46		23	8%
Total		119	399	0	242 14	

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2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	85	31	108	136		3%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	41	43	102	135		3%
Rural, Fringe & Distant	7	5	21	48		5%
Rural, Remote	6	7	13	31		6%
Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	88	251		129	14	4%
Rural, Fringe & Distant	11	57		54		7%
Rural, Remote	7	45		36		9%
Total	119	399	0	242	14	

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Appendix I: Classification of endorsements

Classification of endorsements to assignment areas

Mathematics	
7300	Mathematics (6-12)
7320	Mathematics - Basic (6-12)
7400	Computer Science (6-12)
7990	Engineering (6-12)
8300	Mathematics (5-9)
8320	Mathematics - Basic (5-9)

Life and Physical Science	
7400	Computer Science (6-12)
7420	Natural Science (6-12)
7421	Biological Science (6-12)
7430	Physical Science (6-12)
7440	Chemistry (6-12)
7450	Physics (6-12)
7451	Earth and Space Science (6-12)
7452	Geology (6-12)
7990	Engineering (6-12)
8420	Natural Science (5-9)
8421	Biological Science (5-9)
8430	Physical Science (5-9)
8440	Chemistry (5-9)
8450	Physics (5-9)
8451	Earth and Space Science (5-9)
8452	Geology (5-9)

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Computer and Informational Systems	
7092	Marketing Technology Education (6-12)
7093	Business Technology Education (6-12)
7400	Computer Science (6-12)
7981	Technology Education (6-12)
8092	Marketing Technology Education (5-9)
8093	Business Technology Education (5-9)
8400	Computer Science (5-9)
8981	Technology Education (5-9)

English Language and Literature	
7038	Bilingual Education (K-12)
7120	English (6-12)
7126	English as a New Language (ENL) (K-12)
7139	Literacy (K-12)
7144	Communication (6-12)
8120	English (5-9)
8144	Communication (5-9)

Physical, Health, and Safety Education	
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7520	Health (6-12)
7521	Health (K-12)
8510	Physical Education (PE) (5-9)
8520	Health (5-9)

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World Language	
7700	World Language (6-12)
7701	World Language - American Sign Language (K-12)
7702	World Language - American Sign Language (6-12)
7710	World Language (K-12)
7711	World Language - Spanish (K-12)
7712	World Language - French (K-12)
7713	World Language - German (K-12)
7714	World Language - Russian (K-12)
7715	World Language - Chinese (K-12)
7720	World Language - Spanish (6-12)
7730	World Language - French (6-12)
7740	World Language - German (6-12)
7750	World Language - Latin (K-12)
7760	World Language - Russian (6-12)
7770	American Indian Language (6-12)
7779	World Language - Greek (6-12)
7780	World Language - Greek (K-12)
7781	World Language - Arabic (6-12)
7782	World Language - Arabic (K-12)
7789	World Language - Persian (6-12)
7790	World Language - Persian (K-12)
7791	World Language - Portuguese (K-12)
7792	World Language - Japanese (K-12)
7793	World Language - Italian (K-12)
7794	World Language - Hebrew (K-12)
7795	World Language - Korean (K-12)
7796	World Language - Chinese (6-12)
7797	World Language - Slovak (K-12)
7798	World Language - Czech (K-12)
8700	World Language (5-9)
8702	World Language - American Sign Language (5-9)
8720	World Language - Spanish (5-9)
8740	World Language - German (5-9)
8760	World Language - Russian (5-9)
8781	World Language - Arabic (5-9)
8790	World Language - Persian (5-9)
8796	World Language - Chinese (5-9)
8830	World Language - French (5-9)

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Humanities			
7120	English (6-12)	7851	Visual Arts (K-12)
7133	Humanities (6-12)	7852	Visual Arts (6-12)
7200	Social Studies (6-12)	8120	English (5-9)
7221	History (6-12)	8133	Humanities (5-9)
7229	Sociology (6-12)	8229	Sociology (5-9)
7231	Psychology (6-12)	8231	Psychology (5-9)
7236	Sociology/Anthropology (6-12)	8700	World Language (5-9)
7700	World Language (6-12)	8720	World Language - Spanish (5-9)
7710	World Language (K-12)	8740	World Language - German (5-9)
7711	World Language - Spanish (K-12)	8760	World Language - Russian (5-9)
7712	World Language - French (K-12)	8781	World Language - Arabic (5-9)
7713	World Language - German (K-12)	8790	World Language - Persian (5-9)
7714	World Language - Russian (K-12)	8796	World Language - Chinese (5-9)
7715	World Language - Chinese (K-12)	8830	World Language - French (5-9)
7720	World Language - Spanish (6-12)	8852	Visual Arts (5-9)
7730	World Language - French (6-12)		
7740	World Language - German (6-12)		
7750	World Language - Latin (K-12)		
7760	World Language - Russian (6-12)		
7779	World Language - Greek (6-12)		
7780	World Language - Greek (K-12)		
7781	World Language - Arabic (6-12)		
7782	World Language - Arabic (K-12)		
7789	World Language - Persian (6-12)		
7790	World Language - Persian (K-12)		
7791	World Language - Portuguese (K-12)		
7792	World Language - Japanese (K-12)		
7793	World Language - Italian (K-12)		
7794	World Language - Hebrew (K-12)		
7795	World Language - Korean (K-12)		
7796	World Language - Chinese (6-12)		
7797	World Language - Slovak (K-12)		
7798	World Language - Czech (K-12)		
7810	Music (K-12)		
7820	Music (6-12)		

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Social Science	
7200	Social Studies (6-12)
7221	History (6-12)
7222	American Government/Political Science (6-12)
7226	Geography (6-12)
7228	Economics (6-12)
7229	Sociology (6-12)
7231	Psychology (6-12)
7236	Sociology/Anthropology (6-12)
8200	Social Studies (5-9)
8221	History (5-9)
8222	American Government/Political Science (5-9)
8226	Geography (5-9)
8228	Economics (5-9)
8229	Sociology (5-9)
8231	Psychology (5-9)
8236	Sociology/Anthropology (5-9)

Fine and Performing Arts	
7134	Journalism (6-12)
7137	Theater Arts (6-12)
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7810	Music (K-12)
7820	Music (6-12)
7851	Visual Arts (K-12)
7852	Visual Arts (6-12)
8134	Journalism (5-9)
8137	Theater Arts (5-9)
8510	Physical Education (PE) (5-9)
8820	Music (5-9)
8852	Visual Arts (5-9)

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Classification of endorsements: CTE, Special Education, Grade Range

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
1010: Marketing	X	-	Secondary
108: Animal Health & Veterinary Sci	X	-	Secondary
1080: Sales	X	-	Secondary
1085: Hospitality	X	-	Secondary
109: Agriculture Business & Mgm	X	-	Secondary
110: Agriculture Production	X	-	Secondary
114: Farm & Ranch Management	X	-	Secondary
130: Agricultural Power Machinery	X	-	Secondary
150: Horticulture	X	-	Secondary
161: Aquaculture	X	-	Secondary
170: Forestry	X	-	Secondary
174: Natural Resource Management	X	-	Secondary
2000: Orientation Health Occupations	X	-	Secondary
2011: Dental Assisting	X	-	Secondary
2013: Dental Laboratory Technology	X	-	Secondary
2015: Dental Hygiene	X	-	Secondary
2030: Dietitian	X	-	Secondary
2032: Practical Nursing	X	-	Secondary
2033: Nursing Assistant	X	-	Secondary
2035: Surgical Technology	X	-	Secondary
2050: Rehab/Therapeutic Services	X	-	Secondary
2060: Radiology Technology	X	-	Secondary
2080: Mental Health Technology	X	-	Secondary
2085: Emergency Medical Technician	X	-	Secondary
2093: Respiratory Therapy	X	-	Secondary
2094: Medical Assisting	X	-	Secondary
2095: Pharmacy Assisting	X	-	Secondary
2096: Medical Administrative Assisting	X	-	Secondary
2097: Health Informatics	X	-	Secondary
2098: Sports Medicine/Athletic Train	X	-	Secondary
2099: Personal Trainer	X	-	Secondary
3020: Child Dev Care & Guidance	X	-	Secondary
3023: Food Service	X	-	Secondary
3025: Culinary Arts	X	-	Secondary
3030: Fashion and Interiors 6/12	X	-	Secondary
4010: Bookkeeping	X	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
4015: Business Management/Finance	X	-	Secondary
4020: Microcomputer Applications	X	-	Secondary
4021: Computer Graphic Communication	X	-	Secondary
4023: Business Data Processing	X	-	Secondary
4024: Information/Communication Tech	X	-	Secondary
4025: Word Processing Technology	X	-	Secondary
4026: Network Support Technician	X	-	Secondary
4030: General Office Clerical	X	-	Secondary
4060: Medical Professional Assistant	X	-	Secondary
4070: General Office Secretarial	X	-	Secondary
4075: Accounting	X	-	Secondary
4080: Paralegal/Legal Assisting	X	-	Secondary
5014: General Engineering (PLW)	X	-	Secondary
5015: Principles of Engineering	X	-	Secondary
5016: Civil Engineering Technology	X	-	Secondary
5017: Surveying Technology	X	-	Secondary
5018: Electronic Technology	X	-	Secondary
5019: Electromechanical Technology	X	-	Secondary
5020: Laser Electro-Optics	X	-	Secondary
5022: Manufacturing Technology	X	-	Secondary
5023: Computer Assisted Production	X	-	Secondary
5025: Semiconductor Technology	X	-	Secondary
5030: Electrical Technology	X	-	Secondary
5112: Instrumentation Technology	X	-	Secondary
5992: Water/Waste Water Technology	X	-	Secondary
6010: Heating/Air Conditioning & Ref	X	-	Secondary
6015: Plumbing	X	-	Secondary
6020: Major Appliance Repair	X	-	Secondary
6031: Automotive Body Repair	X	-	Secondary
6032: Automotive Technology	X	-	Secondary
6035: Marine Mechanic	X	-	Secondary
6041: Aircraft Mech/Airframe & Power	X	-	Secondary
6045: Aviation and Airway Science	X	-	Secondary
6060: Business Systems/Computer Tech	X	-	Secondary
6101: Carpentry	X	-	Secondary
6102: Electrician	X	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
6103: Masons & Tile Setters	X	-	Secondary
6105: Cabinetmaking & Millwork	X	-	Secondary
6108: Building Trades Construction	X	-	Secondary
6109: Indust Maintenance Mechanics	X	-	Secondary
6110: Paint&Wallcover/Building Maint	X	-	Secondary
6112: Digital Home Technology	X	-	Secondary
6120: Diesel Engine Mechanics	X	-	Secondary
6130: Drafting	X	-	Secondary
6131: Architectural Drafting Tech	X	-	Secondary
6132: Mechanical Drafting Tech	X	-	Secondary
6142: Lineworker	X	-	Secondary
6145: Environmental Control Tech	X	-	Secondary
6148: Alternative Energy Technology	X	-	Secondary
6151: Communications Technology	X	-	Secondary
6152: Industrial Electronics	X	-	Secondary
6153: Networking Technologies	X	-	Secondary
6155: Computer Science/Information Techn	X	-	Secondary
6157: Computer Science PLTW 6/12	X	-	Secondary
6180: Graphic Arts/Journalism	X	-	Secondary
6190: Graphic/Printing Communication	X	-	Secondary
6192: Photography	X	-	Secondary
6195: Television Prod/Broadcasting	X	-	Secondary
6200: Nuclear Power & Radiation Tech	X	-	Secondary
6203: Chemical Technology	X	-	Secondary
6204: Environmental & Pollution Con	X	-	Secondary
6232: Machining Technologist	X	-	Secondary
6236: Welding	X	-	Secondary
6241: Quality Control Technology	X	-	Secondary
6262: Cosmetology	X	-	Secondary
6280: Fire Control/Safety Technology	X	-	Secondary
6282: Law Enforcement	X	-	Secondary
6283: Security	X	-	Secondary
6310: Small Engine Repair	X	-	Secondary
6350: Upholstering	X	-	Secondary
6506: Meat Cutter	X	-	Secondary
6898: Truck and Bus Driving	X	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7009: All Subjects K/3	-	-	Elementary
7010: All Subjects (K-8)	-	-	Elementary
7011: All Subjects 1/8	-	-	Elementary
7014: Blended Elementary Ed/Elementary Special Ed (4-6)	-	X	Elementary
7019: Early Childhood Special Education	-	X	Elementary
7020: Teacher Librarian (K-12)	-	-	All grades
7021: Early Childhood PreK/3	-	-	Elementary
7028: Gifted and Talented (K-12)	-	-	All grades
7029: Exceptional Child Generalist (K-12)	-	X	Elementary
7030: Deaf/Hard of Hearing (K-12)	-	X	All grades
7031: Serious/Emotion Disturbed K/12	-	X	All grades
7032: Severe Retardation K/12	-	X	All grades
7033: Multiple Impairment K/12	-	X	All grades
7034: Physical Impairment K/12	-	X	All grades
7035: Visually Impairment (K-12)	-	X	All grades
7036: Exceptional Child Generalist (K-8)	-	X	Elementary
7037: Exceptional Child Generalist (6-12)	-	X	Secondary
7038: Bilingual Education (K-12)	-	-	All grades
7039: Sec Bilingual Ed 6/12	-	-	Secondary
7040: Applied Music	-	-	Secondary
7041: Bible Instruction	-	-	Secondary
7045: Special Education Consulting Teach	-	X	All grades
7061: Arts Proficiency 6/8	-	-	Secondary
7062: Drama Proficiency 6/8	-	-	Secondary
7063: Economics Proficiency 6/8	-	-	Secondary
7065: English Proficiency 6/8	-	-	Secondary
7066: Foreign Languages Proficiency 6/8	-	-	Secondary
7067: Geography Proficiency 6/8	-	-	Secondary
7068: History Proficiency 6/8	-	-	Secondary
7069: Math Proficiency 6/8	-	-	Secondary
7070: Music Proficiency 6/8	-	-	Secondary
7071: Political Science/Government Proficiency 6/8	-	-	Secondary
7072: Science Proficiency 6/8	-	-	Secondary
7073: Social Studies Proficiency 6/8	-	-	Secondary
7080: Junior ROTC (6-12)	-	-	Secondary
7083: Blended EC/EC Special Ed (Birth-Gr	-	X	Elementary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7091: Voc Agriculture 6/12	-	-	Secondary
7092: Marketing Technology Education (6-	-	-	Secondary
7093: Business Technology Education (6-1	-	-	Secondary
7094: Vocational Home Economics 6/12	-	-	Secondary
7095: Voc Office Occup-Clerical 6/12	-	-	Secondary
7096: Multi-Occupations 6/12	-	-	Secondary
7097: Vocational Special Needs	-	X	Secondary
7098: Vocational Industrial Tech	-	-	Secondary
71: Vocational Agriculture 6/12	X	-	Secondary
7120: English (6-12)	-	-	Secondary
7125: English as a New Language 6/12	-	-	Secondary
7126: English as a New Language (ENL) (K	-	-	All grades
7133: Humanities (6-12)	-	-	Secondary
7134: Journalism (6-12)	-	-	Secondary
7135: Debate 6/12	-	-	Secondary
7136: Speech 6/12	-	-	Secondary
7137: Theater Arts (6-12)	-	-	Secondary
7138: Literacy 6/12	-	-	Secondary
7139: Literacy (K-12)	-	-	All grades
7141: Communication/Drama 6/12	-	-	Secondary
7144: Communication (6-12)	-	-	Secondary
7161: Arts Generalist 6/12	-	X	Secondary
7162: Drama Generalist 6/12	-	X	Secondary
7163: Economics Generalist 6/12	-	X	Secondary
7165: English Generalist 6/12	-	X	Secondary
7166: Foreign Languages Generalist 6/12	-	X	Secondary
7167: Geography Generalist 6/12	-	X	Secondary
7168: History Generalist 6/12	-	X	Secondary
7169: Math Generalist 6/12	-	X	Secondary
7170: Music Generalist 6/12	-	X	Secondary
7171: Political Science/Government Gener	-	X	Secondary
7172: Science Generalist 6/12	-	X	Secondary
7173: Social Studies Generalist 6/12	-	X	Secondary
72: Vocational Distributive Ed	X	-	Secondary
7200: Social Studies (6-12)	-	-	Secondary
7221: History (6-12)	-	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7222: American Government/Political Scie	-	-	Secondary
7223: American Government 6/12	-	-	Secondary
7226: Geography (6-12)	-	-	Secondary
7227: Political Science 6/12	-	-	Secondary
7228: Economics (6-12)	-	-	Secondary
7229: Sociology (6-12)	-	-	Secondary
7230: Philosophy 6/12	-	-	Secondary
7231: Psychology (6-12)	-	-	Secondary
7233: American Studies 6/12	-	-	Secondary
7234: Anthropology 6/12	-	-	Secondary
7236: Sociology/Anthropology (6-12)	-	-	Secondary
7288: Economics 6/12	-	-	Secondary
7299: Mathematics Consulting Teacher (K-	-	-	All grades
73: Vocational Office Occupational	X	-	Secondary
7300: Mathematics (6-12)	-	-	Secondary
7320: Mathematics - Basic (6-12)	-	-	Secondary
7321: Computer Applications	-	-	Secondary
74: Family & Consumer Sciences	X	-	Secondary
7400: Computer Science (6-12)	-	-	Secondary
7420: Natural Science (6-12)	-	-	Secondary
7421: Biological Science (6-12)	-	-	Secondary
7422: Environmental Science 6/12	-	-	Secondary
7430: Physical Science (6-12)	-	-	Secondary
7440: Chemistry (6-12)	-	-	Secondary
7450: Physics (6-12)	-	-	Secondary
7451: Earth and Space Science (6-12)	-	-	Secondary
7452: Geology (6-12)	-	-	Secondary
7511: Physical Education (PE) (K-12)	-	-	All grades
7512: Physical Education (PE) (6-12)	-	-	Secondary
7513: P.E. & Health 6/12	-	-	Secondary
7514: Dance 6/12	-	-	Secondary
7515: Drill Team	-	-	Secondary
7520: Health (6-12)	-	-	Secondary
7521: Health (K-12)	-	-	All grades
76: Multi-Occupations 6/12	X	-	Secondary
7700: World Language (6-12)	-	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7701: World Language - American Sign Lan	-	-	All grades
7702: World Language - American Sign Language (6-12)	-	-	Secondary
7710: World Language (K-12)	-	-	All grades
7711: World Language - Spanish (K-12)	-	-	All grades
7712: World Language - French (K-12)	-	-	All grades
7713: World Language - German (K-12)	-	-	All grades
7714: World Language - Russian (K-12)	-	-	All grades
7715: World Language - Chinese (K-12)	-	-	All grades
7720: World Language - Spanish (6-12)	-	-	Secondary
7730: World Language - French (6-12)	-	-	Secondary
7740: World Language - German (6-12)	-	-	Secondary
7750: World Language - Latin (K-12)	-	-	All grades
7760: World Language - Russian (6-12)	-	-	Secondary
7770: American Indian Language (6-12)	-	-	Secondary
7779: World Language - Greek (6-12)	-	-	Secondary
7780: World Language - Greek (K-12)	-	-	All grades
7781: World Language - Arabic (6-12)	-	-	Secondary
7782: World Language - Arabic (K-12)	-	-	All grades
7789: World Language - Persian (6-12)	-	-	Secondary
7790: World Language - Persian (K-12)	-	-	All grades
7791: World Language - Portuguese (K-12)	-	-	All grades
7792: World Language - Japanese (K-12)	-	-	All grades
7793: World Language - Italian (K-12)	-	-	All grades
7794: World Language - Hebrew (K-12)	-	-	All grades
7795: World Language - Korean (K-12)	-	-	All grades
7796: World Language - Chinese (6-12)	-	-	Secondary
7797: World Language - Slovak (K-12)	-	-	All grades
7798: World Language - Czech (K-12)	-	-	All grades
7810: Music (K-12)	-	-	All grades
7820: Music (6-12)	-	-	Secondary
7823: Vocal Choral Music	-	-	Secondary
7825: Music Specialist K/8	-	-	Elementary
7851: Visual Arts (K-12)	-	-	All grades
7852: Visual Arts (6-12)	-	-	Secondary
7853: Arts & Crafts 6/12	-	-	Secondary
7870: Photography 6/12	-	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7920: General Agriculture 6/12	-	-	Secondary
7921: Agricultural Science and Technolog	-	-	Secondary
7924: Driver Education	-	-	Secondary
7930: Business Ed-Office Occupation	-	-	Secondary
7933: Secretarial Science 6/12	-	-	Secondary
7935: Business Education 6/12	-	-	Secondary
7937: Business Ed Accounting	-	-	Secondary
7939: Basic Business 6/12	-	-	Secondary
7950: Consumer Ec 6/12	-	-	Secondary
7960: Marketing Ed 6/12	-	-	Secondary
7970: General Home Economics 6/12	-	-	Secondary
7971: Family and Consumer Sciences (6-12	-	-	Secondary
7972: Family/Consumer Sciences 6/12	-	-	Secondary
7980: Industrial Arts 6/12	-	-	Secondary
7981: Technology Education (6-12)	-	-	Secondary
7982: Industrial Technology 6/12	-	-	Secondary
7985: Electricity/Electronics 6/12	-	-	Secondary
7988: Drafting 6/12	-	-	Secondary
7989: Online Teacher (Pre-K-12)	-	-	All grades
7990: Engineering (6-12)	-	-	Secondary
8092: Marketing Technology Education (5-9)	-	-	Secondary
8093: Business Technology Education (5-9	-	-	Secondary
8120: English (5-9)	-	-	Secondary
8133: Humanities (5-9)	-	-	Secondary
8134: Journalism (5-9)	-	-	Secondary
8136: Speech 6/9	-	-	Secondary
8137: Theater Arts (5-9)	-	-	Secondary
8138: Literacy 6/9	-	-	Secondary
8141: Communication/Drama 6/9	-	-	Secondary
8144: Communication (5-9)	-	-	Secondary
8200: Social Studies (5-9)	-	-	Secondary
8221: History (5-9)	-	-	Secondary
8222: American Government/Political Scie	-	-	Secondary
8223: American Government 6/9	-	-	Secondary
8226: Geography (5-9)	-	-	Secondary
8227: Political Science 6/9	-	-	Secondary
8228: Economics (5-9)	-	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
8229: Sociology (5-9)	-	-	Secondary
8230: Philosophy 6/9	-	-	Secondary
8231: Psychology (5-9)	-	-	Secondary
8234: Anthropology 6/9	-	-	Secondary
8236: Sociology/Anthropology (5-9)	-	-	Secondary
8244: Motel/Hotel Management	X	-	Secondary
8300: Mathematics (5-9)	-	-	Secondary
8320: Mathematics - Basic (5-9)	-	-	Secondary
8321: Computer App 6/9	-	-	Secondary
8400: Computer Science (5-9)	-	-	Secondary
8420: Natural Science (5-9)	-	-	Secondary
8421: Biological Science (5-9)	-	-	Secondary
8430: Physical Science (5-9)	-	-	Secondary
8440: Chemistry (5-9)	-	-	Secondary
8450: Physics (5-9)	-	-	Secondary
8451: Earth and Space Science (5-9)	-	-	Secondary
8452: Geology (5-9)	-	-	Secondary
8510: Physical Education (PE) (5-9)	-	-	Secondary
8520: Health (5-9)	-	-	Secondary
8556: Office Procedures	-	-	Secondary
8700: World Language (5-9)	-	-	Secondary
8702: World Language - American Sign Language (5-9)	-	-	Secondary
8720: World Language - Spanish (5-9)	-	-	Secondary
8740: World Language - German (5-9)	-	-	Secondary
8760: World Language - Russian (5-9)	-	-	Secondary
8781: World Language - Arabic (5-9)	-	-	Secondary
8790: World Language - Persian (5-9)	-	-	Secondary
8796: World Language - Chinese (5-9)	-	-	Secondary
8820: Music (5-9)	-	-	Secondary
8830: World Language - French (5-9)	-	-	Secondary
8852: Visual Arts (5-9)	-	-	Secondary
8921: Agricultural Science and Technology (5-9)	-	-	Secondary
8935: Business Ed 6/9	-	-	Secondary
8960: Marketing Ed 6/9	-	-	Secondary
8971: Family and Consumer Sciences (5-9)	-	-	Secondary
8981: Technology Education (5-9)	-	-	Secondary
8990: Engineering (5-9)	-	-	Secondary
98: Related Subjects	X	-	Secondary

Attachment 3. Survey Results

Methodology

Survey Source

The Minnesota Teacher Supply and Demand Survey provided the framework for the current survey.

Survey Content

Survey materials included questions about difficulty filling vacancies by subject area, eliminating specific courses, increasing student-teacher ratios, future staffing needs, difficulty securing substitute teachers, hiring and retention barriers, and open-ended responses.

Distribution

School administrators received a link to a SurveyMonkey survey.

Assigning Rural vs. Urban Status

Using the NCES locale framework, we examined variations in rural and urban responses. The NCES locale framework includes four major types and subtypes under each major type. The major types include: city, rural, suburb, and town. Sub-categories are as follows:

- City & Suburb: Large, Mid-size, Small
- Town & Rural: Distant, Fringe, Remote

City and suburb subtypes are based upon population, while rural subtypes are based on distance. Please reference Attachment A for definitions of each type and subtype.

Descriptive Statistics

Reporting districts

130 districts out of 169 districts responded to the survey. Survey respondents included 28 charter schools authorized by PCSC and eight charter schools authorized through other districts.

Distribution of respondents

Respondent Title	# of Respondents
Administrator	10
Assistant Superintendent	4
Director	15
HR Personnel	6
Superintendent	83

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Distribution of Responsive & Unresponsive Districts by Urban-Centric Locale Type

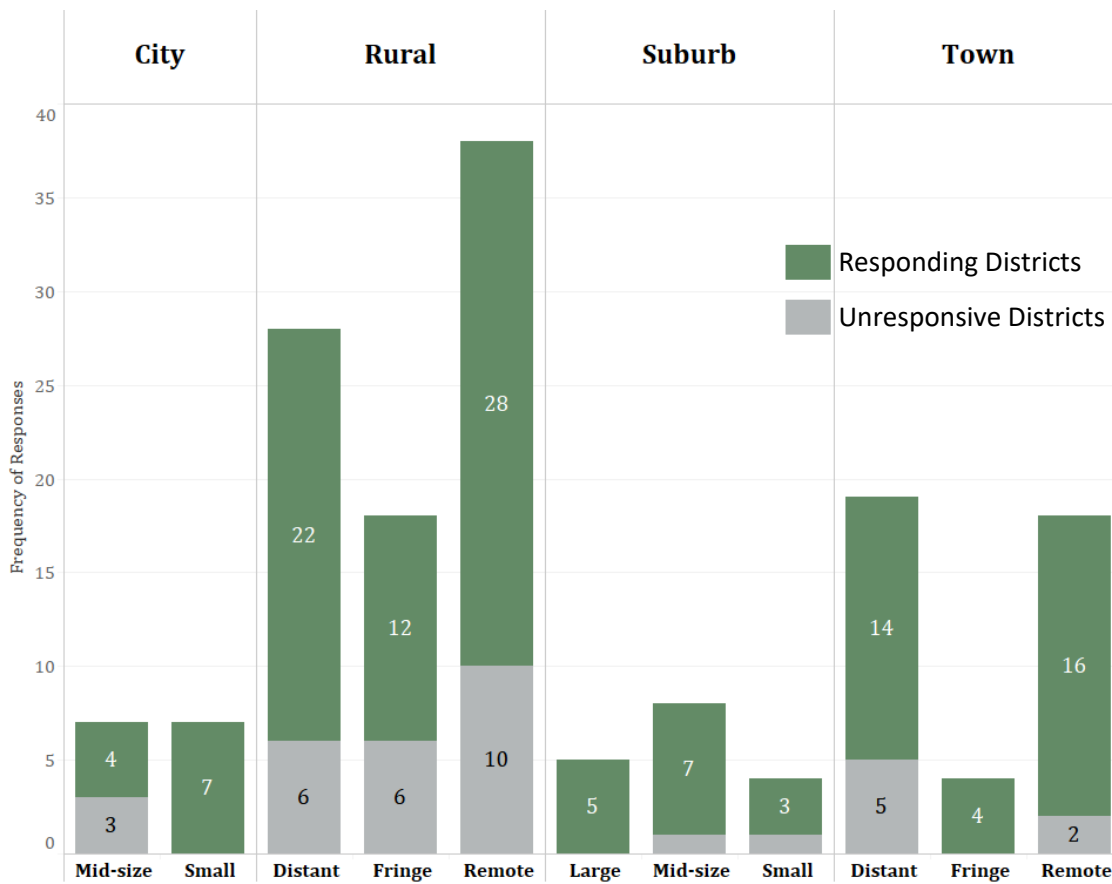


Table 2. Number of districts that did not respond vs. number of districts that did respond, broken down by NCES locale type and subtype. Charters not authorized through PCSC were excluded.

Percentage of Responsive and Unresponsive Districts by Region

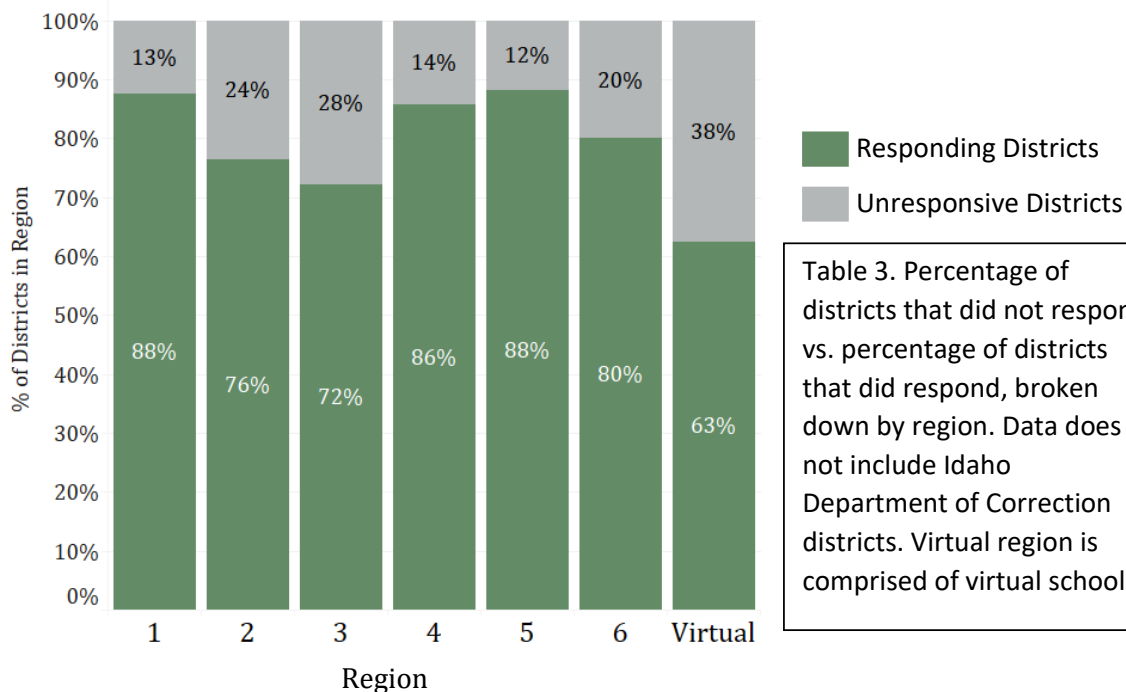


Table 3. Percentage of districts that did not respond vs. percentage of districts that did respond, broken down by region. Data does not include Idaho Department of Correction districts. Virtual region is comprised of virtual schools.

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Regional Distribution of Responses

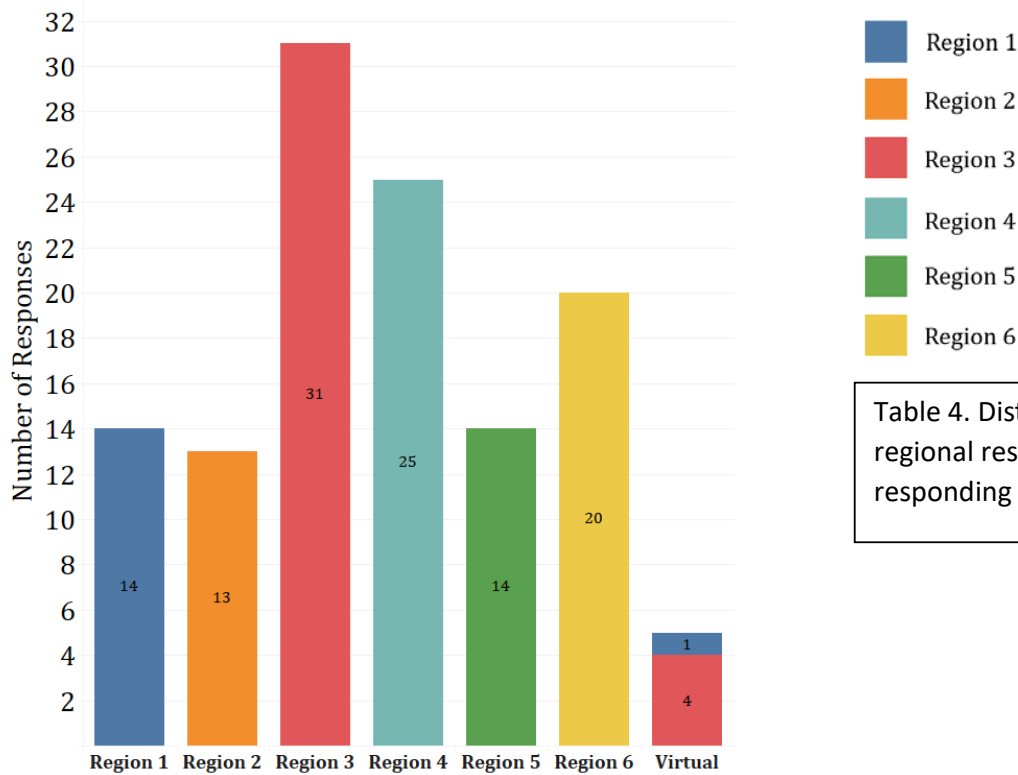


Table 4. Distribution of regional responses for responding districts.

Distribution of Responses by Region & Locale Type

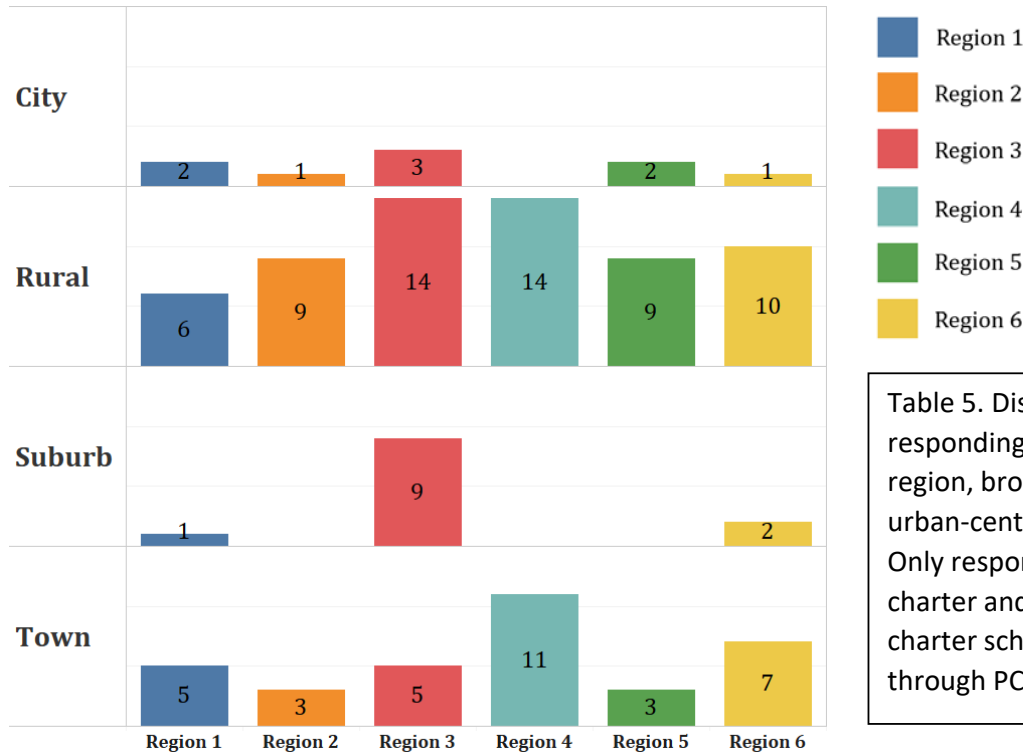


Table 5. Distribution of responding districts by region, broken up by NCES urban-centric locale type. Only responding non-charter and non-virtual charter schools authorized through PCSC are included.

Distribution of Urban-Centric Locale Type Responses

Survey Limitations

Following presentation of preliminary data, several limitations of the survey emerged. Weaknesses include:

Absence of an “I don’t know” selection.

Without the presence of an “I don’t know” selection for some questions, some answers might have resulted from a lack of options rather than truly reflecting the opinion of the survey taker.

- **Afflicted questions:**
 - “How easy or difficult was it to fill vacancies for the 2016–17 and/or 2017–18 school years in each of the following fields?”
 - “Next, consider your staffing needs for the next five years. In general, how easy or difficult do you think it will be for you to fill the teacher vacancies in your district with applicants in each of the following fields? For needs other than those listed below, please use the “Other” category and specify any other staffing needs you anticipate.”
 - Answers included: “No need for this position in district/charter,” “Easy,” “Somewhat Difficult,” “Very Difficult,” “Had to/anticipate having to hire non-certificated staff (alternate route or provisional route),” and “Could not fill all vacancies”
 - Without an “I don’t know” option, administrators that were unsure about the difficulty of filling positions might have devalued the “Easy” option.

Results

Responses to “How easy or difficult was it to fill vacancies for the 2016–17 and/or 2017–18 school years in each of the following fields?”

Potential Answers

- No need for this position in district/charter
- Easy
- Somewhat difficult
- Very difficult
- Had to/anticipate having to hire non-certificated staff (alternate route or provisional route)
- Could not fill all vacancies

Distribution of Responses by Region for “How easy or difficult was it to fill vacancies for the 2016-2017 and/or 2017-18 school years in each of the following fields?”

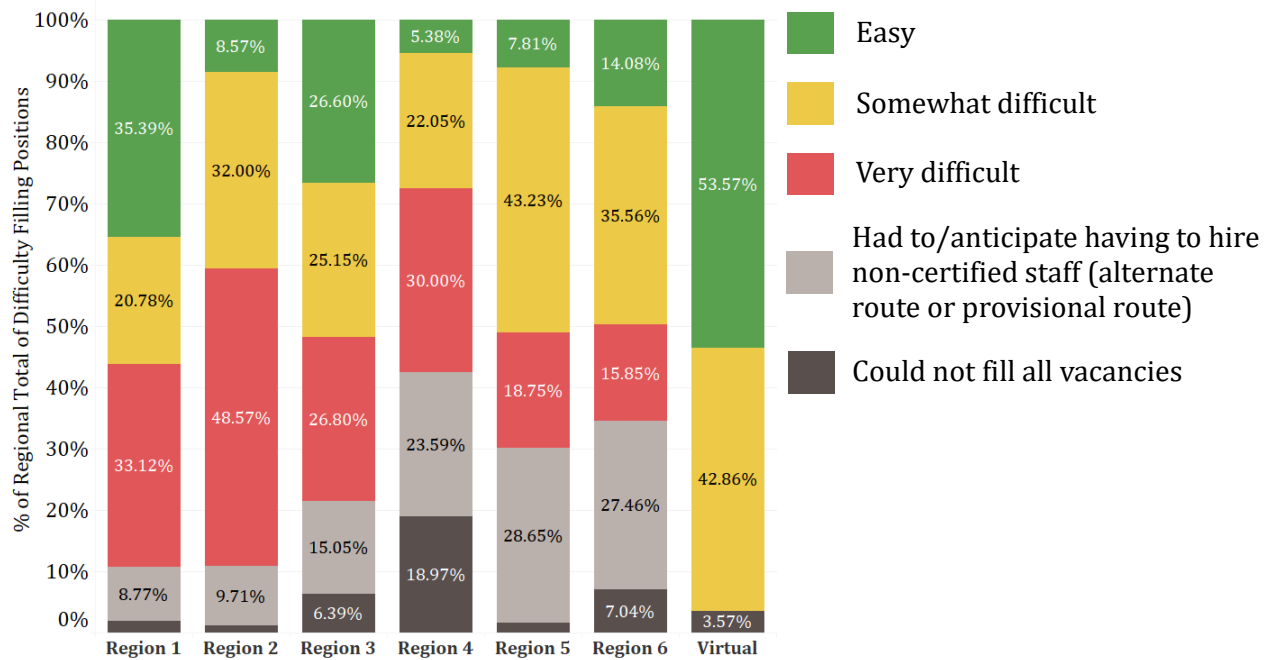


Figure 1. Number of times each answer appeared as a percentage of the entire region. Only non-charter and charter schools authorized through PCSC are included.

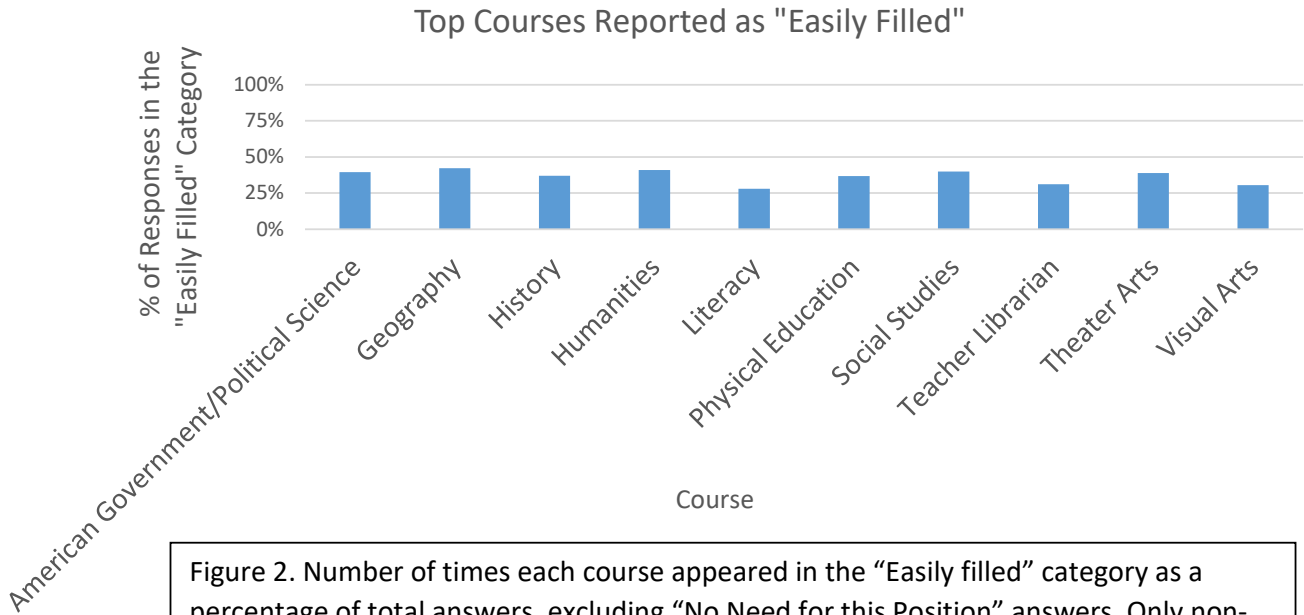


Figure 2. Number of times each course appeared in the "Easily filled" category as a percentage of total answers, excluding "No Need for this Position" answers. Only non-charter and charter schools authorized through PCSC are included.

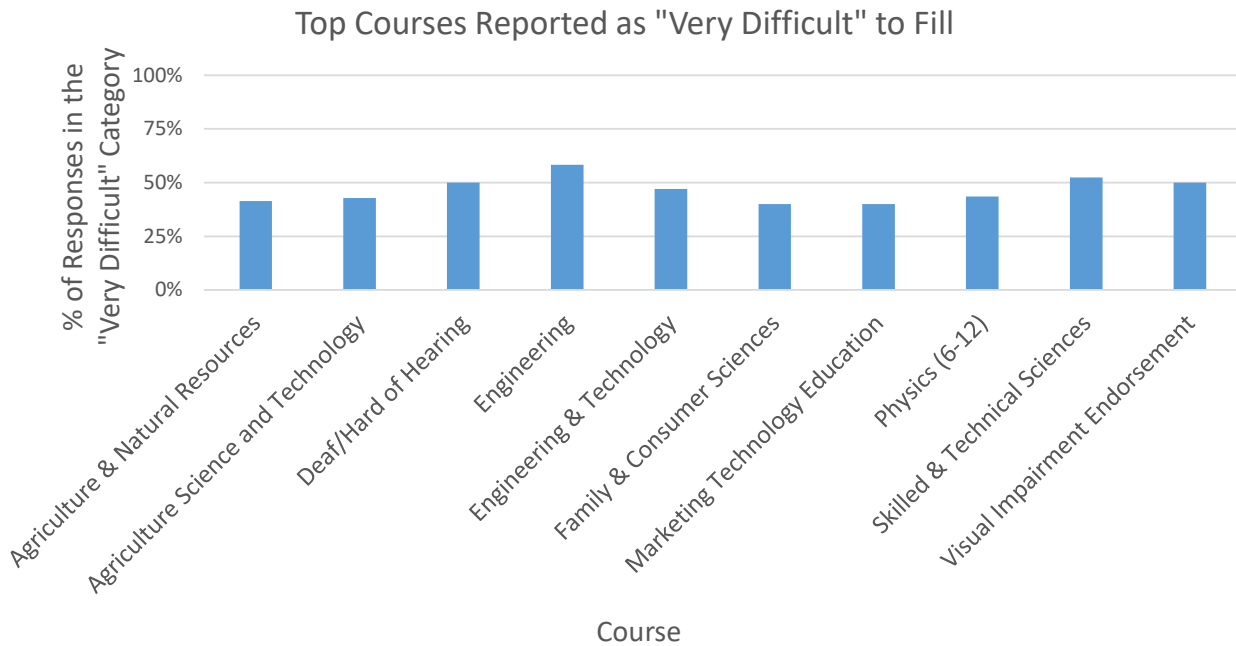


Figure 3. Number of times each course appeared in the "Very Difficult" category as a percentage of total answers, excluding "No Need for this Position" answers. Only non-charter and charter schools authorized through PCSC are included.

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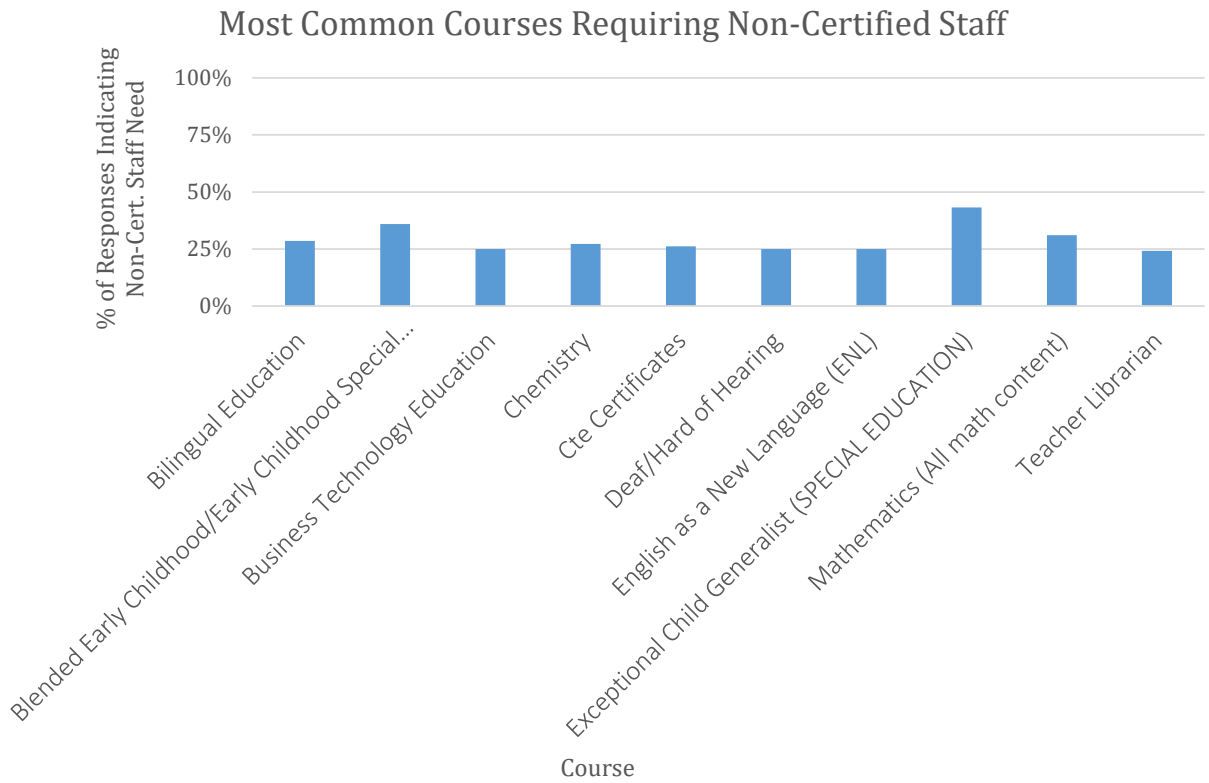


Figure 4. Number of times each course appeared in the “Requiring Non-Certified Staff” category as a percentage of total answers, excluding “No Need for this Position” answers. Only non-charter and charter schools authorized through PCSC are included.

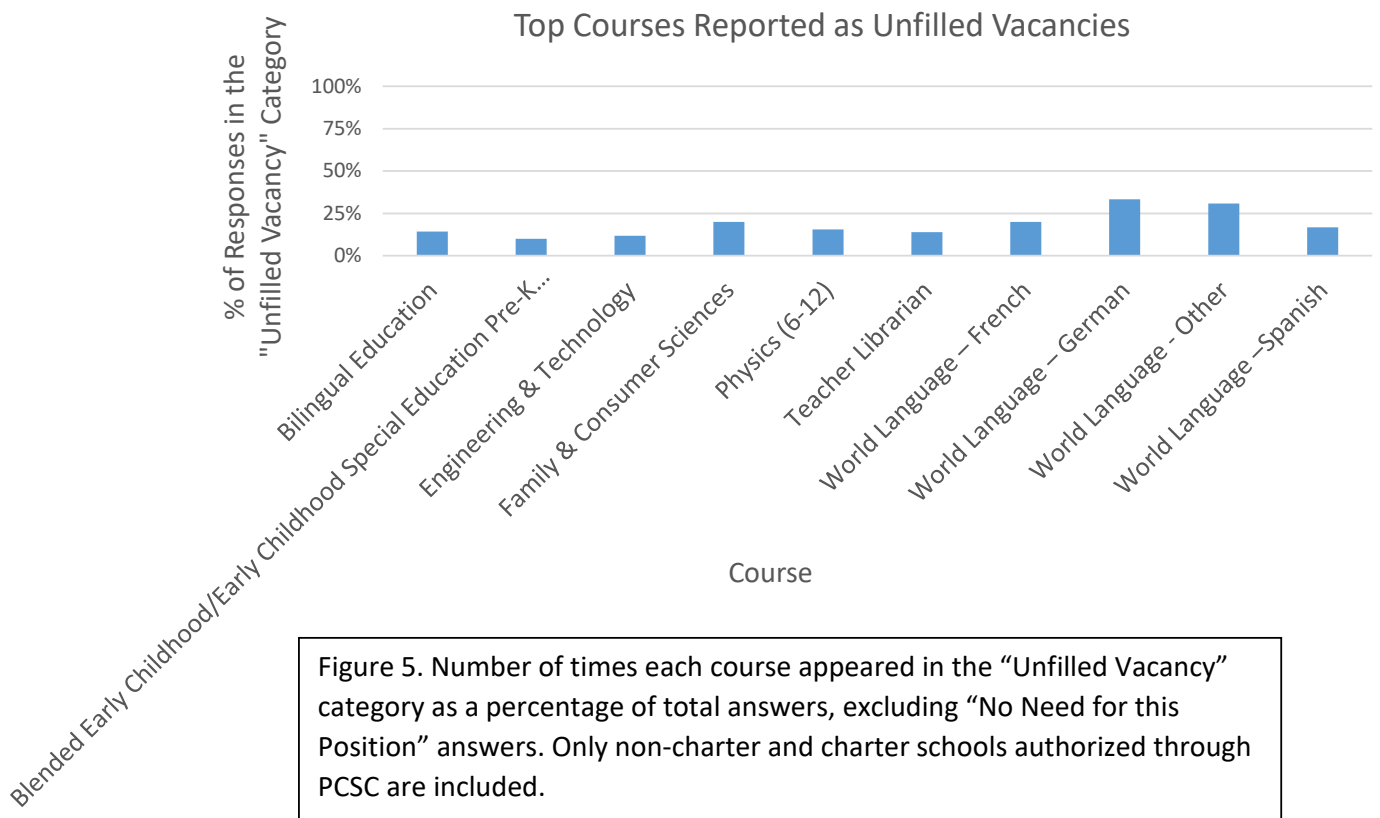
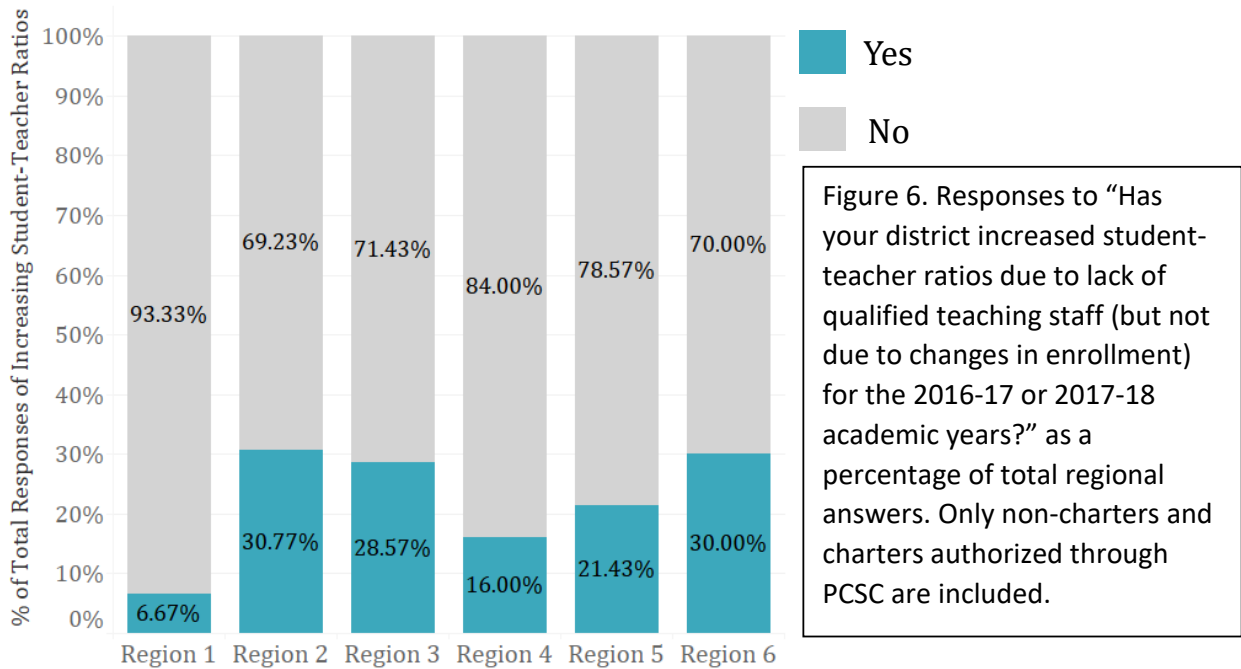


Figure 5. Number of times each course appeared in the “Unfilled Vacancy” category as a percentage of total answers, excluding “No Need for this Position” answers. Only non-charter and charter schools authorized through PCSC are included.

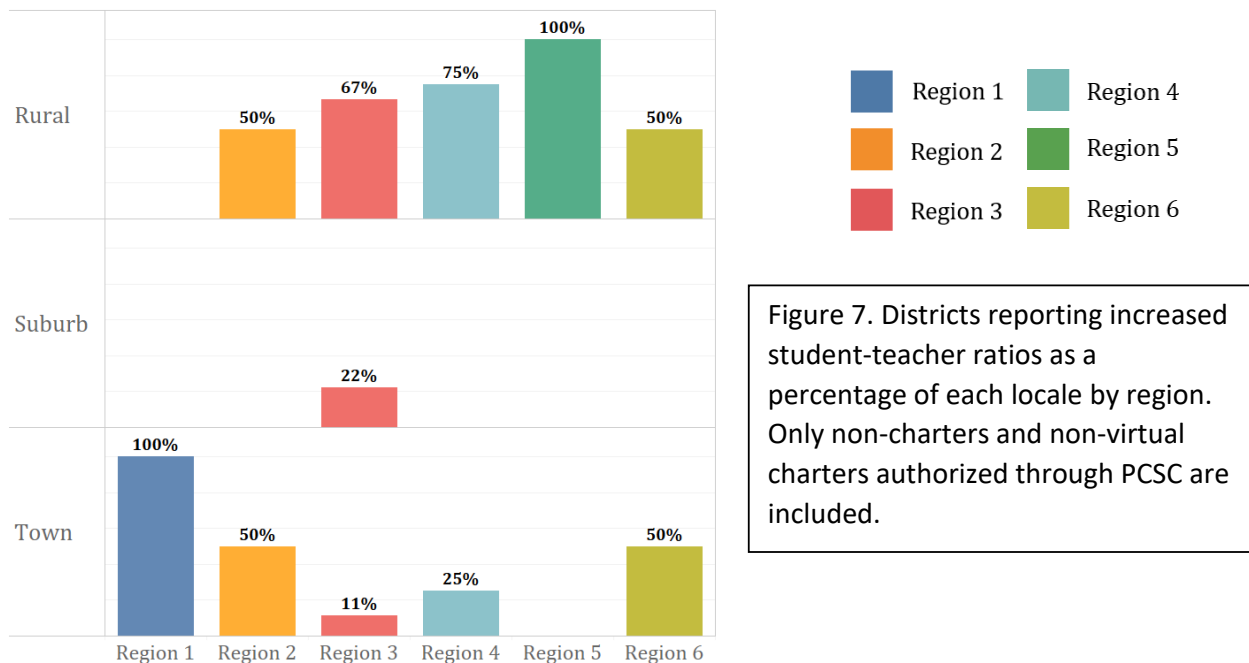
Responses to, “Has your district increased student-teacher ratios due to lack of qualified teaching staff (but not due to changes in enrollment) for the 2016-17 or 2017-18 academic years?”

When excluding responses from charters not authorized through PCSC, 22.95% of all respondents indicated that they had increased student-teacher ratios due to a lack of qualified teaching staff.

Distribution of Responses by Region



Regional and Urban-Centric Locale Break-Down for Districts Reporting Increased Student-Teacher Ratios due to a Lack of Qualified Teaching Staff



Responses to, “Did your district eliminate specific courses for the 2016-17 or 2017-18 academic years due to lack of qualified teaching staff (but not due to decreasing enrollment)?”

When excluding responses from charters not authorized through PCSC, 30% of all respondents indicated that they had eliminated specific courses due to a lack of qualified teaching staff.

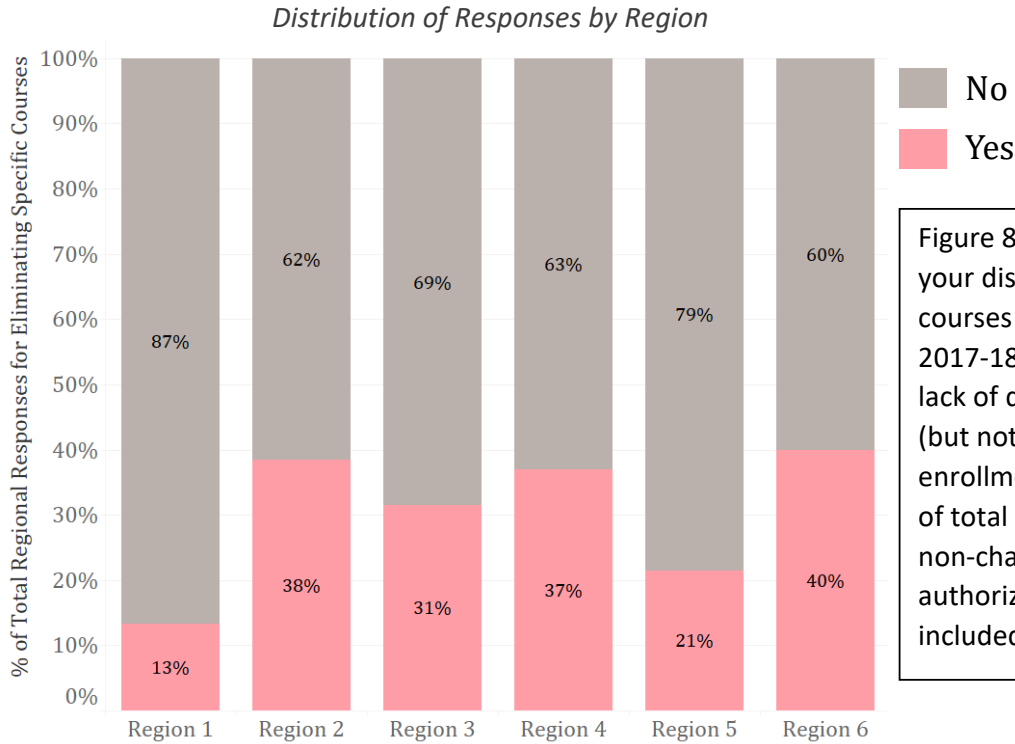


Figure 8. Responses to, “Did your district eliminate specific courses for the 2016-17 or 2017-18 academic years due to lack of qualified teaching staff (but not due to decreasing enrollment)?” as a percentage of total regional answers. Only non-charters and charters authorized through PCSC are included.

Regional and Urban-Centric Locale Break-Down for Districts Reporting Elimination of Specific Courses Due to a Lack of Qualified Teaching Staff

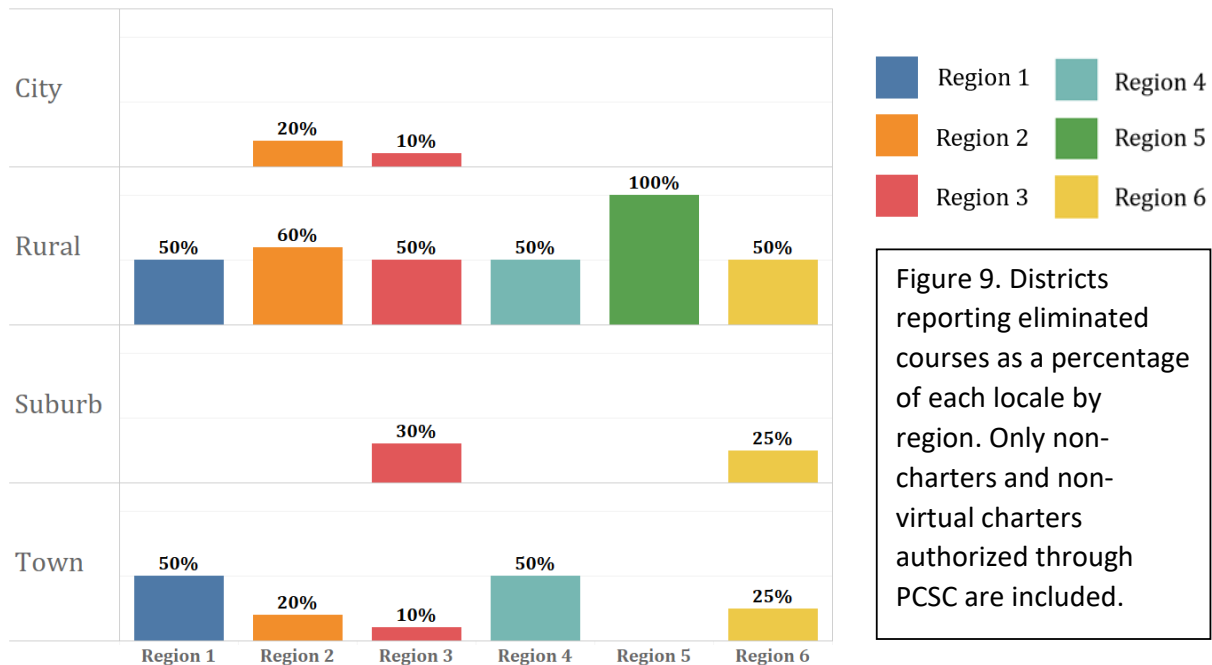
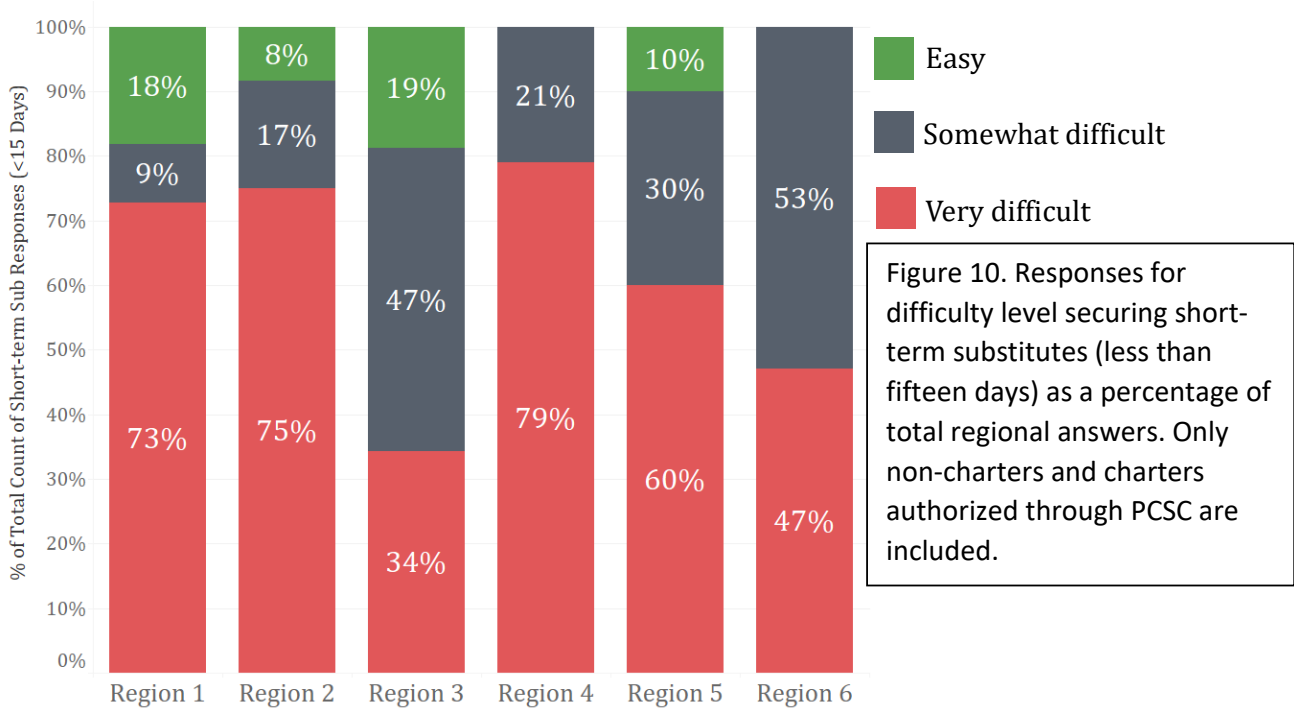


Figure 9. Districts reporting eliminated courses as a percentage of each locale by region. Only non-charters and non-virtual charters authorized through PCSC are included.

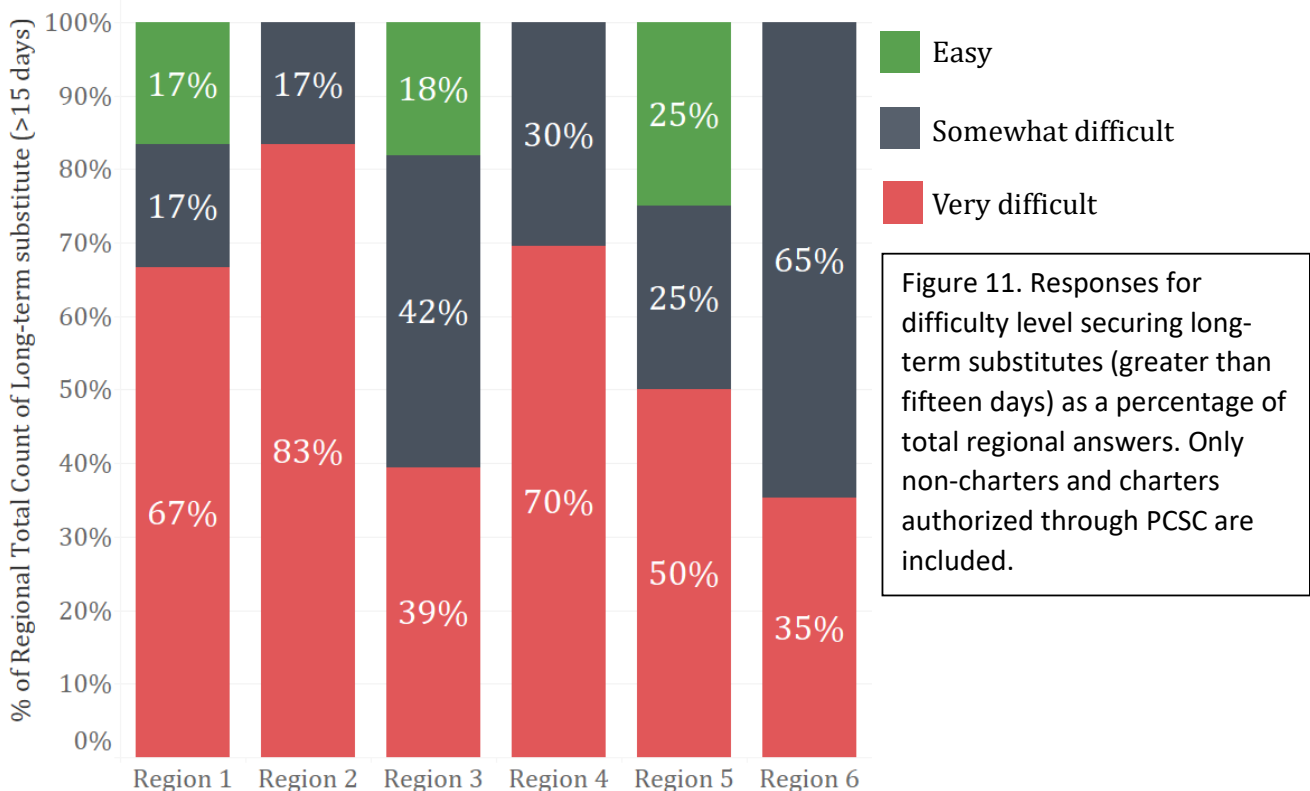
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How much difficulty did your district have during the 2016-17 or 2017-18 academic years in securing substitute teachers?

Difficulty Securing Short-Term Substitutes



Difficulty Securing Long-Term Substitutes



Attachment 4. NCES Urban-Centric Locale Definitions and District Examples

All definitions and data come from the [Locale Boundaries User's Manual](#) or other NCES sources

Urban (Urbanized Areas, Urban Clusters) and Rural

The Census Bureau's urban areas represent densely developed territory, and encompass residential, commercial, and other non-residential urban land uses. The boundaries of this urban footprint have been defined using measures based primarily on population counts and residential population density, but also through criteria that account for non-residential urban land uses, such as commercial, industrial, transportation, and open space that are part of the urban landscape. The Census Bureau delineates urban areas after each decennial census. Since the 1950 Census, the Census Bureau has reviewed and revised the urban criteria, as necessary, for each decennial census. These changes are discussed in Section 6.0 of the [Locale Boundaries User's Manual](#).

Urban area boundaries are constructed from qualifying census tracts and census blocks. To qualify as an urban area, the territory must encompass at least 2,500 people, at least 1,500 of which reside outside institutional group quarters. Urban areas that contain 50,000 or more people are designated as Urbanized Areas (UAs); urban areas that contain at least 2,500 and less than 50,000 people are designated as Urban Clusters (UCs). The term "urban area" refers to both UAs and UCs. The term "rural" encompasses all population, housing, and territory not included within an urban area.

Principal City

Principal Cities are incorporated places with a large population of residents and workers located within a [Core Based Statistical Area \(CBSA\)](#). More specifically, the Principal City (or Cities) of a CBSA include:

- (a) the largest incorporated place with a population of at least 10,000 in the CBSA or, if no incorporated place with at least 10,000 population is present in the CBSA, the largest incorporated place or Census designated place (CDP) in the CBSA;
- (b) any additional incorporated place or CDP with a population of at least 250,000 or in which 100,000 or more persons work;
- (c) any additional incorporated place or CDP with a population of at least 50,000, but less than 250,000, and in which the number of workers working in the place meets or exceeds the number of workers living in the place;
- (d) any additional incorporated place or CDP with a population of at least 10,000, but less than 50,000, and at least one-third the population size of the largest place, and in which the number of workers working in the place meets or exceeds the number of workers living in the place.

NCES Locale Classifications and Criteria

The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural) that each contains three subtypes. It relies on standard urban and rural definitions developed by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The NCES locales can be fully collapsed into a basic urban-rural dichotomy, or expanded into a more detailed collection of 12 distinct categories. These subtypes are differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments).

City – Large (11): Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City – Midsize (12): Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

City – Small (13): Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban – Large (21): Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban – Midsize (22): Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small (23): Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town – Fringe (31): Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town – Distant (32): Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

Town – Remote (33): Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural – Fringe (41): Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

Rural – Distant (42): Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

Rural – Remote (43): Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

City

The NCES City locale designation is limited to territory located within principal cities of metropolitan areas. It does not include principal cities of micropolitan areas. More specifically, City classifications are limited to the portion of a principal city that is contained within a UA. Therefore, schools located in rural territory are designated as rural, even if they are contained within a principal city boundary. This approach focuses city classifications on large, densely populated areas, and avoids spurious classifications of rural schools resulting from overextended city boundaries primarily intended to accommodate future annexation and growth. The locale framework disaggregates city classifications by size, using 250,000 and 100,000 population thresholds to identify large, midsize, and small areas. Most principal cities of metropolitan areas are classified as small cities.

Mid-Size

Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

District Name	LEA #
Boise Independent	001
Idaho Connects Online Charter District	469
Idaho Dept Correction	671
Inspire Virtual Charter	457
iSucceed Virtual High School	466
Sage International School Of Boise	475
The Village Charter School District	473

Small

Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

District Name	LEA #
Coeur D'Alene	271
Coeur D'Alene Charter Academy	491
Idaho Falls	091
Kootenai Bridge Academy	470
Lewiston	340
Pocatello	025
The Academy	460

Rural

Remote

Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

District Name	LEA #
Avery	394
Bear Lake	033
Bliss	234
Bruneau-Grand View Joint School District	365
Butte County	111
Camas County	121
Cambridge Joint District	432
Cascade District	422
Challis	181
Clark County	161
Cottonwood	242
Council District	013
Dietrich	314
Garden Valley District	071
Glenns Ferry	192
Kamiah	304
Mackay	182
Mccall-Donnelly Jt. School District	421
Meadows Valley District	011
Midvale District	433
Murtaugh	418
Nezperce	302
North Gem	149
Oneida	351
Pleasant Valley Elem Dist	364
Potlatch	285
Prairie Elem. District	191
Richfield	316
Rockland	382
Salmon River	243
Shoshone	312
South Lemhi	292
Swan Valley	092
Teton County	401
Three Creek	416
Valley	262
West Jefferson	253
Whitepine	288

The NCES rural locale assignments rely on the Census Bureau's designation of non-urban territory as rural. This category accounts for the overwhelming majority of U.S. land area, and it includes a considerable range of settlement patterns and land uses. Some rural areas where school-age children live are extremely remote and difficult to access, while rural areas just outside large urban cores may have relatively easy access to a broad range of specialized goods and services typically associated with suburban and city schools. Metropolitan areas can contain both urban and rural territory. Because counties serve as the building blocks of metropolitan areas, and the extent of some metropolitan counties is quite large, some rural portions of metropolitan areas may be farther from urban cores than rural territory outside metropolitan areas. Therefore, the traditional metropolitan-based urban-suburban-rural framework poses difficulties for rural classifications as well.

The NCES rural locale provides fringe, distant, and remote subtypes that differentiate rural locations based on the distance and size of the nearest urban area. Distance thresholds applied for UCs (2.5 miles and 10 miles) are shorter than the distances used for UAs (5 miles and 25 miles) to reflect potential differences in the functional relationship between rural and urban areas. These criteria assume that families served by a rural school located 10 miles from a town of 10,000 are likely to have different options than families served by a rural school located 10 miles from an urban core with a population of 110,000. Therefore the rural locale criteria take into consideration not only distance, but also distance from which type of urban core.

The basic unit for these distance indicators (2.5 miles) was borrowed from the Census Bureau's criterion for connecting densely settled noncontiguous territory to a qualifying core of an urbanized area (UA) or a UC during the urban delineation process, officially referred to as a "jump." Distances used to define locale subtypes are simple multiples of the basic distance unit (i.e., 1x, 2x, 4x, and 10x for Rural; 4x and 14x for Towns).

Rural

Fringe

Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

District Name	LEA #
American Heritage Charter	482
Buhl Joint	412
Chief Tahgee	483
Fremont County	215
Gooding	231
Idaho Dept Juvenile Correction	709
Jefferson County	251
Kellogg	391
Ktec - Kootenai Tech Ed Campus	641
Liberty Charter	458
North Idaho Stem Charter Academy	480
North Star Charter	493
Notus District	135
Snake River	052
Taylor's Crossing Chrt	461
Victory Charter School	451
Wendell	232
Xavier Charter	462

Distant

Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

District Name	LEA #
Aberdeen	058
Arbon Elem	383
Basin School District	072
Canyon-Owyhee School Service Agency (Cossa)	555
Castleford	417
Culdesac	342
Firth	059
Genesee	282
Grace	148
Hagerman	233
Hansen	415
Highland	305
Horseshoe Bend School District	073
Kendrick	283
Kootenai	274
Lapwai	341
Marsh Valley	021
Marsing Joint District	363
Melba Joint District	136
Mullan	392
New Plymouth District	372
Parma District	137
Plummer-Worley	044
Ririe	252
Troy	287
West Bonner	083
West Side	202
Wilder District	133

Suburb

Large

Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

District Name	LEA #
Compass Charter School	455
Idaho College And Career Readiness	489
Idaho Virtual Admy	452
Rolling Hills Charter School	454
West Ada (Meridian)	002

Mid-size

Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

District Name	LEA #
Another Choice Virtual Charter District	476
Caldwell District	132
Heritage Community Charter District	481
Legacy Charter School District	478
Middleton District	134
Nampa School District	131
Vallivue School District	139
Vision Charter School	463

Small

Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

District Name	LEA #
Bonneville	093
Monticello Montessori Chrt	474
Post Falls	273
White Pine Charter	464

The NCES Suburban designation applies to territory inside a Urbanized Area (UA) that is located outside the boundary of a principal city of a metropolitan area. Although most suburban territory is located within metropolitan areas, micropolitan areas may contain suburban territory as well. As with City classifications, suburban subtypes are defined by population size using the same thresholds (250,000 and 100,000) to determine large, midsize, and small areas. Although the geographic extent of suburban territory is restricted to the portion of UAs located outside principal cities, the size designation for suburban locales is based on the population of the entire UA, not just the suburban portion.

The NCES locales are not equivalent to the “urban, suburban, rural” framework often found in social research and discussions of educational conditions. This familiar three-part construct is a blend of the Census Bureau’s metropolitan and urban hierarchies. Unlike NCES, the Census Bureau does not explicitly define suburban areas. All territory is either urban or rural. The suburban classification included in the three-part scheme largely stems from metropolitan area data that the Census Bureau occasionally disaggregates for three types of areas— territory inside a metropolitan area and inside a principal city, territory inside a metropolitan area and outside a principal city, and the balance of territory outside metropolitan areas. Unfortunately, some data users unfamiliar with Census geography mistakenly equate these categories with urban, suburban, and rural, when in fact all three categories may contain both urban and rural territory. The non-city balance of most metropolitan areas contains a wide range of land uses, much of which looks nothing like stereotypical suburban areas envisioned by many users of suburban data. In addition to this overgeneralization, some federal programs designate all non-metropolitan areas as rural territory, while others refer to cities and urban areas interchangeably.

The NCES Suburb locale relies on a clearer and more constrained definition of suburban areas than that offered by the metropolitan-based approach. As a result, it also has limitations. It does not include emerging exurban areas that are too sparsely populated to be included within a UA, and it may leave out well-established bedroom communities that have strong functional ties to a UA but are too distant to be included as part of it. Moreover, because the Census Bureau delineates urban area boundaries only once per decade, the extent of the UA boundary may become less representative of the actual urban fringe later in the decade as population and settlement grow.

Town

Distant

Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

District Name	LEA #
American Falls	381
Blackfoot	055
Blackfoot Chrt Comm Lrng Cntr	477
Emmett Independent Dist	221
Fruitland District	373
Homedale Joint District	370
Idaho Science & Tech Chrt	468
Idaho Stem Academy DbA Bingham Academy Charter Dis	485
Lake Pend Oreille	084
Madison	321
Moscow	281
Mountain Home District	193
Orofino	171
Palouse Prairie Charter	472
Payette Joint District	371
Preston	201
Richard Mckenna Charter High School	453
St Maries	041
Sugar-Salem	322

The NCES locale framework classifies all Urban Clusters (UCs) as towns. As with the city classification, town locale assignments are based on the extent of the UC boundary rather than the extent of a place boundary (though a UC and place may share the same name). Therefore, schools in rural portions of an incorporated place or CDP are considered rural, while schools located inside a UC are identified as town—regardless of whether the area is contained within an incorporated place or CDP.

Unlike city and suburban subclassifications that are based on population size, town subtypes are identified based on the town’s proximity to a UA. UCs located within 10 miles of a UA are identified as fringe, while those more than 10 miles but less than 35 miles away are designated as distant. UCs located more than 35 miles away from a UA are categorized as remote. All proximity thresholds for town and rural classifications are based on geodesic distance between the vertices of the UC and UA polygon boundaries.

Towns are commonly located near UAs, often radiating along major roadways that provide easy access to the larger population core. Although they range in size (from 2,500 to 49,999), most Towns have a population less than 10,000.

NCES town assignments differ considerably from the REAP town locale criteria. Likewise, NCES’s use of UCs for town assignments is not the same as that used by the Federal Communication Commission’s E-rate program. Although E-rate makes use of Census urban/rural definitions to determine discounts, the program reclassifies UCs with a population less than 25,000 as rural territory.

Town

Fringe

Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

District Name	LEA #
Falcon Ridge Charter School	456
Kuna Joint District	003
Lakeland	272
Shelley	060

Remote

Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

District Name	LEA #
Blaine County	061
Boundary	101
Cassia County	151
Filer	413
Heritage Admy.	479
Idaho School For Deaf And Blind	596
Jerome	261
Kimberly	414
Minidoka	331
Mountain View	244
North Valley Academy	465
Salmon	291
Soda Springs	150
Syringa Mountain Charter District	488
Twin Falls	411
Wallace	393
Weiser District	431

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5. Explore the implementation of a statewide electronic evaluation management system.

Of these five strands, work has begun on all. Changes to Board Administrative rule on evaluation were put into temporary rule in fall 2017, with plans to convene professional groups in each of the pupil service areas to further define consistent practices in evaluation of these professionals. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2017, and an administrator preparation coalition has been established. In 2017, the Legislature provided funding for the development of a clearinghouse and an evaluation management system. A request for proposals will be issued to contract with a vendor to provide this platform.

In May 2017, superintendents were notified of the pending FY2018 review and received detailed information about procedures for uploading evidence collected by administrators selected from their districts. Phase One of the 2016-2017 Evaluation Review commenced on June 8, 2017 with districts beginning to upload evidence for review. The first portion of the annual review, Phase One, focused on the requirements called out in IDAPA 08.02.02.120, including whether or not evaluations meet the fidelity of the state framework which requires an assessment of all 22 components specified in administrative rule.

Phase Two of the review was completed on October 30, 2017, focusing on district evaluation policy, and overall implementation of evaluations including a detailed review of:

- (i) the evidence used in scoring teacher evaluations;
- (ii) documentation of teaching observations;
- (iii) progress in documenting teacher's individual professional learning plans;
- (iv) demonstration of growth in student achievement, and;
- (v) proof of professional practice as shown through parent or student input, or a portfolio of professional work.

Both phases of the review process and the final meeting of reviewers to discuss findings and assist with recommendations to the Board were completed on November 3, 2017. The attached report provides the findings and recommendations from the FY2017 evaluation review process.

IMPACT

Annual evaluation reviews allow state policy makers to verify that the state framework is being implemented with fidelity and to judge the effectiveness of using the evaluation framework in conjunction with student outcomes (measurable student achievement) for determining movement on the Career Ladder. The Board may also use the information in directing changes in our teacher preparation programs to address areas of improvement for both administrators as well as instructional and pupil services staff.

ATTACHMENTS

Attachment 1 – FY18 Final Report – Evaluation Review of Certificated
Educators

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STAFF COMMENTS AND RECOMMENDATIONS

The FY 2018 Final report includes two recommendations. Recommendations are provided from the group of Idaho Educators who participate in the annual evaluation review process. The first recommendation asks for amendments in Administrative Code (IDAPA 08.02.02) regarding additional definitions, adding the Individualized Professional Learning Plans as a measure of professional practice and clarifying retention of data regarding evidence of professional practice. The first step in clarifying the requirements regarding the retention of evidence and personnel files was taken in the Board’s approval of legislation clarifying Section 33-518, Idaho Code, and the current requirement that each “personnel file shall contain any and all material relevant to the evaluation of the employee” includes evidence of meeting the state evaluation requirements. Should this legislation be enacted by the 2018 Legislature the negotiated rulemaking process will be initiated to develop additional specificity in administrative rule. The next action point for this recommendation would take place when the proposed rule is brought to the Board in 2018 for consideration.

The second recommendation is to provide flexibility in differentiating evaluation practice between “proficient” professional staff beyond the current ability school district have to weigh the 22 components and/or four domains based on individualized professional learning plans or other priorities identified by the school district. School districts are still struggling with the implementation of the current state requirements with fidelity so, it is important for school districts and charter schools to have some level of stability in the state requirements if we hope to get to any level of uniformity in implementation of the requirements. The connection between the summative evaluation rating to the state career ladder for the distribution of salary based apportionment to the school districts and charter schools requires a level of uniformity in the application to assure and equitable distribution of available funds.

Clear guidelines for ongoing support for both administrators and teachers are represented in the recommendations that conclude this report. Continued Board support will further shape the fidelity and usefulness of educator evaluations going forward.

BOARD ACTION

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

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FY2018 REPORT TO THE IDAHO STATE BOARD OF EDUCATION

2016 – 2017 EVALUATION REVIEW OF CERTIFICATED EDUCATORS

INTRODUCTION

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations must be conducted annually. Effective July 1, 2015, the statute specifically requires the following:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The 2016-2017 review was designed to be conducted in two parts, consistent with the 2015-2016 Review. The “desk review” portion of the annual review, Phase One, focused on the requirements called out in IDAPA 08.02.02.120, and whether or not evaluations were compliant in addressing all parts of the state framework specified in administrative rule. On-site visits followed which was Phase Two of the review, and these were completed on October 30, 2017. Phase Two focused on district evaluation policy, and overall implementation of evaluations including a review of:

- (i) the evidence used in scoring teacher evaluations;
- (ii) documentation of teaching observations;
- (iii) progress in documenting teacher’s individual professional learning plans;
- (iv) demonstration of growth in student achievement, and;
- (v) proof of professional practice as shown through parent or student input, or a portfolio of professional work.

The FY2018 report on the findings of the 2016-2017 Evaluation Review of Certificated Educators follows.

Background

In response to the legislative mandate that initiated oversight by Idaho State Board of Education staff in conducting the 2015-16 Evaluation Reviews, samples of teacher evaluations and supporting evidence were collected beginning in January 2017. Phases One and Two of the Evaluation Review were completed in March 2017, and a final report was presented to the Idaho State Board of Education at the June 2017 meeting.

The FY17 report concluded that inconsistent communication from state entities compounded confusion created over time in the wake of multiple changes to Idaho’s evaluation processes. As a result, not all districts were implementing all aspects of evaluation rule with fidelity. To summarize, approximately 60% of the over 600 evaluations reviewed were found to be in compliance with the remaining 30% missing one or more critical elements of the evaluation requirements. To address the areas found to be consistently noncompliant, eight detailed

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recommendations were put forth in the final report encompassing the following areas:

6. Amend IDAPA 08.02.02.120 to clarify, simplify and better align with code for instructional staff, and redefine evaluation standards for pupil service staff based upon their own professional standards
7. Make additional guidance and training available to administrators
8. Create a coalition of representative for Idaho administrator preparation programs to define consistent measures of preparedness, including specific competencies for administrator recertification requirements
9. Create a clearinghouse of best evaluation practices to be shared across districts
10. Explore the implementation of a statewide electronic evaluation management system

Of these five strands, work has begun on all. Changes to Board Rule on evaluation were put into temporary rule in fall 2017, with plans to convene professional groups in each of the pupil service areas to further define consistent evaluation practices for these professionals. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2017, and an administrator preparation coalition has been established. Both the clearinghouse and an evaluation management system are in the exploratory stages.

In May 2017, superintendents were notified of the FY2018 review and received detailed information about procedures for uploading evidence collected by administrators selected from their districts. Phase One of the 2016-2017 Evaluation Review commenced on June 8, 2017 with districts beginning to upload evidence for review. Both phases of the review process and the final meeting of reviewers were completed on November 3, 2017. Prior to describing the FY2018 Evaluation Review process and results, however, one significant note from last year's evaluation review report should be reiterated:

“Due to the absence of compliance feedback for over two years, the same district protocols found to be deficient in the FY2017 review process were also being used in the 2016-2017 school year. Therefore, while the FY2018 evaluation review may not represent growth in evaluation compliance, it must be emphasized that the lack of growth will not be due to apathy. Feedback and clarification on requirements generated by this year's review came forward late into the school year, *and districts will need 2017-2018 to implement corrective action...*The overarching message that came from the FY2017 Evaluation Review was the need for...clarity, resources, and training support that can make a measurable difference in the consistency and reliability of evaluations.”

As expected, throughout both the desk review and onsite reviews administrators confirmed changes to practice were being implemented, but not all changes could be made quickly enough to be reflected in the evidence collected from the 16-17 school year. As a result, the following FY2018 Evaluation Review Report and findings will appear to be very similar to the FY2017 report.

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METHODS: FY2018 EVALUATION REVIEW

Phase One of the Evaluation Review

The Office of the State Board of Education (OSBE) staff randomly selected 200 administrators who conducted evaluations in the 2016-2017 school year (approximately 20% of all current Idaho administrators) of which 192 were still active in Idaho. For each administrator chosen, the district was required to upload to a secure server at least five evaluations (with relevant supporting documents) completed in 2016-2017 for both teachers and pupil service staff. All evaluation materials were redacted of identifying information, not only to ensure a fully blind review but also confidentiality due to the sensitive nature of the evidence being assessed.

Phase Two of the Evaluation Review

The Office of the State Board of Education (OSBE) staff randomly selected 31 of the 102 LEAs included in Phase One for detailed review. From each of these districts, up to two administrators were also randomly selected from those who had already participated in Phase One. Each administrator taking part in the second phase of the evaluation review (n = 49) was instructed to choose at least two instructional staff evaluations (additional to those reviewed previously and representing a range of performances) for on-site review. Table 1 provides the timeline for data collection and review in both Phase One and Phase Two.

Table 1. Timeline

State Board of Education - 2016-2017 Evaluation Review Timeline Overview and Update	
DATE	DESCRIPTION
5/31/2016	PHASE ONE - Sent out notification to superintendents of randomly selected administrators (102 total LEAs) notifying them which administrators were chosen for evaluation review. Email included sample evidence for districts to model as they prepared their own uploads.
6/8/2017	OSBE secure server opened for districts to upload evidence.
8/16/2017	Server closed and all evaluation materials and completed surveys downloaded and prepared for review and data collection.
9/13-9/15/2017	Desk Review conducted.
9/21/2017	Notifications sent to 31 of the 102 additional districts that they had been randomly selected for further review in Phase Two of the evaluation review process.
9/29/2017	Conducted an Evaluation Review Training in Region III including a mock evaluation review. Open to all education personnel.
10/9-10/11/2017	Regions I and II. Evaluation Review Training and Phase Two reviews conducted. Board staff and volunteer reviewers from Phase One conducted the on-site data collection and interviews.
10/16-10/18/2017	Regions IV. Evaluation Review Training and Phase Two reviews conducted.
10/23/10/27/2017	Regions V and VI. Evaluation Review Training and Phase Two reviews conducted.
10/25-10/27/2017	Region III. Phase Two reviews conducted.
11/2-11/3/2017	Reconvened Phase One reviewers to analyze and discuss data and anecdotal information collected throughout the review process, and to assist in developing recommendations.

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Data Sources

For Phase One of the evaluation review, Board staff collected 808 files containing evaluations conducted on certificated staff through the method described above (though five separate evaluations were requested of the administrators, for various reasons the sample size amounted to approximately 4 evaluations per administrator). As with the FY17 review, the sample of administrators chosen for review purposefully represents the distribution of school administrators across the state of Idaho, though this year three administrators from virtual charter schools were also included. See Table 2 below. In addition to collecting up to five evaluations per administrator, each administrator was required to fill out a survey designed to gauge individual perception of preparedness in conducting evaluations, level of desire for additional training in areas related to accurate, growth-producing evaluation practice. Included among the appendices is a full list of districts involved in the review, with districts selected for Phase Two on-site visits denoted in bold font (Appendix A). A copy of the Evaluation Feedback Survey administered during the first phase of the review is also included (Appendix B).

Table 2. Random sample percentages

	Number of Administrators by Region	% of State Total	Administrators Chosen for Review	% of Sample Total
Virtual (0)	5	1%	3	2%
Region 1	103	11%	26	14%
Region 2	66	7%	22	11%
Region 3	368	41%	64	33%
Region 4	138	15%	34	18%
Region 5	77	9%	16	8%
Region 6	145	16%	27	14%
Totals	902		Total Sample	192

Additional staff evaluations were reviewed onsite in Phase Two. The key purpose of the on-site visits was to record qualitative data, as supplied by district office personnel and administrators, regarding implementation of - and fidelity to - the state framework for evaluation. In addition to reviewers' notes, feedback was captured in a survey completed by the teachers evaluated by administrators chosen for Phase Two review. Completion of surveys for teachers was entirely voluntary. This survey instrument for teachers is included in this report as Appendix C.

Review process

A team of 25 experienced educators from across Idaho participated in Phase One of the review, including current superintendents, district leaders, principals, and faculty from educator preparation programs. Of the initial reviewers from the FY17 Evaluation Review, 12 of the original 18 members returned to the team. A list of reviewers is included as Appendix D. The criteria for reviewing the evaluation documents was drawn directly from IDAPA 08.02.02.120 and Idaho Code § 33-1004B(14) for both instructional personnel and pupil service personnel, as applicable.

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The purpose of Phase One, a desk review, was for each reviewer to assess administrator compliance in conducting evaluations in the following areas: completeness in assigning a score for each of the 22 components of the state framework; reported dates of two documented observations; compliance in using at least one other district-selected measure to inform professional practice; and reported measure(s) of student achievement. A graphic of the content and rationale for each aspect reviewed in this part of the process is included as Appendix E. Initiated this year, all evaluations were blind reviewed by two separate reviewers, with discrepancies being resolved by a third reviewer.

For Phase Two visits, a volunteer subset of the 25-member team responsible for conducting the desk reviews participated. The purpose of Phase Two was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, district leaders were interviewed to better understand strengths and challenges in practice.

Reliability of Reviewers

To ensure accuracy and reliability among raters, all reviewers participating in Phase One were chosen based upon their current knowledge and use of the state's evaluation framework. The team participated in a three-hour training session reviewing the criteria, discussing state requirements, and participating in calibration activities. Five sample evaluations were chosen for review. Each reviewer evaluated the samples independently, then in a small group lead by veteran reviewers. The entire team then discussed the samples and compared ratings. Training included clarifying conversations about current requirements, and opportunities throughout the three-day review to recalibrate, both in small group and full group discussions, as anomalies arose.

Because of their heightened understanding of evaluation requirements developed in Phase One of the review process, volunteers from this team also conducted on-site visits in Phase Two.

Data Analysis

Data presented here regarding compliance in evaluation practice consists of the total number and percentages of compliant elements required for instructional staff evaluations (n=785) as submitted by district administrators. These elements include components of the state framework for evaluation, dates of documented observations, measures of professional practice and student achievement. Findings on the evaluation of pupil service providers are on file (n=66), but not included in this report. Next year's report will include findings on all certificated staff once the new standards for pupil service providers begin emerging in district evaluations.

Data from the Evaluation Feedback Survey (Appendix B) provides an overview of the perceptions of the selected administrators related to their preparedness in conducting evaluations and their desire for additional training.

Data from surveys completed by teachers from Phase Two (Appendix C) is also included for the purpose of exploring teacher understanding of district policy, and perceptions on evaluation as a means for professional growth.

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FINDINGS

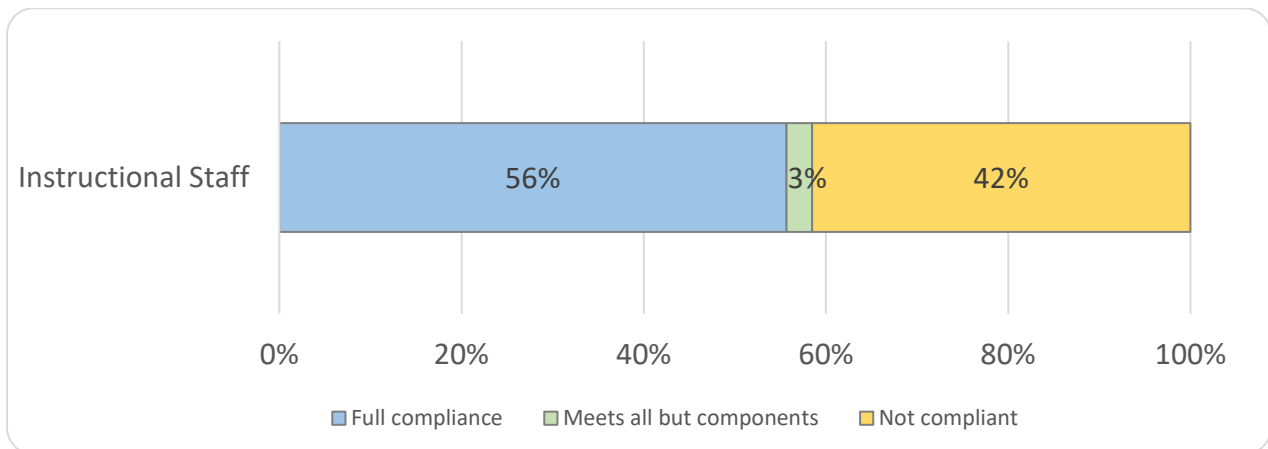
The findings presented here are based upon the criteria for completing evaluations of certificated personnel called out in IDAPA 08.02.02.120 to determine compliance with state mandate. These include:

- Use of the state framework which is comprised of 22 components;
- Two documented observations, the first conducted prior to January 1;
- A measure of professional practice such as portfolio or student/parent feedback, and;
- District/teacher selected measure of student performance.

Data Specific to Compliance with IDAPA 08.02.02.120

Compliance – Evaluations meeting all IDAPA requirements

Figure 1. Evaluations meeting all areas of compliance required by the state, and those meeting all areas of compliance EXCEPT the inclusion of all 22 components, (but not less than four scores representing each of the domains) (n=785)

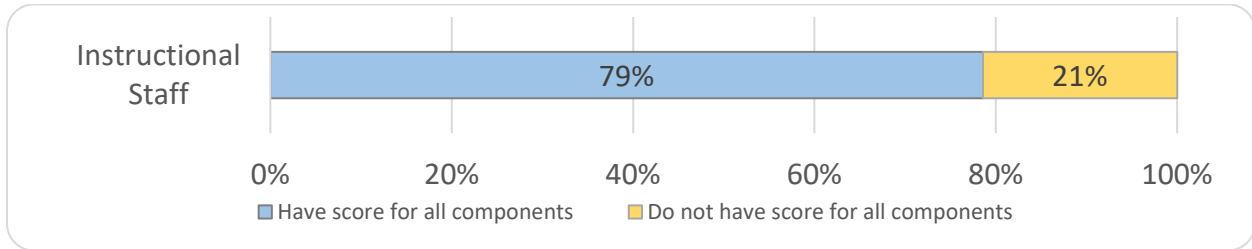


Note: Because it had not yet been clarified as to whether each component needed to be recorded individually, or just considered in the summative evaluation, it is not unreasonable (as with the 2015-16 review) to consider the sum of both sets of evaluations as being compliant, resulting in 59% of evaluations meeting all state requirements.

As expected, overall compliance found in the FY18 Review is similar to the FY17 Review, with a slight increase in “full compliance” up from 51%.

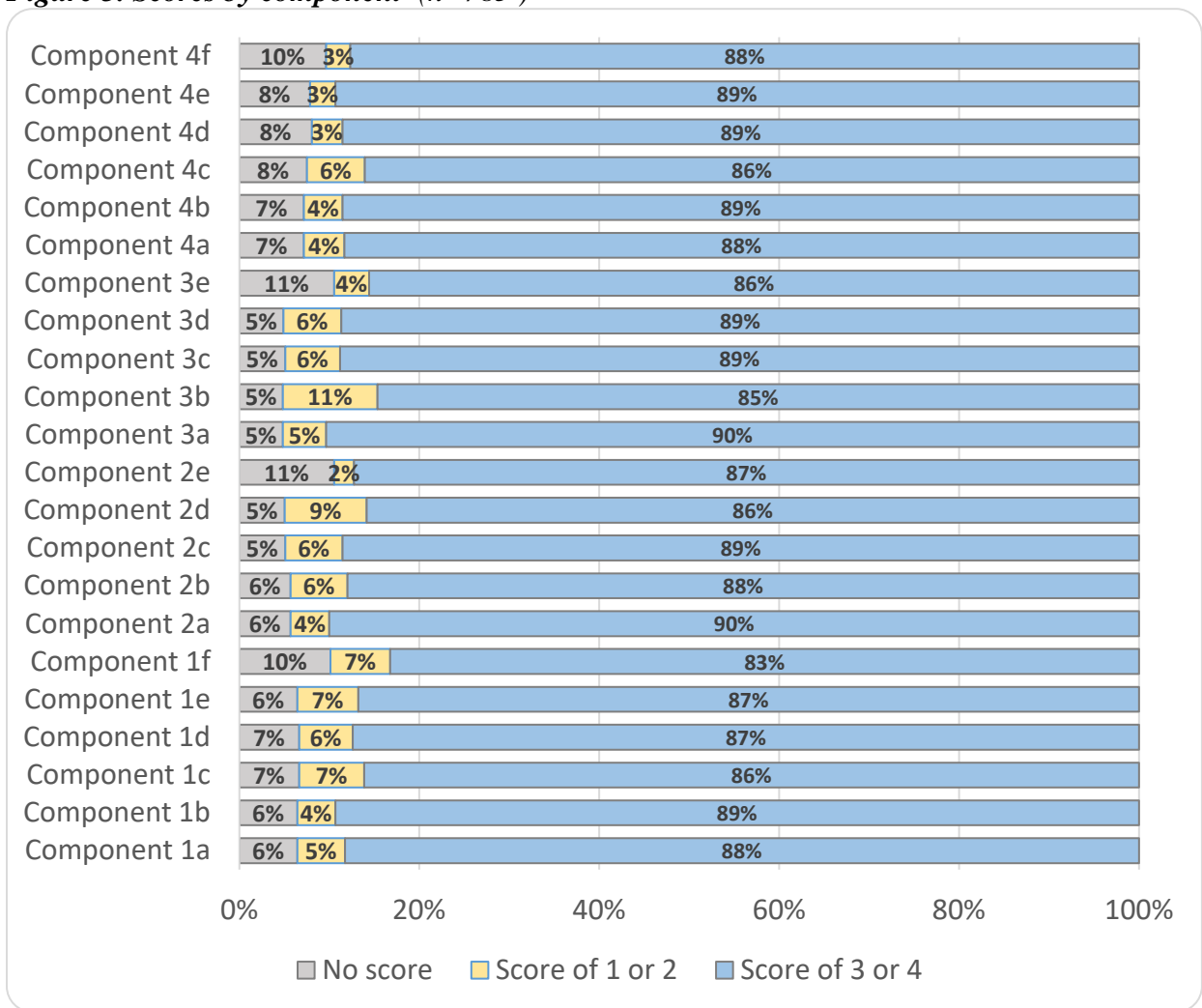
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Figure 2. Evaluations in which all 22 components of the framework standards were rated (n=785)



Compliance in scoring all components for instructional staff increased from 59% in FY17 to 79% in FY18. This is likely due to the fact that a large number of districts had been documenting scores for all 22 components but, prior to being reviewed in 2017, were only recording scores in the four domains. This increase in compliance likely represents a change in reporting, not a shift in practice.

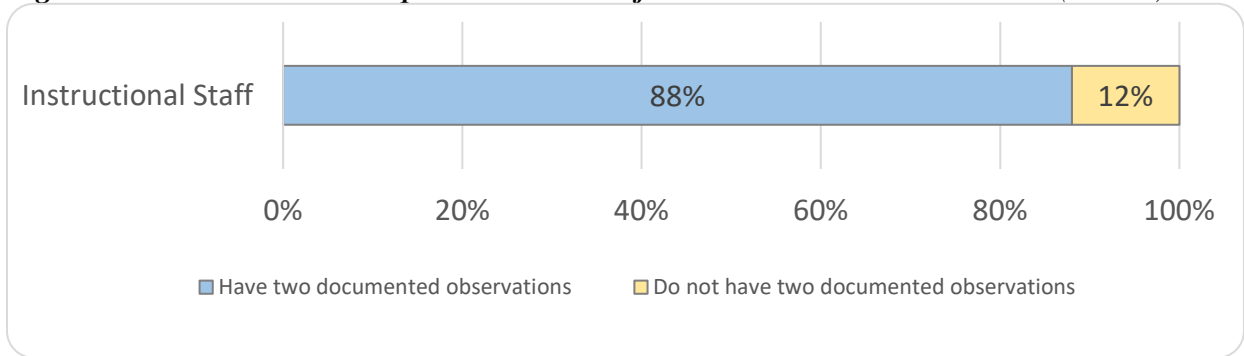
Figure 3. Scores by component (n=785)



Consistent with the FY2017 results, Component 3b-Using Questioning and Discussion Techniques, is the area in which the majority of teachers struggle the most. This certainly can be seen as an area for increased preparation and professional development opportunities.

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Figure 4. Evaluations based upon a minimum of two documented observations (n=785)



The increase in compliance for this requirement, up from 74%, most likely reflects increased awareness that documentation of observations would be collected. By the time the FY17 evaluation review began, many districts had destroyed evaluation evidence from the previous year. Because district leaders were notified of the FY18 Review prior to the end of the school year, those documents were not destroyed.

Figure 5. Evaluations including at least one district selected measure of performance (n=785)

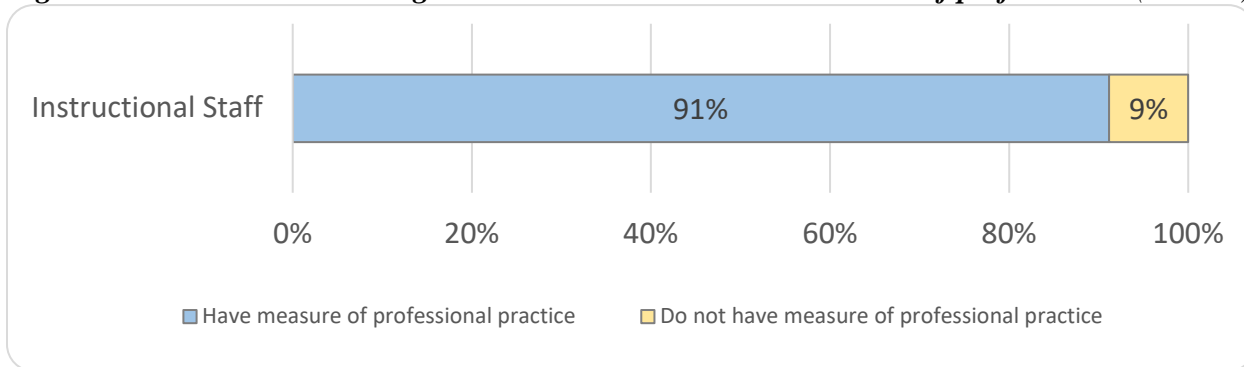
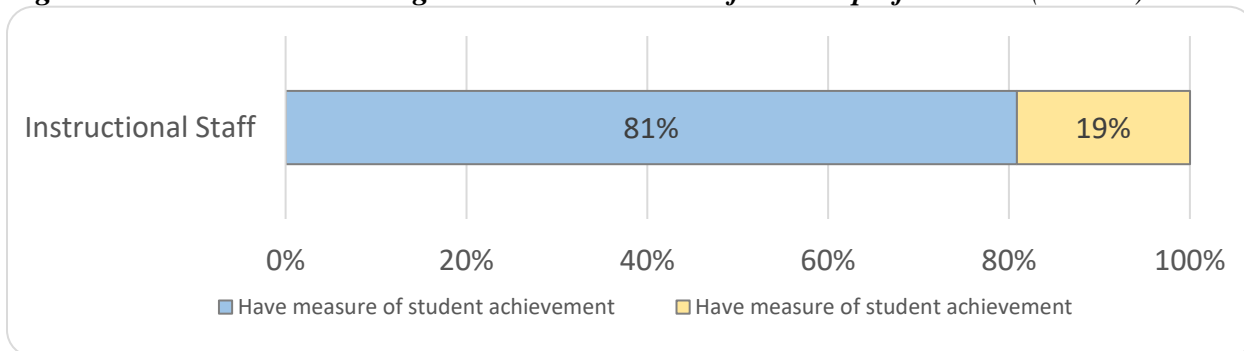


Figure 6. Evaluations including at least one measure of student performance (n=785)



In summary, the slight improvement in overall compliance, represented by a 5% increase from the FY17 to the FY18 Review, likely has more to do with greater awareness in reporting than significant change in practice.

Data Specific to Implementation of Evaluation and Related Professional Learning

Evaluation Feedback Survey (Administrators) - Results

Of the 194 administrators chosen for review, 79% responded to the Evaluation Feedback Survey. Their geographic distribution indicates a representative sample. While the absolute validity of these survey results must be considered in light of potential response bias, administrator feedback collected through the FY2018 survey instrument remained consistent with information collected through last year's survey and two years of onsite visit interviews:

- 54% Agree or Strongly Agree that they would like additional support/training in understanding code/rule around conducting evaluations, up 3% from last year
- 65% indicated a desire for more support and training in the Framework for Teaching (up 4% from last year) even though over 75% of administrators surveyed passed the Teachscape Proficiency training and test and expressed confidence in their evaluation skills
- 91% of administrators indicated that they regularly collected performance evidence to support evaluations, with 61% responding that they would like additional support/training in using evidence to accurately evaluate teachers
- 97% indicated that they regularly engaged in professional conversations about teacher practice stemming from observations/evaluation, with 57% responding that they would like additional support/training in facilitating those conversations (down from 62% reported last year)

Evaluation Feedback Survey (Teachers) - Results

Teachers who were evaluated in 2016-17 by administrators chosen for additional review in Phase Two were sent the Evaluation Feedback survey. Unlike the survey for administrators, teacher surveys were completely anonymous, and participation was voluntary. Respondents provided input on implementation of evaluation practice in their district and provided designated areas for future professional learning in evaluation (n=252). Results were consistent with those in the FY2017 report and are as follows:

- 51% of the teachers returning the survey indicated a desire for more support and training in the Framework for Teaching
- 84% of teachers indicated confidence in their ability to provide evidence to support an accurate evaluation of each of the 22 components, though 53% reported a desire for more training in this area.
- 73% of teachers reported their administrators regularly collected evaluation evidence
- 73% of teachers reported their administrators regularly engaged with them in professional conversations about their practice

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- 54% of teachers reported they would like more opportunities to receive feedback on their professional practice

In summary, and as stated in the introduction of this report, most of these findings are very similar to those from the FY17 report. Because the 2015-16 Evaluation Review was still being conducted late into Spring 2017, feedback on compliance was not available to all districts until the end of the 2016-17 school year. As a result, the same district protocols found to be deficient in the FY17 report had been used throughout the 2016-2017 school year. Between the dissemination of the final report, presentations given around the state, and trainings conducted statewide this fall around evaluation processes, districts are purposefully implementing corrective actions in the current academic year. Therefore, while the FY2018 evaluation review may not represent dramatically improved practice, a much higher level of compliance is anticipated for FY2019.

RECOMMENDATIONS AND CONCLUSION

The primary recommendation resulting from the FY2018 Evaluation Review is to stay the course, while continuing to implement recommendations brought forward in last year's report.

Action Taken on FY2017 Recommendations

- 1. Amend IDAPA 08.02.02.120 to clarify discrepancies with Idaho Code as identified during the review process.**

Action Taken: IDAPA 08.02.02.102.02 was amended to explicitly state that at least one document included in the Professional Practice portion of the evaluation must record a score for each of the 22 components of the Framework for Teaching.

Further Implementation: State agencies will continue to provide clear communication emphasizing that scores for each of the 22 components, drawn from observations and artifacts of teaching, must be included in evaluations to serve as an annual "benchmark" of professional practice. Scores on the Framework should serve as but one of the multiple measures that contribute to the summative evaluation score, with the main purpose of this instrument being to provide information on areas for future professional learning and highlight areas of strength.

- 2. Amend IDAPA 08.02.02.120 to define evaluation standards for pupil service staff evaluations that are based upon each group's national professional standards.**

Action Taken: IDAPA 08.02.02.102 was amended regarding the evaluation instrument/standards to be used for pupil service staff: "For pupil service staff, those standards shall be aligned with the profession's national standards."

Further Implementation: Because this change is already in effect due to temporary rule status, work will begin in early spring to bring each of the state's pupil service organizations together to determine a standard instrument for each of the professions.

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3. Provide additional guidance and training to administrators on evaluation policy requirements.

Action Taken: Four regional trainings were conducted from September to October 2017, providing specific guidance and mock evaluation review opportunities to help all district personnel better understand Idaho's evaluation requirements.

Further Implementation: Regional trainings will continue annually for administrators, district leaders, and teachers to ensure a consistent understanding of Idaho's evaluation policies and provide opportunities to share best practices. In addition, trained reviewers are available in every region to provide district trainings at no cost.

4. Provide additional training to administrators on conducting meaningful, growth-centered evaluations.

Action Taken: Administrators widely reported they found great value in the calibration effect of continued attendance at the SDE's Danielson Training workshops but expressed the desire to receive targeted training in assessment literacy and developing Individualized Professional Learning Plans. These areas have now been incorporated into current offerings.

Further Implementation: Trainings for both teachers and administrators have been suggested so administrators can gain greater expertise in assessment literacy skills that support teachers, teachers have opportunities to better understand and utilize student learning objectives and other measures of student performance. One option may be to leverage the work of the SDE's Assessment and Accountability department, promoting the use of the Comprehensive Assessment System to use actual student data to design Student Learning Objectives. The existing ISAT assessment system has manipulative reports at every level, and data and resources from this system can be used to drive teacher and student improvement and verify learning in time to adjust and change end-of-year outcomes. The system uses measures that are common across all districts, and already available at no additional cost. Board staff will further explore partnership opportunities with the SDE's Assessment and Accountability department.

5. Create a coalition of representatives from each Idaho administrator preparation program for consistency in administrator preparation and professional learning.

Action Taken: Members for this group have been identified by all administrator preparation programs. Additionally, during the regional evaluation trainings, stakeholders provided input on key competencies for consideration in developing a common summative assessment for administrator candidates seeking Idaho certification.

Further Implementation: Meetings of the coalition will begin this spring.

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6. Amend IDAPA to define competencies required for administrator recertification.

Action Taken: IDAPA 08.02.02.10(d) was amended to include specific, required competencies for administrators to recertify. The State Board website has been population with resources and a list of current courses that meet the new requirements.

Further Implementation: Continue to work with Idaho’s administrator preparation programs to ensure consistency and depth of content in coursework to include:

- Deep understanding of Idaho evaluation requirements and mastery in conducting growth producing observations/evaluations; gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development.
- Deep understanding of Idaho’s measurable student achievement and growth measures and how they impact summative evaluation ratings, and proficiency in assessment literacy.

7. Create an Evaluation Clearinghouse to provide relevant, current resources for district use.

Action Taken: Best practices and a variety of resources have been collected.

Further Implementation: Evaluate the most cost effective, accessible program to begin housing resources.

8. Explore the possibility of implementing a statewide electronic evaluation management system.

Action Taken: Initiated meetings with the Department of Purchasing for guidance.

Further Implementation: Board staff are working to develop a scope of work for a request for proposal to be released by the Division of Purchasing.

FY 2018 Recommendations

Only two recommendations for Board consideration are proposed as a result of the most recent Evaluation Review:

1. Amend IDAPA 08.02.02.007 and IDAPA 08.02.02.120 to create clear definitions and provide more detailed guidance:

- Define both “documented observation” and “summative evaluation”
- Add language that formally identifies the Individualized Professional Learning Plan (IPLP) as a second measure of professional practice
- Clarify retention of data regarding evidence of professional practice and student achievement used to inform the summative evaluation.

Rationale: This year’s evaluation review of 2016-2017 practices revealed confusion surrounding the definition of documented observations, as well as what is expected of the

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summative evaluation. Some districts used a second documented observation as the summative evaluation and others interpreted the requirement to include two documented observations and a separate summative evaluation. There was also confusion regarding what constitutes the second measure of professional practice. Some districts use the IPLP as evidence of professional practice while others did not know whether that was acceptable. Use of the Individualized Professional Learning Plan (IPLP) to demonstrate goals and growth as a measure of professional practices aligns with Board Rule and statute.

2. **Convene a committee to develop a proposal to amend IDAPA 08.02.02.120 to provide a degree of flexibility in differentiating evaluation practice between proficient, professional staff and others in regard to both summative evaluations and documented observations.**

Rationale: According to this year's administrator feedback survey, 30% of those who responded are responsible for supervising and evaluating more than 20 certificated staff each year. If we expect our evaluations to be conducted rigorously and in a way that provides an opportunity for growth, ratios of administrator to teachers must be lowered. Many states have differentiated models of evaluation, in which proven effective teachers receive a *full* evaluation on a three to five-year cycle. This frees up administrators to focus on teachers in need of support.

Conclusion

As was the case in the FY2017 report, the vast majority of districts leaders are striving to improve evaluation processes for their districts and within their buildings. The need for consistency and support from the state level was reiterated, and the desire to ensure that evaluation processes emphasize professional growth and continuous improvement alongside accountability.

Planning for the 2017-2018 Evaluation Review is already underway. With continued support and consistent expectation of our administrators and teachers, future Evaluation Reviews are likely to reveal increasingly robust evaluation practices.

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SUBJECT

Higher Education Task Force Recommendations – Prioritization

REFERENCE

August 2017	Board approved FY 2019 Budget Requests.
September 29, 2017	Board adopted the Governor's Higher Education Task Force recommendations and amended the FY 2019 Budget Request to add three line items. The addition of the postsecondary degree audit/student data analytics system (K-20 Pipeline Recommendation – Guided Pathways) and the addition of \$5M in Statewide Scholarships for the Opportunity Scholarship (Access and Affordability Work Recommendation - Systemically increase dollars to fund all eligible Idaho high school students...)
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.

BACKGROUND/DISCUSSION

On January 6, 2017, Governor C.L. “Butch” Otter identified the need to focus on the postsecondary part of Idaho’s K-through-Career education system and announced the creation of a Higher Education Task Force (Task Force) charged with studying the state of higher education in Idaho. The Task Force was charged with looking at initiatives underway, proven practices that support postsecondary access and completion, and the State’s role in funding higher education. In addition, the Task Force was asked to make recommendations that focus on postsecondary access and completion, lead toward increased progress in meeting the Board’s 60% College Attainment goal, and transition the existing state-funding formula for higher education to a formula that focuses on student completion.

The Task Force was made up of 36 members from a broad group of stakeholders. Membership included all eight State Board of Education members, the eight Idaho public university and college presidents, postsecondary students, legislators, and business leaders. The Board formally adopted the recommendations at the September 29th Special Board meeting and amended the FY 2019 Budget Request to start implementation of items that were initially identified as needing appropriations and could be started in FY 2019 prior to a full implementation plan being developed. These items included additional funding for system-wide scholarships, with hereby an increased appropriation would allow for more students on the waiting list to be funded while additional Administrative Code amendments are made that would increase the number of eligible students. The second being a minimum funding amount that, if appropriated, would allow for Board Staff and Institution Staff to develop a scope of work and start the request for information purchasing processes. This work would move forward while waiting for system consolidation amendments identified in Recommendation 1 to be

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started. Additionally, full implementation of three of the recommendations is dependent on the implementation of a degree audit/student data analytics system (Recommendations 3, 4, and 5). The request for information process is currently underway for this item.

At the October 2017 regularly scheduled Board meeting the Board assigned the various recommendations to Board's standing committees; Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). The committees were task and with identifying and recommending to the full Board prioritization of each of the recommendations assigned to them and to being work on implementation planning.

IMPACT

The discussion around the proposed implementation framework and prioritization will provide Board staff as well as staff at the institutions and agencies under the Board's oversight and governance with direction on priority areas for developing more comprehensive plans and timelines for implementation of the recommendations.

ATTACHMENTS

Attachment 1 – Standing Committee Prioritization	Page 5
Attachment 2 – Recommendation Matrix	Page 8

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Task Force's process, the individual work groups identified a number of short and long-term actions that would, in part, move forward the implementation of the individual recommendations. In some instances, there may be additional short or long-term actions that may be identified for moving forward the recommendations or a recommendation may be chosen as a priority item.

Prioritization of the recommendations does not necessarily indicate one recommendation will be fully implemented prior to another recommendation. In many cases work toward implementation will be initiated simultaneously while in other instances implementation may be subject to other state processes, such as the annual legislative budget setting process and may not be able to be fully implemented until a later date even though initial work has been completed. In most cases, the order of priority will only influence work when resources, including time, are limited and a decision must be made on which recommendation or strategy will be initiated or funded first.

As part of the planning and implementation process, the Board committees may create additional technical committees or workgroups. Any implementation work contingent on Board action will be brought back to the full Board for final action.

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BOARD ACTION

I move to accept the priority order of the committee assignments as specified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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Committee Assignment Prioritization

Planning, Policy and Government Affairs (PPGA) Committee:

Priority Order

1. Guided Pathways [4. Guided Pathways (P-20) (PPGA Lead/IRSA)]
2. Structural Change and System Improvements [3. Structural Change and System Improvements (PPGA Lead/IRSA)]
3. 60% Goal Restatement and development of interim measures of progress. [2. 60% Goal Restatement (PPGA)] - This item is in progress. The new restated goal is part of the Work Session discussion on the Board Strategic Plan and may be completed by the end of the Board December Board meeting.
4. Scholarship development and/or amendments [5. Improved Certificate and Degree Completion (IRSA Lead/PPGA – Scholarships)] and [7. Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access. (BAHR Lead/PPGA – Administrative Code/Statute Amendments)] – Scholarship work is in progress or waiting for new rulemaking window.

The PPGA Committee has prioritized those items that will require sustained collaborative efforts for continued implementation and enhancements to recent improvements over items that require more discrete actions that implementation has already been initiated or are waiting until for the start of the next administrative rulemaking cycle.

Instruction, Research and Student Affairs (IRSA):

Priority Order

1. P-20 Guided Pathways [4. Guided Pathways (PPGA Lead/IRSA Postsecondary)]
2. CCA Game Changers [3. Structural Change and System Improvements (PPGA Lead/IRSA Postsecondary)]
3. Program targeting former students with no degree [5. Improved Certificate and Degree Completion (IRSA Lead/PPGA rule and statute)]
4. Expansion of industry workplace experiences in postsecondary programs [11. Partner with Industry (IRSA) and 12. Workforce Training Towards Degree or Certificate Completion (IRSA)]
5. Competency-based learning system for career technical education [10. Competency-Based System (IRSA)]
6. Consolidated efficiencies, cost savings, and service – admissions, registration, and other student services [1. Efficiencies, Cost Savings and Service (BAHR Lead/IRSA Student Services)]
7. Statewide digital campus and learning delivery system [6. Statewide Digital Delivery System (IRSA)]

The IRSA Committee felt sequencing was a more appropriate method to “order” the recommendations to describe the approach in which each are to be taken up by

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IRSA. This is intended to recognize that all recommendations maintain a high level of importance, but also to allow for existing efforts by institutions -- and those to be undertaken by other committees and groups -- to be fulfilled.

Business Affairs and Human Resources (BAHR):

Priority Order

1. Outcomes-Based Funding Model [1. Efficiencies, Cost Savings and Service (BAHR Lead/IRSA Student Services)]
2. Efficiencies, Cost Savings and Service [1. Efficiencies, Cost Savings and Service (BAHR Lead/IRSA Student Services)]
3. Increased Funding for Scholarships (Recommendation #7 from the HETF report)

The BAHR Committee has started initial work on implementation. BAHR members have agreed that an Oversight Committee should provide executive direction for the overall OBF effort as a proposal is developed for implementation in FY2020. The Oversight Committee will consist of the BAHR Committee members. Initial actions will include providing policy guidance on the attributes/components to be included in the OBF model, drawn from the groundwork laid by Task Force Work Group #3, and estimation of a budget target for the FY2020 request. The Oversight Committee will be supported by Board Staff and a Technical Committee comprised of representatives from key stakeholder groups and experts on the functions impacted by OBF. Anticipated members of the Technical Committee may include representative(s) from the college/university presidents, provosts, chief financial officers, institutional research units, budget directors, students, Governor's staff, business/industry, Division of Financial Management (DFM), and Legislative Services. The functional representatives on the Technical Committee will be able to tap into the resources of their respective counterpart groups to support the OBF initiative and keep players informed and engaged. BAHR emphasized that, once a draft model is in place with proposed parameters defined, multi-year simulations of the model will be carried out to analyze the potential impact on the institutions, allowing adjustments to be made if/when necessary.

The BAHR Committee reviewed an extensive list of "back room" functions identified as candidates for possible increased "system-ness"—that is consolidation, centralization, commonality, interoperability of processes, software, hardware, and/or work units. The list of back room functions considered by the Task Force included human resources, facilities (architectural and engineering services, grounds-keeping, maintenance, and custodial services), IT services/telecommunications, legal, purchasing, risk management, security, internal audit, compliance, motor pool and vehicle fleet operations, postal, printing/publishing, medical/clinical, student housing, food/dining services, libraries, testing centers, and governmental affairs/legislative liaison. BAHR is recommending that the systemization analysis begin with the following two priority functional areas:

1. Information Technology/Enterprise Resource Planning (IT/ERP) functions. BAHR acknowledges that this effort will be a daunting, long-term task, but one which has the

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potential for significant improvements in efficiency and effectiveness. Experience in other states (e.g., Maine), suggests that a system-wide approach in this area can be a catalyst for positive changes in other functional areas. Bahr believes that the Chief Information Officers of the institutions will need to be involved in this team effort, and that the support of outside technical consultation will be essential. Bahr hopes to communicate with the State Controller's Office (SCO) to take advantage of any insights which have been gained during SCO's efforts to replace the State's legacy finance, payroll, human resources, procurement, and budget system.

2. Governmental Affairs. Bahr supports efforts to ensure that the Board and the institutions speak with one, consistent voice when educating Legislators on actions and issues. The Bahr Committee recommends that this particular initiative be pursued by PPGA Committee.

Implementation of recommendation three is underway, awaiting Governor and Legislature consideration of the FY 2019 Line Item request approved by the Board. The Planning, Policy and Governmental Affairs Committee is waiting for the 2018 negotiated rulemaking timelines to initiate identified amendments to the state scholarship requirements.

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Implementation Matrix (October 2017)

Recommendation	Committee Assignment	Policy/Budget Implication ¹	Initial Implementation Start Year 1-5	Total Years	Priority (1-13)
<p>1. Recommendation – Efficiencies, Cost Savings and Service – Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System (combined with: Centralize and standardize processes to promote system-wide efficiencies).</p>	<p>BAHR – Lead Business Affairs and HR Systems IRSA Admissions and Registration (student services)</p>	<p><input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19)² <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)</p>	
<p>2. Recommendation – 60% Goal – Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens.</p>	<p>PPGA amendment to strategic plan and marketing</p>	<p><input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input type="checkbox"/> Board Policy <input type="checkbox"/> Budget Request</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	
<p>3. Recommendation – Structural Change and System Improvements - Implement structural change and system improvements through enhancements to critical areas of the public education system that will remove barriers as students progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America “Game Changers” through the strategies adopted by the Board’s Complete College Idaho Plan, and alignment with workforce skills.</p>	<p>PPGA – Lead (Responsible for K-12 items, and policy issues related to administrative code or statute) – additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes IRSA (Responsible for postsecondary items) – full implementation of Game Changers adopted by the Board in 2012. Implementation of a degree</p>	<p><input type="checkbox"/> Idaho Code <input checked="" type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	

¹ Items dependent on state appropriations would require a budget request in the year indicated with program requirements implemented in the year following the appropriation.

² Both committees, in consultation with Board and institution staff would develop a timeline and feasibility study for combining the individual systems and may identify additional systems in year one with consolidation activities commencing in year two based on identified costs and appropriations.

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	audit/student data analytics system ³ for postsecondary students, development of postsecondary pathways. Development of dual credit pathways and offers that better serve students progression toward a degree or certificate.				
4. Recommendation – Guided Pathways (P-20) - Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana’s Twenty-first Scholars and Scholar Success programs, Tennessee’s Promise and Achieves programs, Iowa’s BEST Program and Maryland’s Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8 th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.	PPGA – Lead Additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes IRSA Implementation of a degree audit/student data analytics system for postsecondary students.	<input checked="" type="checkbox"/> Idaho Code <input checked="" type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) ⁴ <input checked="" type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	
5. Recommendation – Improved Certificate and Degree Completion - Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing	IRSA – Lead Development of program targeting individuals with some credits and no degree. Implementation of a degree	<input checked="" type="checkbox"/> Idaho Code <input checked="" type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)	

³ Implementation of this recommendation has been initiated with the amendment to the FY19 budget request.

⁴ Full implementation will be contingent on budget consideration and the implementation of the system-wide digital campus.

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<p>individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate and professional degrees that are equally vital to the economic growth of Idaho.</p>	<p>audit/student data analytics system³ PPGA Amendments to scholarship requirements in Idaho Code and Admin Code⁵</p>				
<p>6. Recommendation – Provide a statewide digital delivery system - a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.</p>	<p>IRSA</p>	<p><input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request</p>	<p><input type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	
<p>7. Recommendation – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.</p>	<p>BAHR – Lead Institutional efficiencies, lower tuition and fees, elimination/streaming of student fees. PPGA Legislation for scholarships</p>	<p><input checked="" type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19)³ <input checked="" type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	
<p>8. Recommendation - Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include:</p> <ol style="list-style-type: none"> 1. Verifiable Job Outs 2. 18-29 Credit Undergraduate Certificates 3. 1-Year Certificates 4. Associate Degrees 5. Bachelor Degrees 6. High Impact Completion Bonus 7. At-Risk Completion Bonus 8. Progression per Student Credit Hour Milestone 9. Transfers 10. On-Time Completion Bonus <p>The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year. The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.</p>	<p>BAHR</p>	<p><input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request⁴</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)</p>	

⁵ Administrative Code changes take one year to work through the cycle and would be started in FY19.

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<p>9. Recommendation – Adopt the Recommendations of the Governor’s Workforce Development Task Force – The Governor’s Higher Education Task Force should adopt the recommendations of the Governor’s Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho’s future workforce needs.</p>	<p>Varied depending on individual recommendation. Additional staff work needed in this area.</p>	<p><input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input type="checkbox"/> Board Policy <input type="checkbox"/> Budget Request</p>	<p><input type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	
<p>10. Recommendation – Competency-Based System – The public higher education system should shift to a competency-based system for career technical education. (Implementation of this recommendation should be included as part of the work on Recommendation 5)</p>	<p>IRSA</p>	<p><input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input type="checkbox"/> Budget Request</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)</p>	
<p>11. Recommendation – Partner with Industry – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs. (Implementation of this recommendation should be included as part of the work on Recommendation 5)</p>	<p>IRSA</p>	<p><input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input type="checkbox"/> Budget Request</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)</p>	
<p>12. Recommendation – Workforce Training towards Degree or Certificate Completion – Workforce training completed by an individual should count towards degree or certificate completion. (Implementation of this recommendation should be included as part of the work on Recommendation 5)</p>	<p>IRSA</p>	<p><input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	<p><input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)</p>	

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SUBJECT

State Accountability System – Student Engagement Survey

REFERENCE

October 2015	The Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
February 2016	The Board received an update on the timeline for the Accountability Oversight Committee to bring recommendations forward
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.
April 2016	The Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.
August 2016	Board approved proposed rule IDAPA 08.02.03.111 through 114, to implement a new accountability system for the State of Idaho

BACKGROUND/DISCUSSION

The state public school accountability system is currently outlined in Chapter 45, Title 33 Idaho Code and Administrative Code, IDAPA 08.0203.112. Since the creation of the accountability provisions in 1997 there have been many changes at both the state and federal level. The current changes at the federal level with the reauthorization of the Elementary Secondary Education Act through the Every Student Succeeds Act provide the state with the opportunity to develop a single accountability system that meets both the state and federal accountability needs. In January 2016, the State Board of Education Accountability Oversight Committee was charged with bringing forward recommendations to the Board that were in alignment with the Task Force recommendations for a new state accountability system (Recommendation 5 – 2013) and would meet the federal accountability requirements. Following the Board's adoption of the Accountability Oversight Committee recommendations, Board staff initiated the negotiated rulemaking process including conducting public forums in each region of the state to allow for the thorough discuss of the proposed new state accountability system and encourage feedback. Board staff presented and facilitated discussions to gather feedback on the proposed rule amendments and accountability system at:

- The Idaho Association of School Administrators annual conference;
- The Southern Idaho Conference Superintendents meeting;

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- The Idaho School Boards Association annual conference; and
- Seven public forums held in Coeur d' Alene, Lewiston, Idaho Falls, Pocatello, Twin Falls, Nampa, and Boise.

The new accountability system was established through the rulemaking process in 2016 and was accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, places schools into three categories, and then within each category divides the indicators between student achievement and school quality. The majority of the federally required indicators fall under student achievement, however, states are required to have at least one school quality indicator. The initial accountability framework recommendations included absenteeism as a school quality indicator, but in the process of conducting the public forums there was a large amount of the feedback received against using school absenteeism as a school quality indicator. This indicator was removed from the final version of the accountability system.

To meet the federal accountability requirements the school quality indicator must be able to be administered to every student and be able to be broken out by subgroup. Working with Department of Education staff, it was determined that for the first year, a student engagement survey could be administered through the Idaho Standards Achievement Test administration that would meet our federal requirements for the 2017-2018 school year and help inform the development of a longer term survey solution. Department staff indicated that if a survey was going to be administered through the test administration then there was a very limited amount of time available to get the survey questions to the testing vendor. In order to meet these time constraints staff identified a number of nationally developed surveys that had already gone through a survey validation process that could be used. A small workgroup was formed consisting of Department and Board staff to review the surveys. Concurrently, a request for feedback was sent out to state lawmakers and education stakeholder groups requesting initial feedback on what they would like to see in a student engagement/school quality survey. The initial feedback received was able to be categorized into the following categories:

- School Safety and Security,
- Teacher Quality,
- School Quality and Culture, and
- Student Perseverance and College and Career Opportunities.

Additional feedback asked that the Board take into consideration the methods for delivering the survey in regard to school and district impact, the time it would take students to complete the survey, and that the survey take into consideration the various grade levels being surveyed.

In reviewing the available valid surveys initially identified the group determined the four categories met all student engagement survey developed and tested by Panorama. The Panorama survey was also developed in a way that would allow

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Idaho to use specific sets of questions under various categories while still maintaining the integrity of the survey. The Panorama Student Survey broke questions out by grades 3-5 and 6-12, allowing for grade specific questions. The survey also included the following categories that were chosen based on their alignment with the initial feedback received:

- School Climate – Perceptions of the overall social and learning climate of the school,
- School Teacher-Student Relationships – How strong the social connection is between teachers and students within and beyond the school,
- School Safety – Perceptions of student physical and psychological safety while at school, and
- Grit – Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals. (Grit would only be administered to students in Grades 9-12).

Each set consisted of five questions, resulting in a total of 13 questions for students in grades 3 through 5, 16 questions for students in grades 6 through 8 and 21 questions for students in grades 9-12. In general terms the survey questions look outward toward the students engagement with the teacher and the school.

Following selection of the survey and process for the 2017-2018 administration an additional email was sent out to state lawmakers and the education stakeholder groups with the survey questions (Attachment 1), information on how the questions were developed and by whom, and a link to detailed information from Panorama on how the survey was validated to assure the questions were not leading. Additional information regarding the Panorama validation process may be found at: <https://www.panoramaed.com/panorama-student-survey>. Based on the limited feedback that was received the survey and method for administration for the 2017-2018 school year was presented to the Board at the October 2017 Board meeting with a request that the Board provide any concerns they may have on the survey or the administration of the survey for the first year. Hearing none, staff moved forward with the implementation of the survey for the 2017-2018.

IMPACT

Following additional input, the student engagement school quality survey is being brought back to the Board to give the Board the opportunity to adjust the planned administration of the survey in the 2017-2018 school year.

ATTACHMENTS

Attachment 1 – Panorama Student Engagement Survey	Page 5
Attachment 2 – AdvancEd Student Engagement Survey	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Following the October 2017 Board meeting article ran in Idaho Ed News under the headline “Schools and Teachers to be Graded on What Kids Say.” This article generated additional feedback from teachers and some school administrators over

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the survey that was chosen for the 2017-2018 school year. Board staff and the Chair of the Planning, Policy and Governmental Affairs Committee met with the education stakeholder representative organizations and a representative from the Department of Education to further discuss the survey on November 20th, 2017. While the groups did not express full support of the Panorama survey they did indicate that they understood that this first year the survey would mainly be used to help inform the process for developing and administering the three surveys required by the state accountability system (Student Engagement, Parent Engagement, and Teacher Engagement). While the survey is also being used to meet the federal requirements for at least one school quality measure it only accounts toward 10% of the calculation for determining school performing in the lower 5%. The groups were assured that due to the timelines required for getting the questions to the testing administrator there was not time to gather additional feedback on the surveys and that there would be multiple opportunities for individuals to participate in the selection and or development of the three surveys that will be used starting in the 2018-2019 school year.

Following this meeting, the State Superintendent contacted the Executive Director and Board President to discuss the possibility of using AdvancED's student engagement survey. All public high schools in the state are accredited by AdvancED and have access to the survey. For the first year AdvancED is willing to allow all public schools in Idaho to use their student engagement survey (Attachment 2). The AdvancEd survey is broken up by elementary school, middle school, and high school grades. Each grade range for the survey consists of four demographic questions and then 20 survey questions. In general terms the questions focus on how the student sees himself or herself and looks internally at their engagement with their education. The survey does not include questions regarding student safety and security.

BOARD ACTION

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

STUDENT ENGAGEMENT SURVEY

INTRODUCTION

In 2016, a new statewide school accountability system was developed based on input from educators, policymakers and Idahoans from throughout the state. The purpose of the school accountability system is to examine progress being made in our public schools toward meeting interim and long-term goals set by the state and ensure compliance with the federal Every Student Succeeds Act. To achieve this, the accountability system uses a variety of indicators such as student academic achievement, graduation rates, college and career readiness, and many more. A key element of the accountability system and its examination of school quality is a survey of teacher, parents and students to assess their engagement with their school. The attached student engagement survey is one of those surveys.

ABOUT THE SURVEY

The following survey questions were developed by Panorama Education as part of their Student Survey, dated September 2015. The Panorama Student Survey, originally launched in Fall 2014, was designed to address issues identified as part of the Measures of Effective Teaching (MET) Project. Drafted via a collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey is a set of survey scales, or groups of questions, that measure student perceptions of teaching and learning, as well as perceptions of school climate and their own strengths and weaknesses. Each scale has a substantial and growing body of evidence of its validity across specific contexts and uses. Because the survey has been designed as a series of scales each related to a single topic, the survey can be customized by selecting individual topic areas without compromising its validity. Additional information regarding the methodology used in developing the survey questions and its use may be found at www.panormaed.com.

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School Climate

Perceptions of the overall social and learning climate of the school.

Grades 6-12

Item	Response Anchors						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space at your school?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Grades 3-5

Item	Response Anchors						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

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School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

Grades 6-12

Item	Response Anchors				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

Grades 3-5

Item	Response Anchors				
How respectful are your teachers towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teachers again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

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School Safety

Perceptions of student physical and psychological safety while at school.

Grades 6-12

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

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Grit

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Grades 9-12

Item	Response Anchors				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

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Elementary School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- Boy
- Girl

I am...

- Hispanic
- Not Hispanic or Latino

I am...

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

My grade in school is

- 3rd grade
- 4th grade
- 5th grade

Questions

- When I'm in class...
 - I want to talk about what I am learning.
 - I do enough to make a good grade.
 - I get so busy with my work and forget what time it is.
 - I have a hard time doing the work.
 - I do not try my best.
- If the classwork is hard to do, I...
 - try a little more.
 - do my very best.
 - get a little nervous.
 - put my head down on my desk.
 - need to think better.
- Doing the same kind of work every day in class...
 - is okay with me.
 - makes me want to ask if we can do something different.
 - keeps me out of trouble.
 - does not keep my attention.
 - keeps me on task.



4. Going to an activity after school or at night...
 - makes my parents happy.
 - is something I do if I have to.
 - is something I like to do.
 - is something I do not like.
 - is fun because I see my friends and teachers.

5. When I use a computer, I...
 - am excited about learning.
 - finish my work.
 - want to do things that aren't what my teacher told me to do.
 - stay on task.
 - try to do more than what my teacher wants me to do.

6. School rules...
 - let me know what I can do.
 - make me not like school.
 - help me to be a good student.
 - are hard for me to follow.
 - help me make good choices.

7. As a student...
 - I do my best to get good grades.
 - I stay busy even when I don't like to work.
 - I learn the most when I work with other students.
 - I find ways to keep learning when I am not at school.
 - I do my work if the teacher says I have to.

8. Choose one you agree with the most.
 - I raise my hand to do things that are new or easy.
 - I use words I've learned when my teacher asks me to.
 - I finish my work so that I can help others.
 - Sometimes I do not know why I have to do the work.
 - What I learn is not something I might not use outside of school.

9. When do you use what you learn in class?
 - I talk about it at home.
 - I use it to help me learn other things.
 - I only use it to get a good grade.
 - I don't think about how to use what I learn.
 - I don't use it.

10. Before I have a test, I...
 - study a lot.
 - learn what is needed to pass.
 - think about it just before it is time to take the test.
 - read extra things to help me with the test.
 - don't study.



11. When I don't know something, I...
 - talk about it with other students to get help.
 - read the directions again and try to get it right.
 - work on what I can do.
 - find something else to do.
 - ask my teacher for help.

12. The things I learn in school...
 - help me think about new ways to do things.
 - help me do my homework.
 - help me make good grades.
 - I won't use when I am older.
 - I do not care about.

13. The activities I do in class...
 - are ones I like.
 - are done because my teacher makes me.
 - are not fun.
 - are not fun, but I do them anyway.
 - are not fun, so I pretend that I am sick so that I don't have to do them.

14. How do you feel when you say something in front of the class?
 - Good, if my teacher likes it.
 - Okay, if it is the same as what other students say.
 - Special, like my words are important.
 - Not special, because no one cares what I say.
 - I don't often talk in front of the class.

15. At the end of the school day, I feel...
 - that going to school is something I have to do.
 - excited about tomorrow's school day.
 - very happy that I learned something.
 - like the day was very long.
 - that I wish I could stay home tomorrow.

16. How do you feel about most of your teachers?
 - I feel that they help me to learn.
 - I feel that they care about me.
 - I feel that they do not want me to bother them.
 - I do not know if they care about me.
 - I feel that they only want me to do my work and be quiet.

17. What do you like most about your school?
 - I like using technology.
 - I do not like very much about school.
 - I like fun times, like lunch and recess.
 - I like not having to work very hard to get good grades.
 - I like seeing my friends.



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18. I feel my school work is...
- important.
 - something that makes me proud.
 - something I have to do to please my parents.
 - boring.
 - something that makes me feel like I am not smart.
19. Learning goals...
- help me to stay interested in learning new things.
 - are something I have to use.
 - do not help me at all.
 - keep me on task.
 - make me want to do better work.
20. What makes you feel good as a student?
- I feel good when I finish my work.
 - I feel good when my teacher says nice things to me.
 - I do not feel good very often.
 - I feel good when I do extra work because I want to.
 - I feel good when I do not give up.



Middle School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- Boy
- Girl

I am...

- Hispanic
- Not Hispanic or Latino

I am...

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

My grade in school is

- 6th grade
- 7th grade
- 8th grade

Questions

1. When I'm in class...
 - I work as hard as I can.
 - I just act like I'm working.
 - I get excited about what I'll learn next.
 - my mind wanders.
 - I don't do my work.
2. If the classwork is hard to do, I...
 - work harder.
 - try my very best.
 - get nervous and scared.
 - don't do the work.
 - realize I need to be a better thinker and not just memorize the information.
3. Doing the same type of activity every day...
 - lets me know what to expect.
 - does not give me opportunities to be a leader.
 - keeps me out of trouble.
 - is boring.
 - keeps me on task.



4. Participating in before or after school clubs is...
 - something I do because my teacher, parents, or friends expect me to do so.
 - something I do when it is strongly encouraged.
 - something I look forward to doing.
 - not interesting to me, so I do not participate.
 - another way I feel connected to the school.

5. When I use a technology to learn, I...
 - am very focused on the activity.
 - finish the activity.
 - easily get distracted.
 - am somewhat focused on the activity.
 - try harder to exceed my teacher's expectations.

6. The rules at my school...
 - let me know what I can do.
 - make me want to stay home.
 - help me to be a better student.
 - are ones that I do not follow.
 - keep me from making bad choices.

7. Which response best describes how you see yourself as a student?
 - I participate in activities to get good grades.
 - The activities don't really interest me, but I keep myself busy during class.
 - I enjoy learning with my peers and from my teachers.
 - I work outside of the classroom to help me learn more about my lessons.
 - I only participate if my teacher makes me.

8. Which statement do you agree with the most?
 - I seek learning activities that make me think.
 - I use vocabulary words in class when it is required.
 - I complete the activities so I can help others.
 - Sometimes I don't know why I have to do the activity.
 - I don't think what I'm learning connects to real life.

9. How do you use the information you learn in class?
 - I talk with friends and family about what I learn in class.
 - I use information from some classes to help in other classes.
 - I use information when I am trying to impress the teacher.
 - I never use the information we go over in class.
 - The information we go over in class is not important to me.

10. How do you study for a test?
 - I participate in study groups outside of school.
 - I memorize only the facts and information I need for a test.
 - I look over my notes right before the test.
 - I study my notes after class every day.
 - I don't study for a test.



11. When I don't understand something...
 - I talk with other students outside of class so they can help me.
 - I try to figure it out on my own.
 - I move on to what I do understand.
 - I don't worry about it.
 - I ask my teacher for help during class.

12. My classes are teaching me skills that...
 - help me think about things differently.
 - help me do my homework.
 - I need to know to get a good grade.
 - I will never use in real life.
 - I do not want to learn.

13. The activities I do in class...
 - connect to what interest me.
 - are hard for me to finish, but my teachers expect me to.
 - are not always fun, but I have to participate.
 - are boring and do not apply to me.
 - are things I wish we did not have to do.

14. How do you feel when you say something in front of the class?
 - I feel good if my teacher likes it.
 - I feel comfortable if my opinion is the same as my friends.
 - I feel like my opinion matters.
 - No one cares if I talk.
 - I've learned that it is better to be quiet.

15. Which response best describes how you feel at the end of the school day?
 - I feel like it is another day that I went to school.
 - I can't wait to be at school tomorrow.
 - I want to talk about what I learned.
 - I feel like I want the day to go faster.
 - I count the days until the year is over.

16. Which of the following statements best describes your relationship with your teachers?
 - I know I can talk to my teachers about anything.
 - It's obvious my teachers care about me.
 - I don't think my teachers care if I learn.
 - I don't talk to my teachers very much.
 - I only talk to my teachers when I have questions about my work.

17. What do you enjoy most about your school?
 - When I use technology.
 - There's not much I enjoy.
 - I enjoy lunch and PE.
 - I don't have to work very hard.
 - Being with friends.



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18. When I think about my school work...
- I feel that it has meaning and purpose.
 - I am proud of the work I do.
 - I do it to please others.
 - I think about how boring it is.
 - I think I am going to fail.
19. Having personal learning goals...
- motivates me to do my best
 - is something I have to have.
 - is not something I am interested in right now.
 - keeps me on task.
 - makes me want to achieve more than what is required.
20. Success to me is...
- when I have met the requirements of the class.
 - when I haven't disappointed my teacher.
 - a feeling I don't have very often.
 - when I exceed my teacher's expectations.
 - never giving up.



High School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- Boy
- Girl

I am...

- Hispanic
- Not Hispanic or Latino

I am...

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

My grade in school is

- 9th grade
- 10th grade
- 11th grade
- 12th grade

Questions

1. Complete this sentence: When I'm in class...
 - I ask questions and contribute to discussions.
 - I do just enough to make a good grade.
 - I get so involved in my work I lose track of time.
 - I struggle to do the work.
 - I do not try hard at all.
2. Challenging learning activities make me...
 - work a little harder than I normally do.
 - strive to do my very best.
 - feel nervous and scared.
 - stop doing the work assigned.
 - realize I need to be a better thinker and not just memorize the information.
3. When teachers change their method of instruction...
 - I give them just enough to get by.
 - I am more interested and deeply involved in the lesson.
 - I do not complete readings and assignments.
 - I don't get as bored.
 - I have to work harder to get a good grade.



4. Participating in extracurricular activities is...
 - something I do when my teacher gives me a grade for participating.
 - something I do when there is an art exhibit or play.
 - something I do when it is important to my future success.
 - not interesting to me, so I do not participate.
 - a way for me to feel connected to the school.

5. The use of technology...
 - helps me stay focused and better understand the lesson.
 - makes me want to complete the assigned task.
 - distracts me from the assigned task.
 - keeps my attention long enough to get some work done.
 - raises my level of interest and makes me feel challenged.

6. School rules...
 - are established for a good reason.
 - are hard for me to follow.
 - are established for maximum student success.
 - do not apply to me.
 - help me monitor my actions.

7. Which response best describes how you see yourself as a student?
 - My level of participation depends on what grade I want.
 - I only participate in the activities that interest me.
 - The input I get from my teachers and peers is rewarding.
 - I engage in work outside the classroom to develop a better understanding of my lessons.
 - My teacher has to make me participate.

8. Which statement do you agree with the most?
 - I look for learning activities that challenge me.
 - I use academic vocabulary to impress my peers.
 - My classes prepare me for success in the work force.
 - Most activities I participate in do not relate to my life.
 - I do not try because the work is not important to me.

9. In what ways do you use the information you learn in class?
 - I apply what I learn to everyday problems or new situations.
 - I often use the information to help me in other classes.
 - I use the information when I am trying to get a good grade.
 - I've never thought about it.
 - I don't use it.

10. The way I prepare for a test is by...
 - leading study groups after school.
 - memorizing only the facts and information I need for a good grade.
 - studying right before the test.
 - setting aside time daily for reviewing homework and notes.
 - I rarely prepare for tests.



11. When I struggle with a lesson...
 - I discuss the concept with teachers and peers outside of class.
 - I review the lesson to gain a better understanding.
 - I work on what I do understand.
 - I ask my teacher for help during class.
 - I forget about it.

12. The skills I am learning in class...
 - change the way I think about things.
 - make my homework easier.
 - help me pass the course.
 - will not help me in the future.
 - make no sense to me.

13. Classroom activities...
 - make it easier for me to relate to current issues.
 - are difficult, but I know my teachers want me to participate in them.
 - are not fun, but I participate anyway.
 - are boring and have no value to me.
 - are things I wish we did not have to do.

14. How do you feel when you are voicing your opinion in class?
 - I feel like it's what my teacher wants to hear.
 - I feel comfortable if my opinion is the same as others in the class.
 - I feel like it may influence the opinions of others.
 - I feel like no one is listening to me.
 - I never voice my opinion.

15. Which response best describes how you feel at the end of the school day?
 - It is another day at school.
 - I never want to miss school.
 - I want to talk about what I learned.
 - I am glad the day is over.
 - I am tempted not to go to school.

16. Which of the following statements best describes your relationship with most of your teachers?
 - I know I can go to my teachers about anything.
 - My teachers make sure I do my best at all times.
 - I don't think my teachers care if I learn.
 - I do not try to have a relationship with my teachers.
 - My teachers work with me on difficult content when I ask them to.

17. What do you enjoy most about your school?
 - I enjoy the use of technology in our classrooms.
 - I do not enjoy much about school.
 - I enjoy the extracurricular activities that are offered.
 - I enjoy not having to work very hard at passing my classes.
 - I enjoy being with my friends.



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18. When thinking about my school work...
- I recognize the meaning and purpose it has for my future.
 - I think of how proud I am of the work I do.
 - I think how much I need to do to make a passing grade.
 - I come up with excuses not to do it.
 - I get frustrated and give up.
19. Developing personal learning goals...
- helps me plan for life after graduation.
 - is something I think about doing eventually.
 - is not something I'm interested in right now.
 - keeps me focused and on task.
 - is necessary to achieve the level of success I desire.
20. School success to me is...
- when I have completed class requirements.
 - when my teacher rewards me for my hard work.
 - something I do not feel very often.
 - when my work exceeds my teacher's expectations.
 - when I can answer difficult questions on the test.