TAB	DESCRIPTION	ACTION
1	**BOISE STATE UNIVERSITY ANNUAL PROGRESS REPORT AND TOUR**	Information Item
2	**IDAHO DIGITAL LEARNING ACADEMY - ANNUAL REPORT**	Information Item
3	**IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND - ANNUAL REPORT**	Information Item
4	**IDAHO PUBLIC CHARTER SCHOOL COMMISSION - ANNUAL REPORT**	Information Item
5	**TEACH FOR AMERICA UPDATE**	Information Item
6	**APPLY IDAHO UPDATE**	Information Item
7	**2018 LEGISLATIVE UPDATE**	Information Item
8	**STATE BOARD OF EDUCATION STRATEGIC PLAN**	Motion to Approve
9	**HIGHER EDUCATION TASK FORCE – IMPLEMENTION UPDATE**	Information Item
10	**PUBLIC SCHOOLS ACCOUNTABILITY - TRAJECTORY GROWTH MODEL**	Motion to Approve
11	**WESTSIDE SCHOOL DISTRICT – MASTER TEACHER PREMIUM PLAN**	Motion to Approve

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BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objectives A, Access and C, Higher Level of Educational Attainment.
Goal 4: Effective and Efficient Educational System, Objective B, Alignment and Coordination.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Boise State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

This year's report also includes an update on Program Prioritization efforts at Boise State, per the Board's request.

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – BSU February 2018 Progress Report Summary Page 3

BOARD ACTION

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

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Boise State University Progress Report
February 2018

Strategic Plan Implementation

The goals and strategies of our strategic plan, *Focus on Effectiveness 2012-2018,* provide the blueprint by which we are deliberately and methodically attaining our vision to become a Metropolitan Research University of Distinction. We have made substantial progress in a number of areas. The information included herein is intended to illustrate some examples of our progress.

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

Foundational Studies Program:

In fall, 2012, Boise State began implementation of our Foundational Studies Program (FSP). The program completely restructured the way we deliver general education by providing a connected, multidisciplinary framework of learning from freshman year through senior year. The FSP is organized around 11 University Learning Objectives (ULOs) that every Boise State graduate will be expected to meet, regardless of major. Importantly, the ULOs align well with the types of skills and knowledge sought by employers: written and oral communication, problem solving, critical thinking, teamwork, and ethics.

In the fall of 2016, four years after the implementation of the FSP, we undertook an extensive review and revision of the program so as to ensure it is of the quality and relevance necessary to befit a "signature, high-quality educational program." The following are the key changes that will be implemented beginning in Fall 2018:

- We are providing the funding necessary to ensure that sections of our University Foundations (UF) 100 course are taught primarily by tenured or tenure-track faculty members and that they are of a smaller size. It is important that the course is taught by the very best of our faculty members and that students have a greater opportunity to create connections with those faculty members.
- We have reoriented the UF 100 course to be embedded in the colleges (instead of centrally located), which will create much more connection of the course to the disciplines of the faculty members teaching them.
- We have substantially increased oversight and assessment of the program provided by the Faculty Senate.
- We are dedicating substantial resources to professional development of faculty members involved in teaching FSP courses.
- We are working to improve the perception of the program, especially among students. Students should fully understand and appreciate the purpose and the relevance of the coursework in the program.

Program Assessment Reporting

Key to the quality of our educational experience is the system by which we assess and then improve our educational programs. Importantly, it is the assessment and improvement of academic programs that is also a key emphasis of our regional accrediting body. One outgrowth

of our Program Prioritization efforts was a complete revamp of our methodology for "program review." One of the three primary components of our new Integrated Review of Academic Programs is our use of Program Assessment Reports (PARs) in which all programs indicate how they assess student learning in the program, the results of such assessment (i.e., how well students are achieving the intended learning outcomes of the program), and improvements to curricula and pedagogy that have been informed by assessment of learning. We also use a rigorous peer-review process in which programs receive feedback on their PARs from faculty outside the program. In 2016-17, 51 programs (26 undergraduate and 25 graduate) submitted PARs. Ninety-four percent of programs received high ratings from peer reviewers on their articulation of outcomes, and 84% received high ratings on the actions taken or planned as a result of learning outcomes assessment.

New Academic Programs

Six new academic programs have been approved since our last update to the board. Four of those are online and are described under Goal 4 below. The other two are face-to-face programs:

- A new BA in Special Education will help to address a critical shortage of special education teachers in both Idaho and nationwide. The program was designed specifically to meet the needs of individuals who are currently working in the field of special education as paraprofessionals or other similar roles and have a desire to complete an undergraduate degree and obtain teacher certification. It will also provide an excellent pathway for students who decide on special education relatively late in their careers and those who want to pursue more than one field (e.g., psychology and special education.
- A new BS in Engineering differs from existing baccalaureate engineering programs by not having a specific disciplinary focus such as mechanical engineering or electrical engineering or civil engineering. Instead, students who earn this degree will have the flexibility to incorporate an interdisciplinary curriculum tailored to students' professional goals. Graduates will have a fundamental engineering background (and so will be able to "think like an engineer") and will also have a professional focus, creating a potent interdisciplinary mix. For example, add marketing courses and create a sales engineer; add supply chain management courses and create an industrial engineer; or add sociology or global studies or economics courses and create an international development engineer.

The School of the Arts (SoA) will facilitate cross-disciplinary initiatives among the three participating departments: Art; Music; and Theater, Film, and Creative Writing.

- SoA has created new interdisciplinary baccalaureate programs in three areas: Film and Television, Narrative Arts, and Creative Writing (all currently awaiting program approval).
- SoA created a new minor in Arts Entrepreneurship, which is the first step in ensuring our graduates in the arts are well prepared to enter a career in the arts.
- In the next phase of SoA development, we will work to revitalize programs that have been constrained by traditional disciplinary bounds. Two examples:
    - Music Composition students will have opportunities to collaborate on new work in film, TV, dance, and video gaming. They will see firsthand the ways their skills can elevate projects beyond their most immediate discipline, and be able to envision how they might put their skills to work in the commercial sector when they graduate.

- Art education students will be encouraged to understand how their skills are relevant beyond K-12 classrooms, thereby enhancing community engagement projects with non-profit partners.

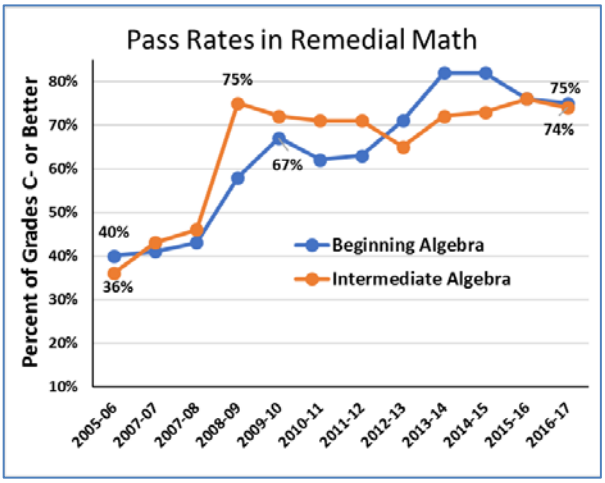
The Beyond the Major initiative will provide our students with experiences and skills that will increase their success in careers following graduation. Key aspects of this initiative include:

- Increasing opportunities for students to gain experience beyond the typical curriculum of the major, for example, with internships, co-ops, and study abroad.
- Modifying curriculum in existing degree programs to ensure that our existing degrees provide skills and knowledge that are translatable to post-graduate life. Examples would be to require experiential learning (e.g., internships or senior design coursework) or to require acquisition of specific translatable skill sets (e.g., foreign language or technical skills).
- Creating pathways outside of majors that help prepare our students for specific careers with relevant translatable skills and knowledge. Examples include certificates, badges, and minors that certify the acquisition of competencies of direct value to potential employers.
- Ensuring that students are fully aware of the translatable value of what the skills and knowledge they acquire in our programs. Alumni are often able to describe the key aspects of their degree programs that were of profound value; however, our existing students (and sometimes our faculty) are too often unaware of those aspects.
- Redesigning departmental websites to illuminate career pathways and associated beyond the major opportunities that enhance degree programs.

Goal #2: *"Facilitate the timely attainment of educational goals of our diverse student population."*

Our work on increasing student success began years before our strategic plan was written. In 2005, we created a Freshman Success Task Force (FSTF) to address unacceptably low retention and graduation rates. Analyses by our Office of Institutional Research determined that early academic success is key. That is, students with higher first semester grade point average were more likely to be retained and to graduate.

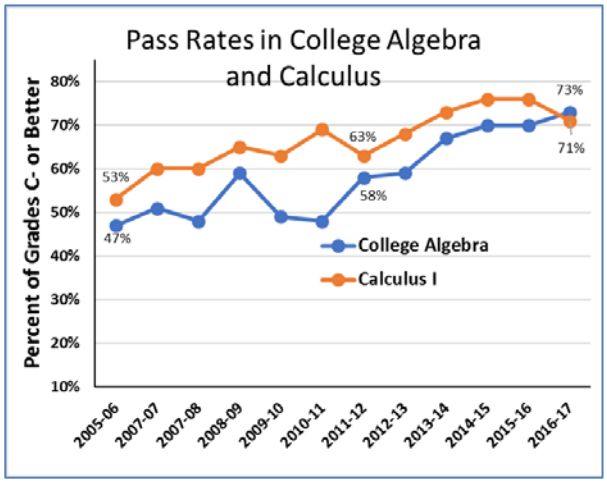
As a result, we undertook a number of initiatives to increase early academic success of our students. Three initiatives were especially important in increasing student success. We were especially pleased to be recognized for our work in this area by the Association of Public and Land Grant Universities (APLU). Boise State was **one of only five** in the nation recognized as a finalist for APLU's Degree Completion Award.



Reform of Math remediation. In 2008, the Math Learning Center (which oversees lower-level math courses) changed the instructional model from a pure emporium approach (in which students were not scheduled for class time) to a structured

scheduled, face-time model in which students received appointments for a self-paced computer lab experience where peer and non-peer tutors provided help. Change continued into Fall 2009 with (i) implementation of a different software package, (ii) a focus on Math problem solving, (iii) identification of specific Math skills that students needed to master, (iv) use of software to intervene if students were not engaged.

The accompanying graphs show the remarkable success of our efforts to reform mathematics, and to thereby increase the early academic success of our students.



- Pass rates in remedial math classes have doubled since the implementation of the changes.
- Pass rates in College Algebra began increasing soon after reforms to remedial math courses, likely because of the increased effectiveness of remedial math classes.
- Perhaps the most important metric is success in subsequent mathematics courses. The percent of Math 25 students who go on to pass at least one additional math class has increased from under 57% to 70% over the last six years.

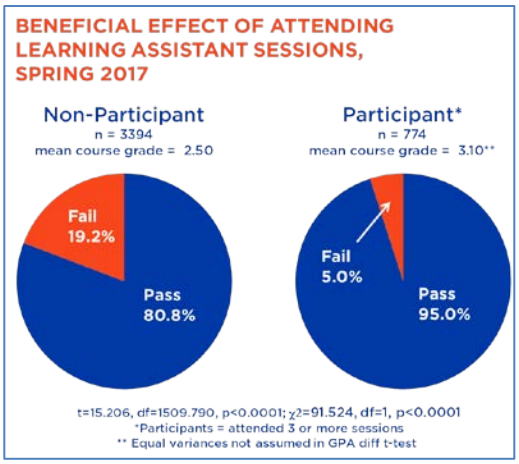
Reform of English course placement and remediation**.** Prior to 2009, (i) placement into English composition classes used cut-scores based either on SAT/ACT tests or COMPASS test scores and (ii) students who did not place into English 101 Composition placed into English 90 Remedial English, a course that had three semester credits of load but which awarded no academic credit. In 2009, the First Year Writing Program at BSU developed "The Write Class" placement algorithm, which uses self-assessment, review of targeted courses, high school GPA, standardized test scores, and additional external factors to give students a customized course match.

In the same year, a new co-remediation course, known as English 101+, was developed. Students who placed in the non-credit English 90 were now placed into standard English 101 sections, but attended a required additional one-hour writing studio with the same instructor (hence the "+" of "English 101+").

As a result, repeat rate for English Composition has dropped from 13% to 5%. In addition, whereas previously 51% of students entering English 90 had passed English 102 within five semesters, now 66% of students entering English 101+ pass English 102 the very next semester.

Implement Learning Assistants Program. We launched our Learning Assistant Program in the Fall 2011 semester with funding from the National Science Foundation. Unlike traditional tutors who typically work outside the classroom context and who focus on helping students pass tests, our Learning Assistants hold facilitated study sessions outside of class to facilitate discussion of course content and to serve as a catalyst for group problem-solving.

Over the past year, the program supported 33 courses with 112 LAs and served 7,991 enrolled students. In addition to STEM courses, new CCI funding allowed the program to incorporate classes in the arts and humanities including those in Philosophy, English, Criminal Justice, and Music.

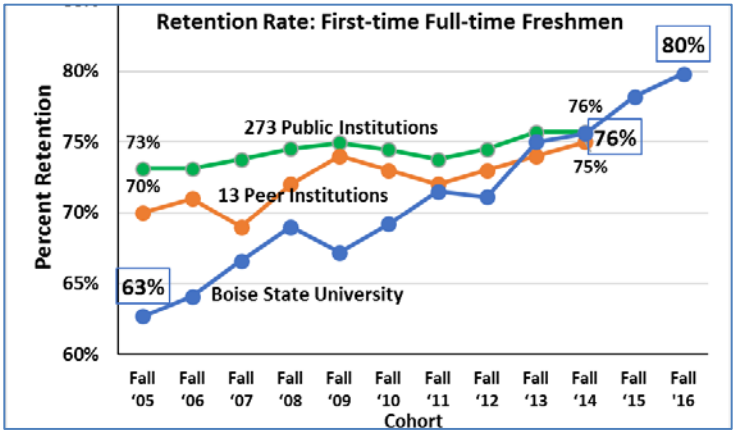


The accompanying figure shows the success of the program. Those students who participate in the program (define as attending three or more sessions during the semester) have significantly higher pass rates and higher average grades than non-participants.

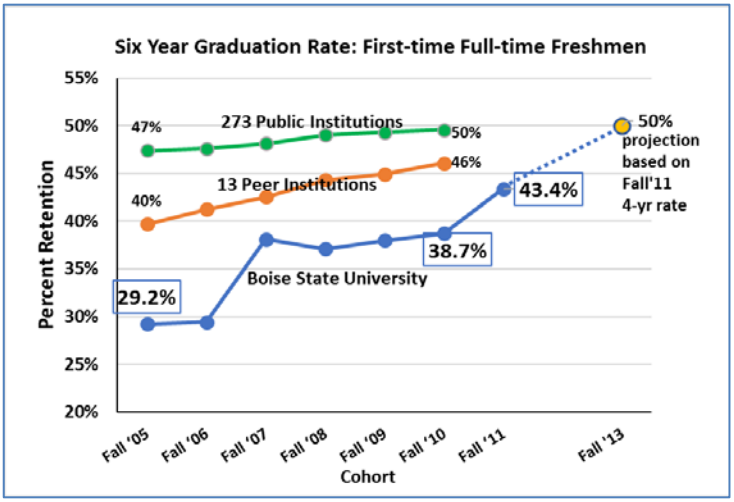
Our efforts have had a substantial impact. In the figures above and below, Boise State is compared to two peer groups:

- "273 Public Institutions" refers to all public Institutions in the same Carnegie Basic classification as Boise State (that is, Research University-Modest Activity [R3]) as well as the Carnegie basic categories immediately above and below Boise State (that is, Research- High Activity [R2] and Master's Large [M1]).
- "13 Peer Institutions" refers to the 13 institutions that were approved by the SBOE as being Boise State's peers.

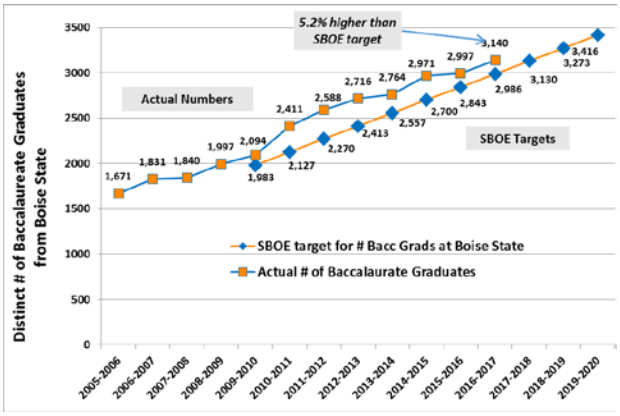
As can be seen in the graph to the right, during the nine-year period between the Fall '05 and Fall '14 cohorts, Boise State achieved an increase of 13 percentage points in first year retention rate. Peer groups achieved 3 to 6 percentage points during that same period. In addition, Boise State achieved an additional four percentage points for the Fall '16 cohort.



During the five-year period between the Fall '05 and Fall '10 cohorts, Boise State achieved an increase of 9.5 percentage points in 6-year graduation rate. Peer groups achieved 3 to 6 percentage points during that same period. In addition, Boise State achieved an additional 5 percentage points for the Fall '16 cohort. We project that we will achieve a rate of 50% based on the excellent progress shown by our Fall 2013 cohort's in its 4-year rate.

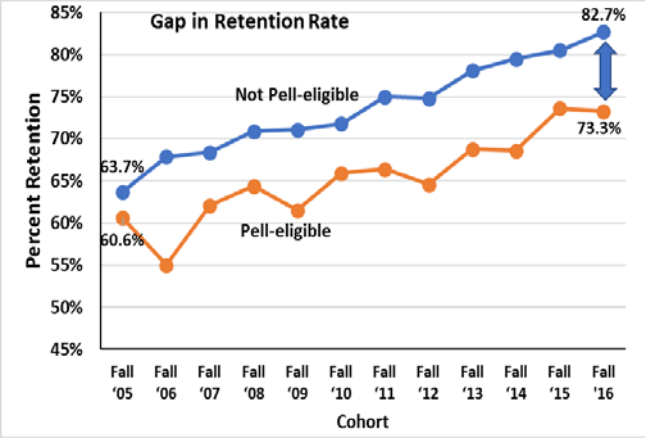


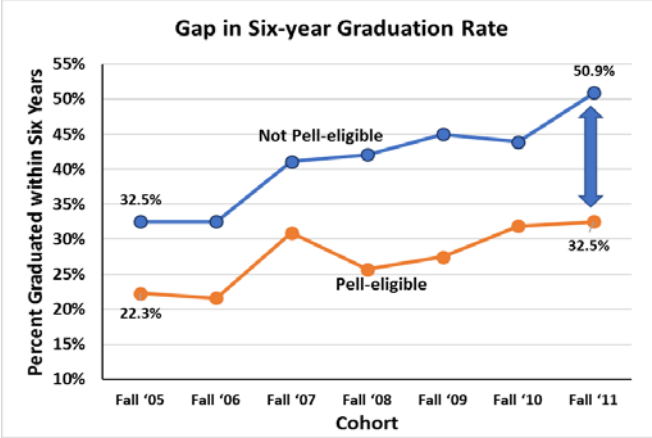
In August 2010, the SBOE established targets for numbers of graduates for each of the state institutions. The following figure depicts the targets that were established for Boise State along with the actual number of baccalaureate graduates each year. As can be seen, Boise State has consistently exceeded those targets. Boise State University produces more baccalaureate graduates than any other Idaho public institution.



Although we've improved our retention and graduation rates and continue to exceed the SBOE targets for numbers of graduates, we fully understand that much work remains. In particular, as shown in the graphs below, there are gaps in retention and graduation rate between Pell-eligible students and those who are not Pell-eligible. We will focus our efforts on increasing need-based financial aid and on understanding the confluence of factors that are faced by many students in addition to the limited income denoted by the Pell-eligibility:

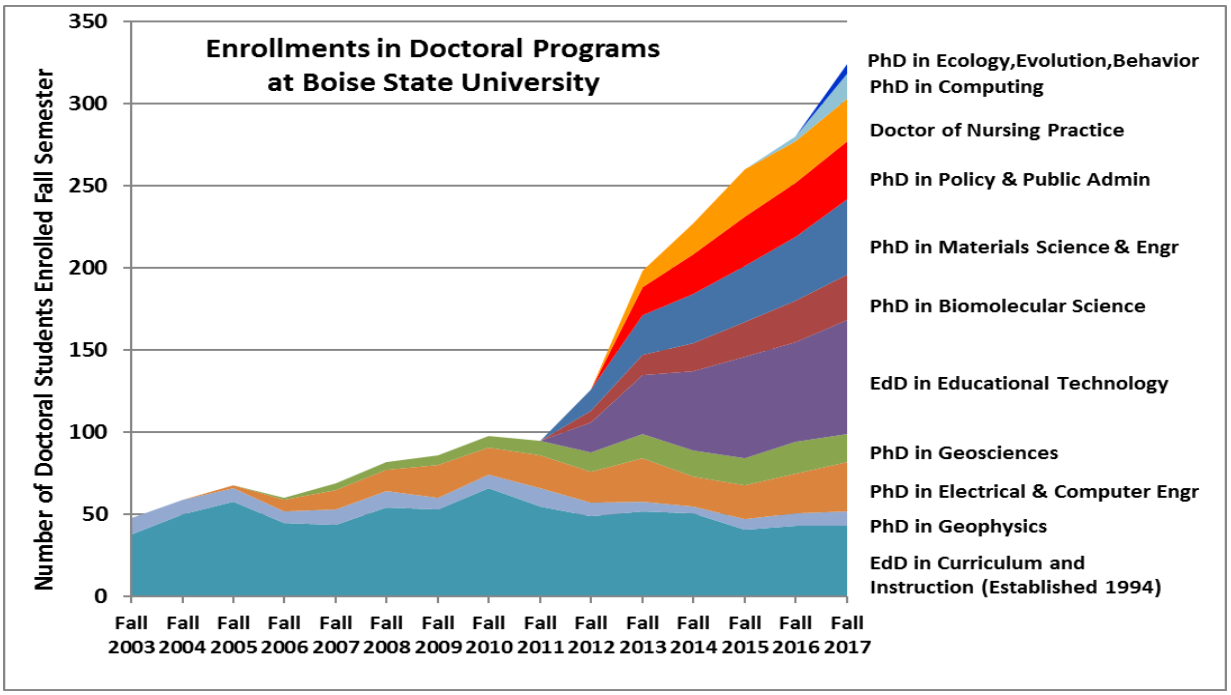
- Students who work and/or have dependents will typically have less time available for school work.
- Students who commute to campus are less likely to be engaged with campus activities and to interact with faculty members outside of class.
- Students who are first generation often won't benefit from family guidance in navigating a college degree.





Goal #3: ***"Gain distinction as a doctoral research university."***

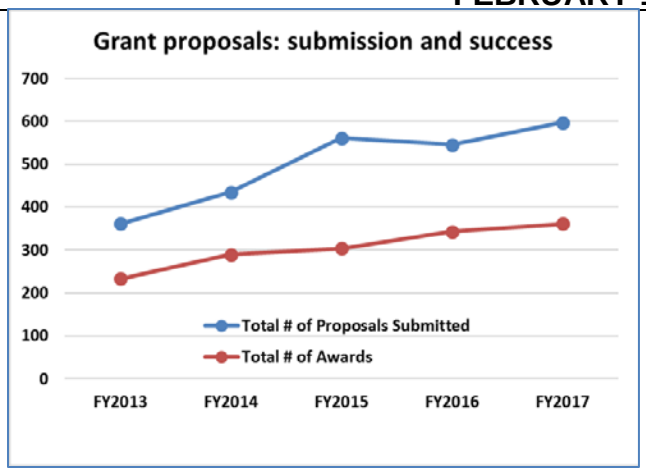
At the core of Boise State's emergence as a doctoral research university is the creation of successful doctoral programs. Over the last decade, Boise State has initiated eight new doctoral programs: Ph.D.s in Geosciences; Electrical and Computer Engineering; Materials Science and Engineering; Biomolecular Sciences; Ecology, Evolution and Behavior; and Public Policy and Administration; an Ed.D. in Educational Technology; a Doctor of Nursing Practice, and a Ph.D. in Computing. The figure shows the growth in the number of doctoral programs and growth in the number of students enrolled in those programs.

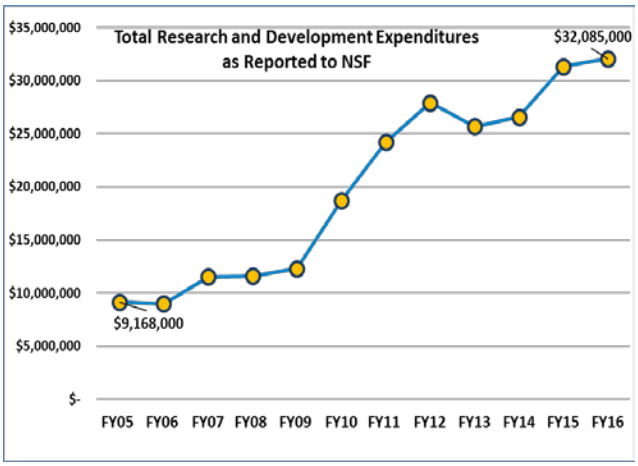


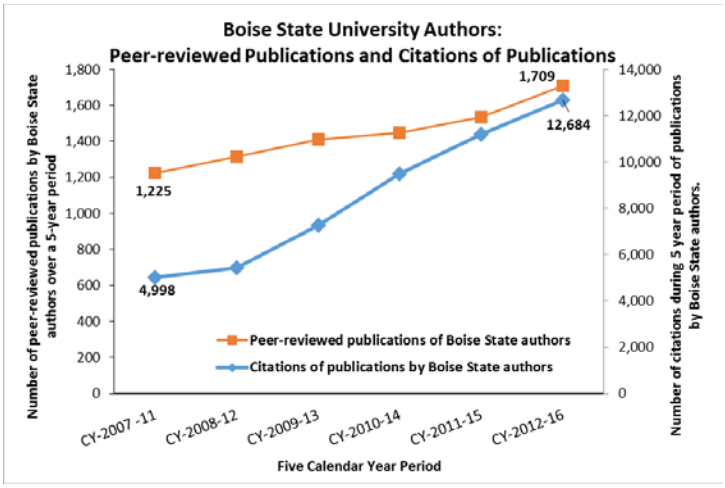
Also core to Boise State's emergence as a doctoral reseach university is our success in securing research funding. To secure funding requires that faculty members successfully submit grant proposals, and the graph to the right shows the steady increase in proposal submissions and in number of awards, increases of 66% and 55% respectively.

Even more remarkable is the increase in the funding received by the university. Over the last eleven years, Total Research Expenditures have increased from $9M to $32M, an increase of 250%. This year, total awards exceeded $50 million.

A final measure of Boise State's emergence as a doctoral research university is the success of Boise State faculty members at publishing peer-reviewed publications, for it is through those publications that faculty members share the results of their research. That measure has has increased by 40% over the last five years. In addition, faculty members are more likely to be successful in securing grants because they have shown themselves to be productive researchers. The second measure on the graph below, number of citations of publications by Boise State authors, is a measure of the impact of those publications, and that measure has increased by 154% over the last five years.


Grant proposals: submission and success
700
600
500
400
300
200
100
0
Total # of Proposals Submitted
Total # of Awards
FY2013
FY2014
FY2015
FY2016
FY2017


Total Research and Development Expenditures as Reported to NSF
$35,000,000
$30,000,000
$25,000,000
$20,000,000
$15,000,000
$10,000,000
$5,000,000
$-
$32,085,000
$9,168,000
FY05 FY06 FY07 FY08 FY09 FY10 FY11 FY12 FY13 FY14 FY15 FY16


Boise State University Authors:
Peer-reviewed Publications and Citations of Publications
Number of peer-reviewed publications by Boise State authors over a 5-year period
Number of citations during 5 year period of publications by Boise State authors.
1,800
1,600
1,400
1,200
1,000
800
600
400
200
0
14,000
12,000
10,000
8,000
6,000
4,000
2,000
0
1,709
12,684
1,225
4,998
Peer-reviewed publications of Boise State authors
Citations of publications by Boise State authors
CY-2007 -11
CY-2008-12
CY-2009-13
CY-2010-14
CY-2011-15
CY-2012-16
Five Calendar Year Period

Goal #4: ***"Align university programs and activities with community needs."***

Carnegie Classification: Boise State aligns its programs and activities with community needs in a multitude of ways, and as a result, ranks among 361 U.S. colleges and universities that have been recognized with The Carnegie Foundation 2015 Community Engagement Classification. Boise State was one of only 76 universities in the country to be classified as a Carnegie Foundation Community Engaged Institution when the designation was first established in 2006.

Online programs: A key way that Boise State supports the community is through access to its academic programs. Through the eCampus initiative, Boise State is building complete programs in an online format, providing access to those who are unable to attend on-campus classes due to work, family, geographic, or other limitations. Four recent additions to our online portfolio:

- The BBA Management launched in Fall 2017, and is intended for students who want to specialize in management but not in a specific kind of management. It is likely that many students who enter the program will be working adults with some college credits and who want to enhance their careers in management.
- The MS Accountancy launched in Fall 2017, and is designed for people who want to advance their knowledge in accounting and prepare for careers in the accounting profession. Graduates will be prepared to pursue professional credentials such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The program covers a variety of advanced topics including financial reporting, audit, tax, data analytics, accounting information systems, managerial accounting, and research methodology.
- Graduates of the MS in Respiratory Care program will be prepared to pursue a variety of roles both within and outside the Respiratory Care field; including advanced disease and patient management, health programming and evaluation, evidence-based research, and educational practices that are both patient- and student-focused. The program will launch in Fall 2018.
- The MS Genetic Counseling program will launch in Fall 2019. Genetic counselors help people understand and adapt to the medical, psychological, and familial implications of genetic contributions to disease. To become a genetic counselor requires a master's degree in genetic counseling from an accredited program.

Lifelong Learning

The Osher Institute is a membership-based lifelong learning program for adults 50 and better. It offers non-credit, college-level short courses, lectures, and other unique learning opportunities taught by university and community experts. The Institute is endowed by the Bernard Osher Foundation and operates through Boise State University's Division of Extended Studies. There are 119 Osher Lifelong Learning Institutes located in colleges and universities across the country. Boise State houses the only one in Idaho.

Studies tell us that people who are involved in lifelong learning and social engagement are healthier and happier, and the Osher Institute at Boise State offers access to a wide variety of subjects including music, history, economics, politics, philosophy, biology, art, medicine, technology, and more. Courses are offered as lectures, workshops and special events.

Concurrent Enrollment / Dual Credit Program

Through the Boise State Concurrent Enrollment program, high school students can earn Boise State University and high school credit simultaneously for collegiate-level courses offered at their high school. Concurrent Enrollment instructors use Boise State curriculum, texts, and grading scales. To ensure curriculum alignment for the high school course, university texts, lab supplies, and equipment are provided to the high school classrooms. This academic support helps to create a true university educational experience.

When students enroll in Boise States Concurrent Enrollment program, they become a member of our student body, with the opportunity to access many university resources. As a student enrolled in a Boise State University dual credit class, they work toward an actual letter grade that is recorded on a Boise State transcript.

Dual Enrollment headcount has increased by 80% in the three years since FY2014, with 4,857 students participating in Boise State's Dual Enrollment program in FY2017. Those students took a total of 21,356 credits in FY17, up 78% in the three years since FY14.

Computer Science

After members of the software community came to us to help address shortages in their industry and we sought a targeted investment by the state, our Computer Science program has nearly tripled the number of graduates since 2013 — and some 90 percent of them get jobs in Idaho when they earn their diplomas. The first-year retention in this tough and competitive discipline has grown from 50 percent to 85 percent, and students and faculty are engaged in substantially more research projects than ever before.

Economic Impact

Boise State has become a partner, a driver and a leader in the economy of every part of this state. We asked a consulting firm to look at one recent year — fiscal year 2015 — to see just how integral Boise State was to Idaho's economy. The results were staggering:

Idaho's largest public university drove $667.2 million of the state's economy and created 6,987 jobs across the state in that year. Our alumni base created $1.2 billion in annual economic impact in the Gem State, according to the report.

Boise State University's rapidly expanding research efforts drove $35.4 million in economic activity in 2015 and created 210 Idaho jobs. The university's capital projects created $57.2 million in economic activity and supported and sustained 431 jobs. University operations provided $34 million in state and local taxes.

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

Our first four strategic goals are aimed at operationalizing our vision to become a Metropolitan Research University of Distinction. Our fifth goal is different, in that it is aimed at enabling achievement of the first four goals. Even the most visionary and highly-skilled leaders cannot fully achieve the mission of an institution without a robust infrastructure and effective operations.

Also in support of Goal 5 is our continued integration of the principles of Program Prioritization into our processes, thereby increasing the quality, relevance, productivity, and efficiency of our programs and the infrastructure supporting them.

One example is the complete revamp of our Program Review process for academic departments. The changes in the process pull heavily from what we learned during Program Prioritization. The three components are as follows (additional detail is provided above in the Program Prioritization update):

- The Annual Department Analytics Report contains an extensive set of data and analyses that closely align with the metrics used during Program Prioritization.
- Program Learning Outcome Assessment measures, program by program, the intended outcomes of student learning, and provides a foundation for improvement of curricula and pedagogy.
- The Department Strategic Evaluation and Action process involves (i) evaluation of the present state of the department, and (ii) analysis and interpretation that will result in identifying the strategic direction that the department should take in the next several years, and the specific actions that are necessary to get there.

We are also incorporating the principles of Program Prioritization into our new approach to budgeting. Our new budget model will (i) tie resource allocation to expenses and productivity, (ii) facilitate strategic reallocation of funds, (iii) provide resources to support university-wide strategic initiatives, (iv) provide incentives promoting excellence, academic quality and financial sustainability, and (v) provide a more transparent view of revenue production and costs.

<u>Student Life</u>

Boise State University today:

- More than 24,000 students and Idaho's largest graduate school
- Fall 2017 welcomed our largest first-year class in history for the second year in a row
- Fall 2017 set a university record for the number of graduates each academic year for the ninth straight year.
- Fall 2017 set a new record for the number of students in the Honors College — now home to more than 900 top students from around Idaho and beyond.
- More students are living on campus than ever before — including some 650 in our brand new Honors College and Sawtooth Hall.
- In 2010, approximately 100 students participated in fraternities and sororities. Today, more than 1,800 students are members in one of 21 Greek organizations focused on service and excellence. Last year alone these students contributed more than 20,000 hours

of volunteer work in the community, and each chapter on campus posted a higher GPA than the university average.

Student services in support of student life have significantly transformed in the last ten years to serve the changing student population at Boise State. A few examples:

- Our New Student and Family Programs office offers orientation programs for all new students that help them better prepare for college life
- In 2015, we started "Bronco Day," a campuswide "open house" held in April annually that features all academic and student life opportunities at Boise State. Last year, over 3,000 prospective students and family members attended (a 22% increase over the prior year).
- We revamped our Career Services center to ensure students are taking advantage of career planning resources early and often, including adding more digital resources and elearning modules so students can learn about careers within their majors and how to best prepare for life after college.

Systems Improvements

In 2015, Boise State began implementation of a new financial system update with expanded reporting and analytics capacity. A new Human Resources recruiting and hiring system was also implemented around the same time to better serve the campus.

Enrollment Fall 2017

Enrollment Fall 2017 (October 15 census)	Headcount
Undergraduate Degree-seeking	16,265
Graduate Degree-seeking	2,712
Early college	4,294
Other non-degree seeking (undergraduate and graduate combined) and audit only	883
TOTAL	**24,154**

2016-2017 Graduates

Degree and graduate certificate graduates	Distinct number of Graduates
Baccalaureate Degree (Academic)	3,141
Graduate Certificate	212
Master's Degree	776
Doctoral Degree	36
TOTAL	**4,165**

Employees

Employees (Nov 2017 snapshot for 2017 IPEDS report)	Full-time	Part-time	FTE*	%
Instructional Faculty	757	769	1,013	36.7%
Professional Staff (all)	1,135	70	1,205	43.7%
Classified Staff	533	25	541	19,6%
TOTAL	**2,425**	**864**		**100%**

***** FTE calculation for IPEDS is full-time plus one-third part-time.

Revenue and Expenditures for FY 2016; From Audited Financial Statement	
Operating Revenue	**FY 2017**
Student tuition and fees (Gross)	158,654,927
Scholarship discounts and allowances	(23,096,700)
Federal grants and contracts	31,612,679
State and local grants and contracts	4,470,373
Private grants and contracts	3,219,084
Sales and services of educational activities	4,706,151
Sales and services of auxiliary enterprises	59,129,973
Other	5,393,728
Total operating revenues	244,090,215
Operating Expenses	
Instruction	121,871,550
Research	27,974,879
Public Service	17,420,979
Libraries	5,807,270
Student Services	18,220,175
Operation & Maintenance of plant	23,996,064
Institutional Support	29,978,119
Academic Support	25,670,091
Auxiliary Enterprises	68,069,452
Scholarships and Fellowships	13,153,808
Depreciation	25,805,716
Total operating expenses	377,968,103
Operating income/(loss)	(133,877,888)
Non-operating revenues/(expenses):	
State appropriation - general	95,555,597
State appropriation - maintenance	918,463
Pell grants	22,615,664
Gifts	28,738,784
Net investment income	1,311,540
Change in fair value of investments	(107,188)
Interest	(9,979,021)
Gain/loss on retirement of assets	(1,205,751)
Other non-operating revenue/(expense)	(131,598)
Net non-operating revenues/(expenses)	137,716,490
Other revenue and expenses:	
Capital appropriations	3,299,517
Capital gifts and grants	2,702,342
Total other revenues and expenses	6,001,859
Increase in net position	9,840,461
Net position - beginning of year	387,521,718
Net position - end of year	397,362,179

Research and Economic Development

	FY2013	FY2014	FY2015	FY2016	FY2017
	Office of Technology Transfer				
Invention Disclosures	24	16	15	16	14
Patent Applications Filed	16	9	11	4	10
Patents Issued	7	6	3	4	3
Licenses/Options/Letters of Intent	22	27	38	29	28
License Revenue	$37,582	$5,600	$21,475	$53,847	$39,231
Startups	1	0	0	5	0
FTEs	2	2	1	1	1
Number of protocols reviewed by:	***Office of Research Compliance***				
Institutional Biosafety Committee	45	36	42	51	41
Institutional Animal Care and Use Committee	50	72	95	81	98
Social and Behavioral Institutional Review Board	319	296	312	407	408
Medical Institutional Review Board	23	18	17	26	38
	Office of Sponsored Programs				
Total # of Proposals Submitted	361	435	561	546	598
Total # of Awards	233	290	304	343	361
Total Sponsored Projects Funding	$31,367,273	$32,008,716	$40,167,055	$41,374,334	$50,137,881
Total Research and Development Expenditures as reported to NSF	$25.7M	$26.6M	$31.3M	$32.0M	Not available at this time
Externally Funded Research Expenditures	$17.8M	$17.3M	$20.6M	$19.4M	$21.1M

Collaborations

We offer a 3+3 law degree program with the University of Idaho and Concordia Law School, allowing students to finish their bachelor's degree from Boise State and their law degree in six years.

Boise State hosts the Idaho Entrepreneurial Challenge each spring, which brings together students from across Idaho to compete for seed funding and attend entrepreneurial workshops. Gordon Jones, CID Dean, visits each campus to talk about the competition and to recruit student involvement.

Boise State's School of Public Service leads a statewide effort called National Education for Women's Leadership Idaho (NEW). This program is a hands-on leadership program designed to inspire young women to become leaders in their communities. College women from across Idaho are invited to spend a week in Boise learning about the important role that politics plays in their lives, studying leadership skills applicable in both public and private sector positions, addressing diversity matters and mingling with other students dedicated to making a difference in their communities. Students have the unique opportunity to interact with and learn from many of Idaho's local and state elected officials, as well as a wide variety of community and private sector leaders. Our partners in this effort are all of the public universities, colleges and community colleges in Idaho.

Our faculty are especially collaborative with research projects that contribute to the state and regional economy. There are numerous examples in this regard, here are just a few:

- We have a joint IGEM project with Idaho State University, Isaacs Hydropermutation Technology, Inc. (IHT), and Emerson Electric Company to develop an integrated miniaturized air scrubber and cloud-enabled wireless distributed sensor network to monitor and control the storage environment for potatoes. This integrated solution will significantly reduce potato wastage in storage, and should enable IHT to increase their share of the potato storage market.
- Our CAES partnership (INL, BSU, UI) is working on a project on Micro-Scale technique to evaluate grain boundary cohesion of irradiated alloys. The focus is developing a new technique (in-situ tensile testing in a transmission electron microscope (TEM)) to study the effects of irradiation on the mechanical properties of nuclear reactor structural material and nuclear fuel cladding.
- Researchers from our Human Environmental Systems group in CID are working with researchers from UI and ISU on a NSF-EPSCoR project looking at way to ways to maximize land conservation investments to preserve elk, deer, and carnivore habitat in the High Divide, the largest intact ecosystem outside of National Parks that links Yellowstone to Canada.
- Researchers from our biology and geosciences departments are working with Idaho State and the United States Department of Agriculture on an NSF grant to investigate how climate change will alter Idaho landscapes.
- Faculty in our School of Public Service and Department of Geosciences are working with researchers from UI and ISU on a NSF-EPSCoR project to predict the future of water resource availability in the Treasure Valley.

- Our Biology faculty are working with Civil Engineering faculty at UI to study algal resource recovery systems in treating waste from dairies while *simultaneously producing Biofuels, Bioenergy, and Bioplastics.*
- Our Biology faculty are working with UI Ag & Life Science Faculty on developing a vaccine against Staphylococcus aureus to prevent mastitis in dairy cows.

Campaign

Thanks to the generosity of alumni and friends, Boise State University concluded its scholarship campaign in July 2017 with gifts and pledges totaling more than $52 million, more than doubling the campaign's original goal. The four-and-a-half-year campaign was central to Boise State's mission of providing affordable education to talented and committed students, easing the financial burden of the costs of earning an academic degree. About three-quarters of the nearly 24,000 Boise State students rely on some form of financial aid during their academic careers.

Since the beginning of the campaign, nearly 18,000 donors provided gifts and pledges, resulting in a 34 percent increase in funds available to be awarded to students from privately funded scholarships in fall 2017. Gifts contributed toward the campaign include immediate-use funds, as well as scholarship endowment, providing investments for future scholarship growth and support.

New Buildings

Computer Science: We were proud to open our new space in downtown Boise in fall 2016, which now houses our entire Department of Computer Science. Students are now just steps away from local software and tech companies where they will intern and work. Thanks to industry and state support in recent years, that program has grown rapidly, and with intention.

Alumni and Friends Center
When the Alumni and Friends Center opened during Homecoming week in fall 2016, it became a welcoming new community landmark at the eastern gateway of campus; a place for all generations of Broncos to call home. The 40,000 square-foot building was constructed entirely with funding from charitable gifts.

The unique facility includes several special features showcasing Boise State history and provides alumni and friends with beautiful ballroom, conference space and casual gathering areas for some of our most special events.

Center for Fine Arts Building: The Center for Fine Arts will be a safe, better equipped, state-of-the-art facility for our students, and will ensure our accreditation remains intact for our Department of Art. This facility will also foster university and community relationships, located in the heart of the city's cultural district and near the Boise Art Museum. One of the most unique features will be the World Museum, offering virtual tours through the world's most prominent art museums—an experience the university will bring to school-aged students across the valley and the State of Idaho.

Micron Center for Materials Science Research: The Micron Center for Materials Research will house the faculty, students, classrooms, and research laboratories of the Micron School of Materials Science and Engineering. Its construction will enhance Boise State's already-strong contribution to the Idaho's technology industry.

Bachelor's, master's, and doctoral programs in materials science and engineering produce highly-qualified graduates to enter the workforce and educational advancement to individuals already in the workforce. Innovative research by faculty members and students provides ideas for new directions for the industry.

Honors College and Sawtooth Hall: Boise State University's Honors College got a new $40 million home in the heart of campus, thanks to an innovative public-private partnership. This was Boise State's first building to be constructed and managed through a public-private partnership saving tuition and tax dollars while offering students the best amenities available and ensuring superior management. The university partnered with Education Realty Trust Inc. (EdR) to build and run the facility. The 236,000-square-foot building offers more than 650 student beds in addition to the Honors College office and classroom space. The building was opened in fall 2017.

Program Prioritization Update

Boise State University continues to reap the benefits of having gone through the process of Program Prioritization in 2013-14 and having subsequently taken actions to sustain the value of the process. The information included herein is intended to illustrate some examples of our progress.

Revamp of academic programs. Programs that were identified as fifth quintile and/or were flagged for low numbers of graduates were required to make substantial changes. Some programs were discontinued. For most, however, changes were made. The following are several examples:

- BBA Information Technology Management: increased from 26 graduates per year to 42 graduates per year. This increase was achieved by changing the scheduling of classes and increasing sections offered to reduce bottlenecks and by streamlining the curriculum.
- BBA Supply Chain Management: increased from 14 graduates per year to 35 graduates per year. This was achieved by recruiting in general business classes and via social media and by streamlining the curriculum.
- BS in Physics: increased from 3 graduates per year pre-Program Prioritization to 11 graduates per year post-Program Prioritization. To achieve this change, the department created two new emphases to attract majors, hired a department advisor, began offering required courses every year, and made major pedagogical changes to departmental coursework.
- BS in Applied Math: increased from 8 graduates per year to 13 graduates per year. To achieve this change, the department (i) created a new "statistics" emphasis and (ii) began marketing the program as a viable choice for students interested in finance/business who might want to double major with computer science or engineering and who are attracted to mathematics but also want a more applied focus than is given in the traditional mathematics emphasis.
- MA in Communication: increased from 4 graduates per year to 7 graduates per year. This change was achieved by strengthening the advising of students, creating a student handbook, and creating a non-thesis pathway.
- PhD in Electrical and Computer Engineering increased from an average of 1 graduate per year to 3.5 graduates per year. This was achieved by increasing recruitment efforts, expanding the number of faculty members who can serve as advisors, and obtaining funding to improve the fabrication facility.

A number of other programs have made substantial changes, but have yet to see substantial increases in numbers. For some, more time is needed before increases will be apparent. For others, programs have taken additional steps to increase numbers. We will continue to monitor all programs and take further action (including discontinuation) as appropriate.

Creation of "agents of change." In our update on Program Prioritization in June 2016, we spoke of our new College of Innovation and Design as being an important "agent of change," that is, an entity that itself creates substantial and sustained changes to the organization. Two additional "agents of change" have recently been created.

The School of the Arts was launched this last fall. Its purpose is not to serve as an administrative structure, but instead to facilitate cross-disciplinary initiatives among the three participating departments: Art; Music; and Theater, Film, and Creative Writing.

The Beyond the Major initiative also was launched this last fall. This initiative recognizes that our students would benefit from experiences and skills that would increase their success in careers following graduation. In fact, recent studies show that nearly all employers looking to hire college graduates for jobs that require four-year degrees are looking for experience outside the classroom in addition to a diploma. It is an "agent of change" because its implementation requires that we make changes to the way we educate our students.

Incorporation into ongoing processes:

We continue our integration of the principles of Program Prioritization into our decision-making processes, thereby increasing the quality, relevance, productivity, and efficiency of our programs and the infrastructure supporting them. Several examples follow:

Decision support: Based on what we learned during the Program Prioritization process, we have undertaken a complete revamp of our Program Review process for academic departments. The old process (i) relied on an onerous self-study that was typically produced by a single individual rather than a consensus of the group, (ii) made inconsistent use of data and analyses, (iii) did not effectively reinforce the assessment of intended Program Learning Outcomes, and (iv) did not result in a sustainable and strategic plan for action by the department. Our new program review process has three key components:

- The Annual Department Analytics Report contains an extensive set of data and analyses that closely align with the metrics used during Program Prioritization. Departments, deans, and the Provost will use the report to identify areas requiring attention.
- Program Learning Outcome Assessment is a stand-alone process with increased focus and prominence. It measures, program by program, the whether students are achieving the intended learning outcomes of those programs and thereby creates a foundation for improvement of curricula and pedagogy.
- The Department Strategic Evaluation and Action process consists of one or more facilitated planning sessions that will involve (i) evaluation of the department in terms of key trends in data and analysis, areas of persistent challenge, historical context, and expectations from the university and colleges, (ii) analysis and interpretation that will result in identifying the strategic direction that the department should take in the next several years, and the specific actions that are necessary to get there.

Budget model: Our new Incentive-based Budget model for our academic colleges strongly reinforces the principles of Program Prioritization. Our new budget model has several key characteristics:

- It ties resource allocation to expenses and productivity, and provides a more transparent view of revenue production and costs of programs.
- It will facilitate the strategic reallocation of funds.

- It will provide resources to support university-wide strategic initiatives.
- When considering whether to create a new program or to discontinue an existing program, we will have a clearer picture of how to balance the need for and quality of programs against the revenue and expenses associated with those programs.

Adjusting the way we think about Program Prioritization:

Program Prioritization has the purpose of ensuring that institutions make judicious use of resources, and does so by causing increased alignment of resources with the priorities of the institution and ensuring that we continually focus on the improvement of programs. We continue to focus our efforts on the four criteria we used during the Program Prioritization process: Relevance, Quality, Productivity, and Efficiency. And in doing so we have strengthened our understanding of the best way to proceed in the future. Examples are:

- We continue to believe that making changes that are solely cosmetic, but of little true impact, can obscure the need for more fundamental improvement. For example, it is of little value to hide a low-productivity program by making it an emphasis instead of a free-standing degree program. Instead, we must address the low productivity directly, and determine whether substantial changes are needed.
- During Program Prioritization, we focused most of our attention on degree-granting programs, and evaluated our departments on the number of degrees produced. We now recognize that departments contribute in other ways, such as the awarding of minors and certificates, and in their participation in interdisciplinary degree programs (e.g., foreign language as part of the BA in Global Studies).
- One size does not fit all. A key example is the thresholds we used for flagging low productivity programs: 10 graduates annually for bachelor's programs, 5 graduates annually for master's programs, and 3 graduates annually for doctoral programs. In practice, we have found although the thresholds are useful starting places, they are too low for some of our graduate programs in education, where a higher expectation is more appropriate. And we have found the thresholds to be too high, for example, in the Music Composition program in which students are essentially apprentices, thereby limiting the number of students an individual faculty member can mentor, and in which there is a single faculty member teaching composition coursework.

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IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-5501, Idaho Code

Idaho Administrative code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective B, Alignment and Coordination.

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning, an annual report is required to be submitted each year to the State Board of Education. This report will include Accreditation, Acceptable Use, and the Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Academy is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards and the increased demand from colleges and industry.

IMPACT

Idaho Digital Learning Academy served 27,631 enrollments for 2016-2017, which is an 8% increase from 2015-2016. Ninety-nine percent of the school districts in Idaho participated in 2016-2017. The number one reason for taking Idaho Digital Learning Academy courses is that classes are not offered locally. Other reasons include: scheduling conflicts, advanced placement, dual credit, early graduation, foreign languages, and credit recovery.

ATTACHMENTS

Attachment 1 – Idaho Digital Learning Fee Policy Page 3
Attachment 2 – Idaho Digital Learning Acceptable Use Policy Page 5
Attachment 3 – Accreditation Confirmation Page 7

BOARD ACTION

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

IDAHO DIGITAL LEARNING FEE POLICY

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

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

Smarter Balanced Assessment Consortium (SBAC): Courses designated as SBAC preparatory courses will not incur a per-enrollment cost to the district. See Idaho Digital Learning Course Catalog for list of courses.

Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, unless courses are delivered in a custom session (see Custom Session Courses below).

Students are responsible for any fees that may be charged by universities to receive college credit for Dual Credit Courses. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced Placement and Dual Credit courses may require additional textbooks (see below).

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

Middle School Keyboarding and Middle School Pathways to Success and 8th Grade Career Explorations: Idaho Digital Learning will offer Middle School Keyboarding, Pathways, and Career Explorations at $30 per enrollment. Any middle school courses in which half the content is delivered (4 units) the Idaho Digital Learning fee is further reduced to $15 per enrollment.

Scholarships: Scholarships are awarded through an application submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/guardian/student and are only available for Idaho Digital Learning courses which are taken in addition to the student's full course load at the local school. Limited, partial scholarships are available for 2017-2018 at $50 per enrollment.

Textbooks: Idaho Digital Learning provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the

required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the Idaho Digital Learning Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

Idaho Digital Learning reserves the right to modify the fee policy. Districts will be notified of any changes.

Idaho Digital Learning Refund Policy

Idaho Digital Learning requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

- All cohort sessions:
    - Orientation: If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
    - 12 week or Custom Sessions: The Idaho Digital Learning Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
    - 16 week session: The Idaho Digital Learning Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.
- Flex sessions:
    - The drop deadline for all flex classes is 14 days after the student begins the course.
    - If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.
- After the drop deadline: Grades will be reported for all students remaining in courses regardless of completion and the full fee will be invoiced to the district.
- Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.

IDAHO DIGITAL LEARNING ACCEPTABLE USE POLICY

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

Idaho Digital Learning Academy Acceptable Use of Technology Policy (AUP)

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning. All students are expected to use Idaho Digital Learning and the resources provided to access Idaho Digital Learning for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning.

Prohibited uses of technology

The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:

- defamatory
- inaccurate
- abusive
- rude
- obscene
- profane
- sexually explicit
- threatening
- harassing
- racially offensive
- illegal
- encouraging the use of illegal materials
- inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning

Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.

Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer

viruses, uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.

Violation of any local, state, or federal regulation or statute.

You will not use Idaho Digital Learning resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning board.
Idaho Digital Learning Rights and Responsibilities.

Idaho Digital Learning reserves the right to monitor all activity related to Idaho Digital Learning courses or sites.

Idaho Digital Learning reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning.

Opinions, advice, services and all other information expressed by Idaho Digital Learning staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning.

Discipline

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning shall be based on the severity of the infraction.

If the Idaho Digital Learning teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning, the teacher will notify your site coordinator.

The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

The teacher may also wish to hold a conference with you and your parents.

The Idaho Digital Learning board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning.

AdvancED
ACCREDITED | NWAC
This is to certify that
Idaho Digital Learning Academy
having met the requirements established by the AdvancED® Accreditation Commission
and Board of Trustees is hereby accredited by the Northwest Accreditation Commission.
Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, AdvancED
Vaild through June 30, 2020

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IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

SUBJECT

Idaho Bureau of Educational Services for the Deaf and the Blind (IESDB) Annual Report

REFERENCE

August 2013	IESDB Provided the Board with report updating the Board with current progress of the Bureau.
February 2015	IESDB Provided the Board with report updating the Board with current progress of the Bureau.
February 2016	IESDB Provided the Board with report updating the Board with current progress of the Bureau.
February 2017	IESDB Provided the Board with report updating the Board with current progress of the Bureau

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-3405(4) and 33-3411, Idaho Code, Idaho State Bureau of Educational Services for the Deaf and the Blind,

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective B, Alignment and Coordination.

BACKGROUND/DISCUSSION

Pursuant to Section 33-3405(4), Idaho Code, the administrator of IESDB shall make an annual report of the bureau's activities to the State Board of Education at a time and in a format designated by the Board. While IESDB was moved out from the Board's direct governance in 2009, the Board retains rulemaking authority for education services for students who are deaf or hard of hearing and/or blind or visually impaired, as well as property rights for the School for the Deaf and Blind.

ATTACHMENTS

Attachment 1 – IESDB Annual Report Page 3

BOARD ACTION

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

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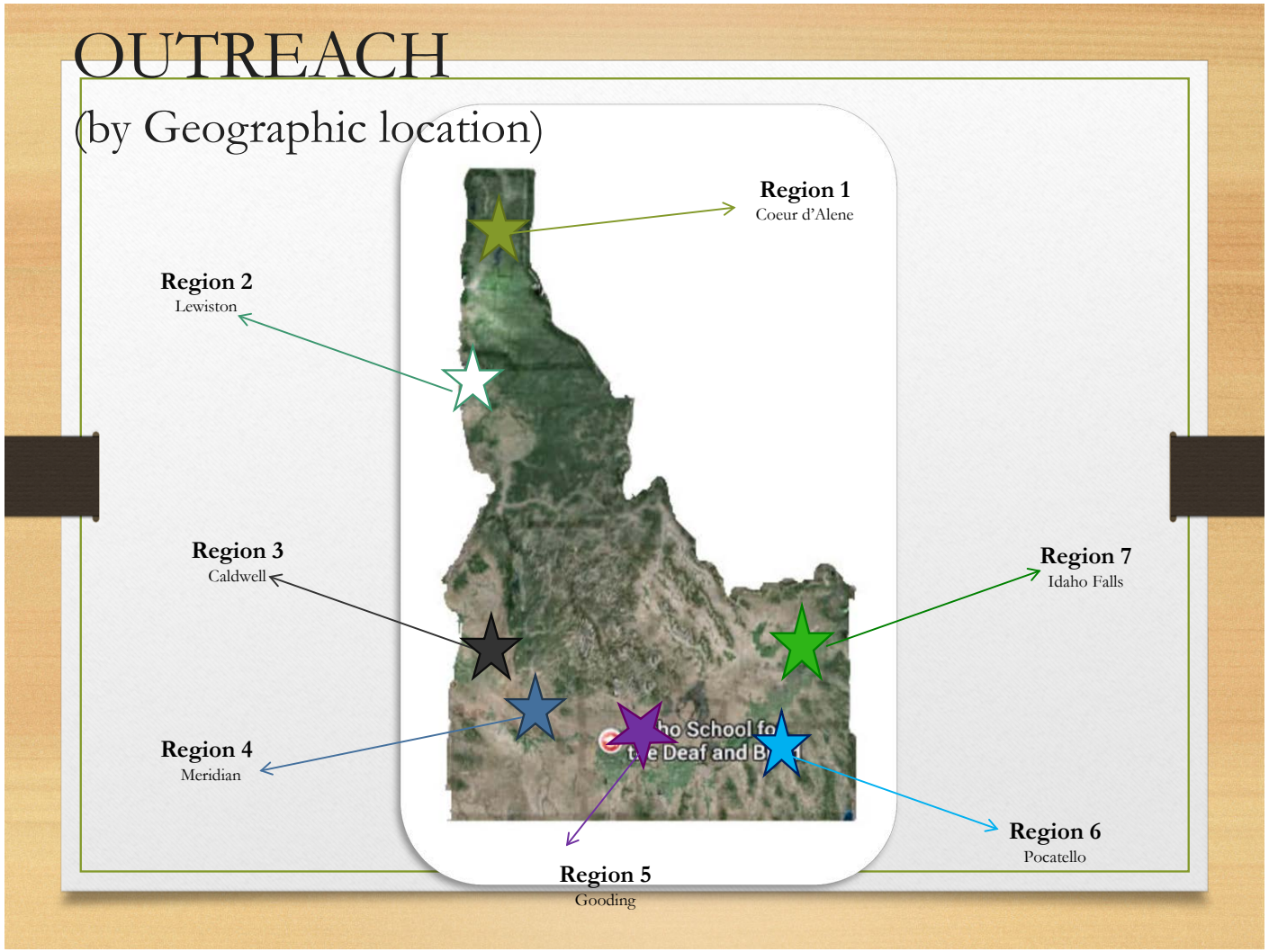
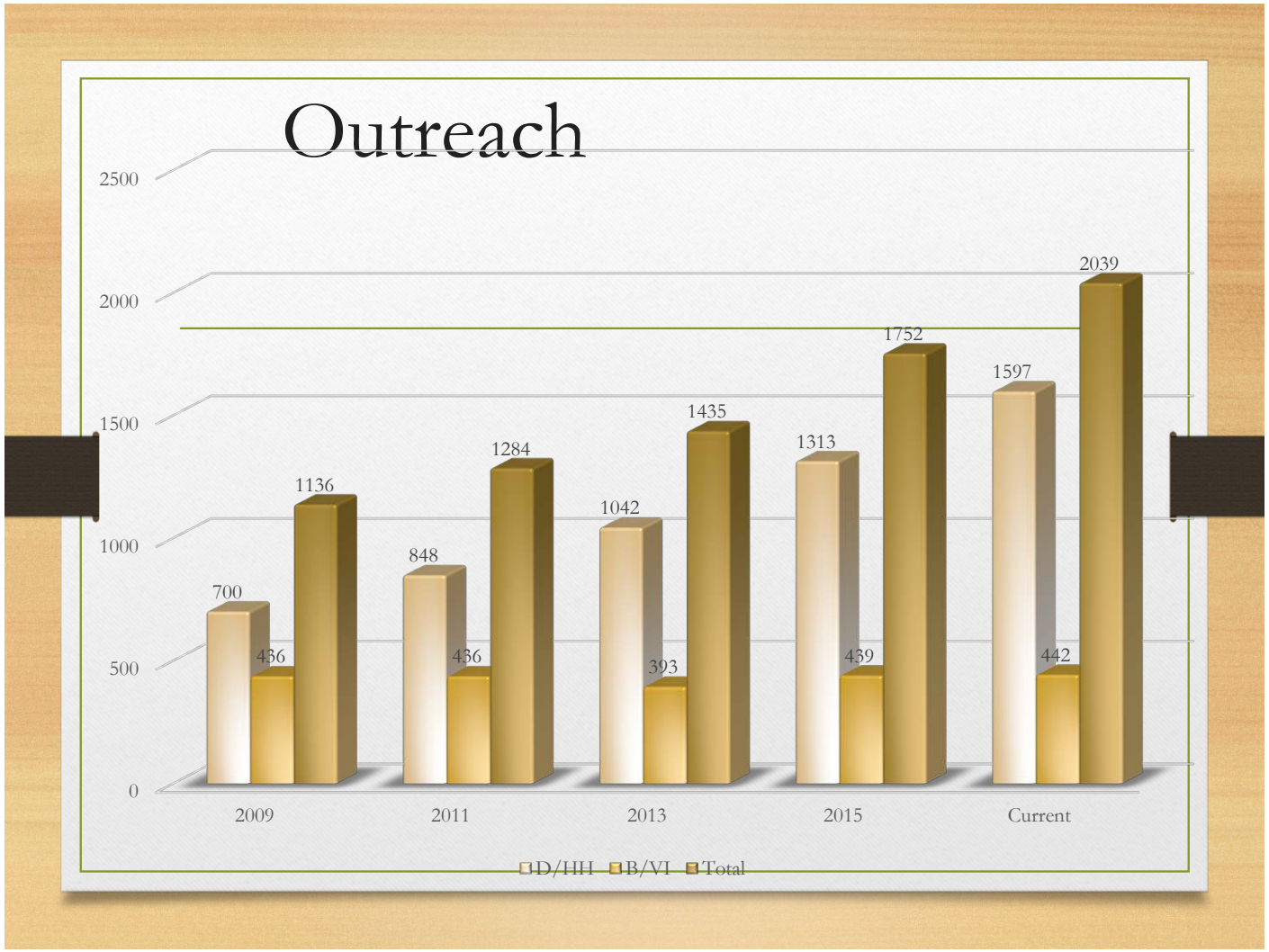
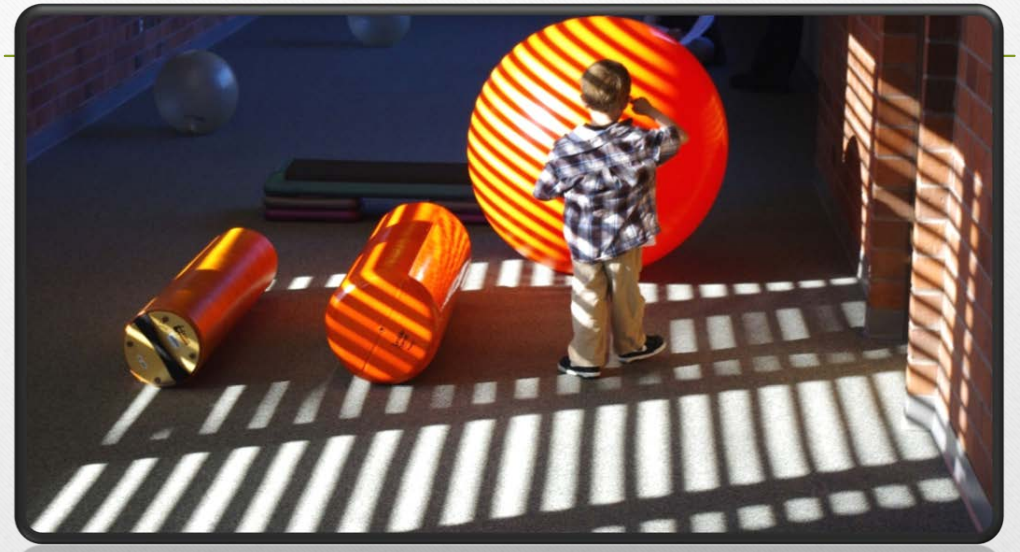
Idaho Educational Services for the Deaf and the Blind

OUTREACH

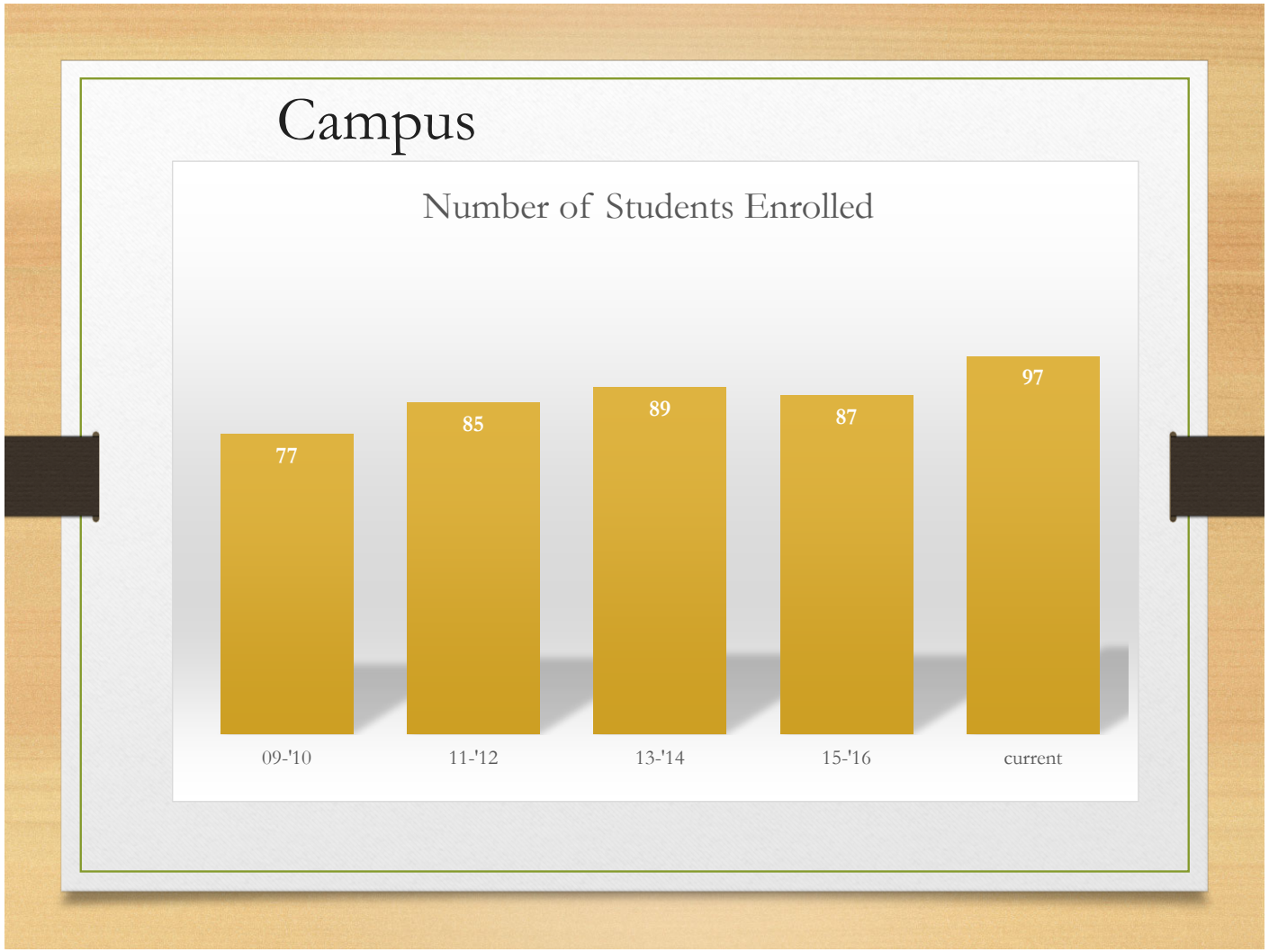

OUTREACH
(by Geographic location)
Region 1
Coeur d'Alene
Region 2
Lewiston
Region 3
Caldwell
Region 4
Meridian
Region 5
Gooding
Region 6
Pocatello
Region 7
Idaho Falls


Outreach
2500
2000
1500
1000
500
0
700
436
1136
848
436
1284
1042
393
1435
1313
439
1752
1597
442
2039
2009
2011
2013
2015
Current
D/HH
B/VI
Total

Short Term Programs (STP)



Campus

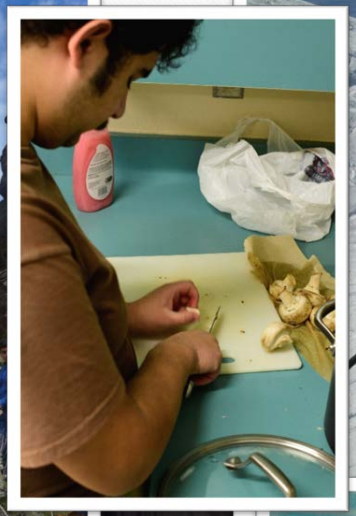

Campus
Number of Students Enrolled
77
85
89
87
97
09-'10
11-'12
13-'14
15-'16
current

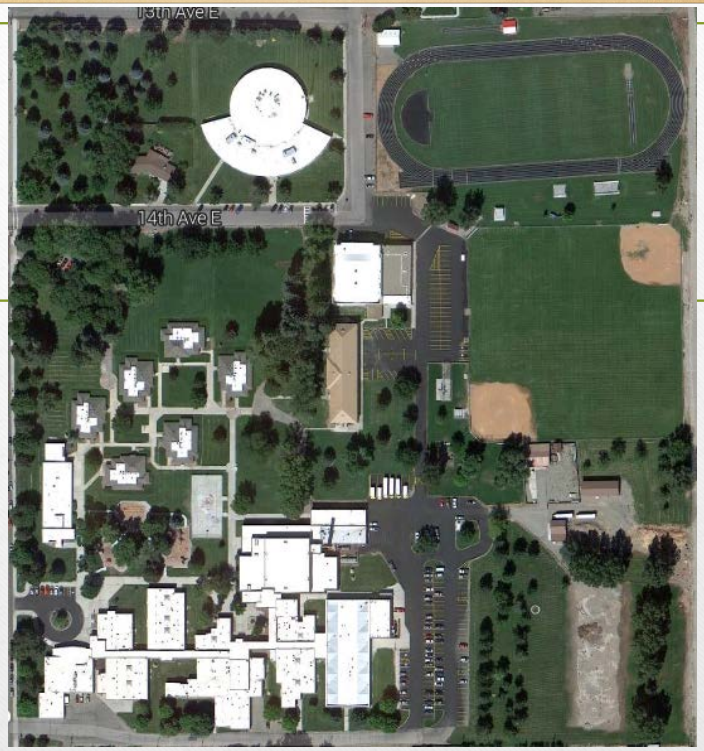
Using Technology to Access the World

Collaboration is the Key to Success

Education is about Experiences…

…and Conquering Challenges





Facility Development

~ Thank you ~

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IDAHO PUBLIC CHARTER SCHOOL COMMISSION

SUBJECT

Idaho Public Charter School Commission Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective B, Alignment and Coordination.

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission (Commission) Director Tamara Baysinger will update the Board on the status of the Commission's portfolio schools and the ongoing implementation of best practices in authorizing public charter schools.

ATTACHMENTS

Attachment 1 – Idaho Public Charter School Commission Annual Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

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

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

BOARD ACTION

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

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Idaho Public Charter School Commission 2017 Annual Report

A Year in Review

Thank you for your interest in Idaho's public charter schools. The Public Charter School Commission (PCSC) is Idaho's largest authorizer, with a portfolio comprising 73% of Idaho's 56 charters. Our mission is to protect student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools. We endeavor to implement best authorizing practices and fulfill the requirements of Idaho statute in order to ensure the excellence of public charter school options for Idaho families.

During 2017, the PCSC broadened the services it provides to public charter schools in its portfolio. By identifying and filling gaps in the support structures already available through other entities, the PCSC developed resources that enhance the ability of new and operating public charter schools to maximize their own effectiveness. The new tools and guidance opportunities are designed to assist schools without infringing on their autonomy.

With extensive input from stakeholders, the PCSC adopted a new performance framework. The updated framework dovetails with the state's new accountability system where possible, but can accommodate future policy shifts with minimal disruption. It evaluates schools' proficiency rates in light of meaningful comparison groups and recognizes individual student growth. The framework provides meaningful data regarding schools of all sizes, demographics, and missions.

Our portfolio has expanded to include four new schools: Future Public School (Garden City), Peace Valley Charter School (Boise), Project Impact STEM Academy (Kuna), and Gem Prep: Meridian (Meridian).

The PCSC is engaged in conversations regarding opportunities for increased autonomy for Idaho's high-performing charter schools. We look forward to supporting fulfillment of the vision on which Idaho's charter movement was founded twenty years ago.

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

Sincerely,

Alan Reed, Chairman

Tamara L. Baysinger, Director

January 2018

Portfolio Overview

The PCSC's portfolio comprises 41 public charter schools. These schools are located all across the state, in both rural and urban communities, and served approximately 16,800 students during the 2016-17 school year. Their time in operation ranges from one to nineteen years. They offer an array of educational choices: Core Knowledge, Expeditionary Learning, Montessori, Waldorf, International Baccalaureate, and more. Several are alternative schools, and others focus on underserved or at-risk populations while welcoming all students who wish to attend. Eight are categorized as virtual schools, which together enroll about 4,900 students.

PCSC PORTFOLIO SCHOOL	YEAR	LOCATION	GRADES	METHOD
Alturas International Academy	2016	Idaho Falls	K-8	International Baccalaureate
American Heritage Charter School	2013	Idaho Falls	K-12	Core Knowledge
Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs
Bingham Academy	2014	Blackfoot	9-12	STEM, Postsecondary Prep
Blackfoot Community Charter Learning Center	2000	Blackfoot	K-8	Brain-Based, Multi-Age
Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Native Language & Culture
Coeur d'Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep
Compass Public Charter School	2005	Meridian	K-12	Compass Method
Conner Academy	2006	Pocatello	K-8	Harbor
Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor
Future Public School	2018	Garden City	K-8	STEM
Gem Prep: Meridian	2018	Meridian	K-8	Blended
Gem Prep: Pocatello	2016	Pocatello	K-6	Blended
Heritage Academy	2011	Jerome	K-8	Schoolwide Enrichment
Heritage Community Charter School	2011	Caldwell	K-8	Classical, Dual-Language
Idaho Technical Career Academy	2014	Statewide	9-12	Virtual, Career Technical
Idaho Connects Online	2009	Statewide	6-12	Virtual
Idaho Science and Technology Charter School	2009	Blackfoot	4-8	Science & Technology
Idaho Virtual Academy	2002	Statewide	K-12	Virtual
INSPIRE Connections Academy	2005	Statewide	K-12	Virtual
iSucceed Virtual High School	2008	Statewide	9-12	Virtual
Kootenai Bridge Academy	2009	Coeur d'Alene	11-12	Virtual, Credit Recovery
Legacy Charter School	2011	Nampa	K-8	Harbor
Liberty Charter School	1999	Nampa	K-12	Harbor
Monticello Montessori Charter School	2010	Ammon	K-6	Montessori
North Idaho STEM Charter Academy	2012	Rathdrum	K-12	STEM
North Star Charter School	2003	Eagle	K-12	International Baccalaureate
North Valley Academy	2008	Gooding	K-12	Core Knowledge
Palouse Prairie Charter School	2009	Moscow	K-8	Expeditionary Learning
Peace Valley Charter School	2018	Boise	K-8	Waldorf
Project Impact STEM Academy	2018	Kuna	K-12	Blended STEM
Richard McKenna Charter School	2002	Mountain Home	K-12	Montessori K-8, Virtual Alt. HS
Rolling Hills Public Charter School	2005	Boise	K-8	Harbor
Sage International School of Boise	2010	Boise	K-12	International Baccalaureate
Syringa Mountain School	2014	Ketchum	K-6	Waldorf Inspired
Taylor's Crossing Public Charter School	2006	Idaho Falls	K-12	Harbor
The Village Charter School	2011	Boise	K-8	7 Habits & Leadership
Victory Charter School	2004	Nampa	K-12	Harbor
Vision Charter School	2007	Caldwell	K-12	Classical
White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge
Xavier Charter School	2007	Twin Falls	K-12	Classical

Who We Are

The PCSC's seven members hail from all around the state. Commissioners are appointed by the Governor (3 members), Senate Pro Tempore (2 members), or Speaker of the House (2 members). They serve four-year terms, and officers are elected every two years in the spring.

Our mission is to ensure PCSC-authorized public charter schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families.

Each commissioner adds to a broad scope of collective experience in public education, business, and governance. All bring to the table a strong desire to contribute to quality school choice for Idaho families.

The PCSC's FY 2018 budget is $665,600, representing an increase of 34% from FY 2017. The legislature approved this increase in order to facilitate the engagement of independent experts in the charter renewal process. The PCSC's revenue comprises a combination of authorizer fees and state funds appropriated as part of the Office of the State Board of Education's budget.

The PCSC office is staffed by the Office of the State Board of Education and includes four FTE. In 2017, PCSC staff reorganized itself to increase its capacity to develop services for public charter schools. These services include extensive pre-opening support for newly approved schools, as well as new resources for charter school leaders and governing boards.

Additionally, the PCSC and its staff worked with stakeholders to refine the charter renewal process. These efforts streamlined the process, making it easier for schools to navigate while retaining the best practices that enable the PCSC to make informed, outcome-based decisions. Further development of the process will be undertaken in response to identified need.

The PCSC also engaged stakeholders in the development of an updated performance framework. Adopted in May 2017, the new framework is designed to provide meaningful data regarding the performance outcomes of schools within the context of their student demographics, size, and educational models.

The following pages of this report represent the initial data set gathered using the new framework. They offer new opportunities to consider how charter school outcomes compare to those of their surrounding communities and impact students across the state.

OUR COMMISSIONERS

Chairman Alan Reed
Idaho Falls
Term: 2014 - 2018

Vice-Chairman Brian Scigliano
Boise
Term: 2016 - 2020

Commissioner Kelly Murphey
Castleford
Term: 2014 – 2018

Commissioner Wanda Quinn
Coeur d'Alene
Term: 2016 - 2020

Commissioner Sherrilynn Bair
Firth
Term: 2016 – 2020

Commissioner Nils Peterson
Moscow
Term: 2017 – 2019

Commissioner Kitty Kunz
Boise
Term: 2017 - 2019

We also thank former Commissioner Evan Frasure for his service.

What We Do

As an authorized chartering entity, the PCSC's role is to protect students and taxpayers by overseeing the quality of the charter schools it authorizes. We also endeavor to protect the autonomy of charter school boards, focusing on performance outcomes while giving schools as much freedom to direct their own inputs as the law allows.

Authorizing work can be divided into three phases: petition review, ongoing oversight, and charter renewal. Each of these phases demands a different focus, but our goals are always to encourage innovation and ensure quality.

Petition Review

The petition review phase focuses on evaluating new charter petitions with the following question in mind:

Is it likely that this proposal will result in a successful, high-quality school that fills a need in its community?

Petition reviews consider:

- Quality of the educational program,
- Adequacy of financial resources, and
- Capacity of the founding board.

Upon approval of a new charter petition, the PCSC and school sign a performance certificate and framework detailing the academic and operational performance expectations and measures against which the school will be evaluated.

Ongoing Oversight

The ongoing oversight phase focuses on keeping schools and stakeholders apprised of schools' performance outcomes relative to the standards contained in the performance certificate and framework.

The PCSC provides its portfolio schools with annual performance reports reflecting their academic, operational, and financial statuses. Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

The PCSC endeavors to limit the reporting burden on its portfolio schools. Data contained in annual performance reports is gathered primarily through ISEE and independent fiscal audits. Most PCSC portfolio schools need to submit only a few, additional reports to the PCSC:

- Semi-annual financial updates,
- An annual board membership update, and
- Mission-specific performance data (optional).

Charter Renewal

Charter renewal is an important process for both authorizers and schools. At the end of a school's performance certificate term, authorizers must evaluate performance outcomes in the light of contextual factors and determine whether or not the school should continue to be entrusted with students' time and taxpayers' resources for another five-year term. Schools are invited to make their cases for renewal, demonstrating either strong performance outcomes or clear evidence that their outcomes, despite room for improvement, still reflect success. This thoughtfully-applied bedrock of accountability is at the heart of the charter school concept.

Services We Provide

During 2017, the PCSC broadened its provision of services to public charter schools. Portfolio schools were surveyed to gather feedback on their greatest needs and preferred methods of resource delivery. We also coordinated with other state agencies, the Idaho School Boards Association, and the Idaho Charter School Network to identify gaps in the supports already available. Based on this information, we developed resources designed to support our schools without infringing on the decision-making authority of their governing boards:

New Charter Petitioner Guidance Although statute and administrative rule provide information regarding the required contents of a charter petition, petitioners often request additional guidance regarding the scope and nature of information their charters should include. This friendly guide walks petitioners through the development of a high quality charter petition in order to maximize their chances of approval.

Pre-Opening Guidance The months between petition approval and opening day are busy and stressful for the leaders of a new public charter school. The PCSC's pre-opening guidance includes interactive project management tools, resources and advice on topics ranging from employee recruitment to governance training, and a series of one-on-one meetings to exchange information and receive support from PCSC staff.

New School Leader Orientation Many public charter schools hire administrators who have not previously worked in the charter sector. They face new challenges as they adjust to leading not only a school, but a charter LEA. The PCSC now offers written and in-person orientation materials to introduce new administrators to the role of the authorizer, charter-specific requirements, and resources available to support their work. The orientation materials have also proven helpful to incoming charter school board members.

Charter Renewal Guidance The PCSC provides ongoing guidance to schools whose charters will be considered for renewal in the upcoming year. From a one-on-one orientation meeting a year in advance, through optional auxiliary data submission opportunities and an onsite visit by independent experts, the process is designed to ensure that schools have the opportunity to share their perspectives regarding the success of their schools. A written Charter Renewal Guidance and Application document walks schools through the process, providing examples and detail regarding the types of information that will help them present strong renewal applications.

The PCSC looks forward to developing further resources in response to schools' requests. These will include an interactive, monthly Board Governance Guidebook and a series of webinars and self-guided exercises on topics such as branding, recruitment, and retention.

Needs Schools Identify

Throughout the course of its authorizing work, the PCSC seeks to enhance the operational autonomy that charter schools experience in exchange for the increased accountability represented by periodic renewals and the performance framework. During 2017, our conversations with schools have emphasized the following needs:

Reduced Reporting Burden Like many Idaho schools and districts, charter school leaders express a desire for a reduction in the volume of paperwork due to state agencies each year.

Increased Funding Flexibility Also like other schools and districts, charters often struggle with the confines of funding silos, expressing that they could better serve their students if they were free to allocate funds as needed.

Increased Startup Funding Charter petitioners frequently encounter difficulty securing the startup funds necessary to ensure the stable opening of a new school. The absence of such funds can result in reliance on expensive leases or high-interest loans, delayed opening, or even a petition denial recommendation.

Other Funding Needs Operating schools need increased funding for facilities, teachers, and classified staff.

Summary of 2017 Performance Outcomes

The following chart summarizes each PCSC portfolio school's performance outcomes in the areas of academics, operations, and finance. Results are color-coded by schools' accountability designations as detailed in their individual annual performance reports. The four accountability designations are Honor (blue), Good Standing (green), Remediation (yellow), and Critical (red). Gray indicates not applicable.

PCSC PORTFOLIO SCHOOL	ACADEMIC	OPERATIONAL	FINANCIAL
Coeur d'Alene Charter Academy			
Falcon Ridge Public Charter School			
North Star Charter School			
Compass Public Charter School			
North Idaho STEM Charter Academy			
Liberty Charter School			
Victory Charter School			
Xavier Charter School			
Palouse Prairie Charter School			
Vision Charter School			
Taylor's Crossing Public Charter School			
Legacy Charter School			
American Heritage Charter School			
Sage International Academy			
Alturas International Academy			
White Pine Charter School			
Rolling Hills Public Charter School			
Monticello Montessori Charter School			
Connor Academy			
Kootenai Bridge Academy (alternative)			
Richard McKenna Charter School (alternative)			
Idaho Virtual Academy			
Bingham Academy			
Idaho Science and Technology Charter School			
Gem Prep: Pocatello			
Idaho Virtual Academy (alternative)			
Richard McKenna Charter School			
INSPIRE Connections Academy			
Idaho Technical Career Academy			
North Valley Academy			
Heritage Community Charter School			
The Village Charter School			
Idaho Connects Online (alternative)			
Blackfoot Charter Community Learning Center			
Idaho Connects Online			
iSucceed Virtual High School			
Syringa Mountain School			
Another Choice Virtual School			
Heritage Academy			
Chief Taghee Elementary Academy			

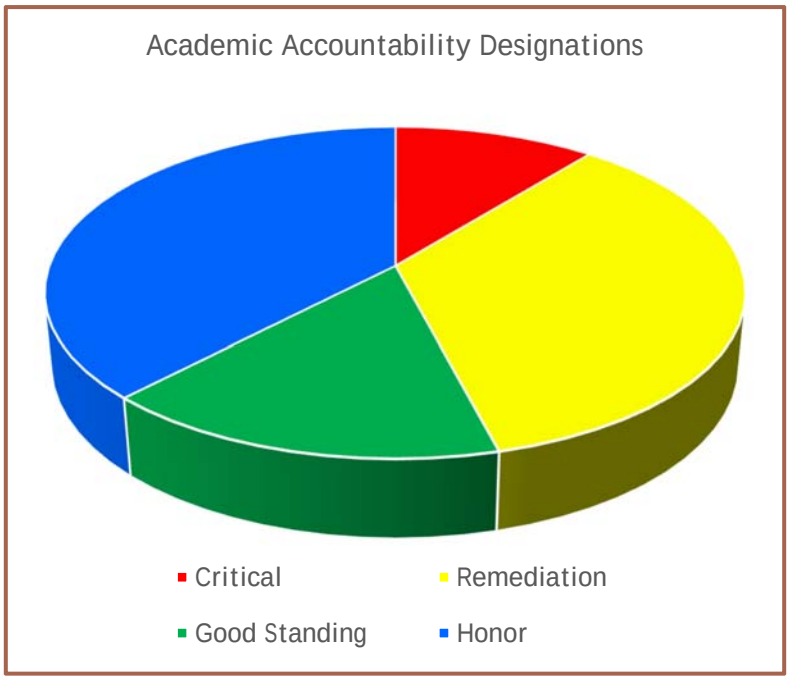
Academic Outcomes

In 2017, 54% of PCSC portfolio schools met or exceeded the academic standard established in the performance framework. All 20 of these schools presently qualify for automatic or guaranteed renewal.

Accountability designations of Honor, Good Standing, Remediation, or Critical are based on the percentage of the total available academic points that each school earns. Points are awarded for measures designed to reflect:

- ISAT proficiency by comparison to the state;
- ISAT proficiency by comparison to the surrounding district;
- Student-level growth toward proficiency (K-8);
- Student-level growth by comparison to academic peers (high school); &
- Graduation rate.

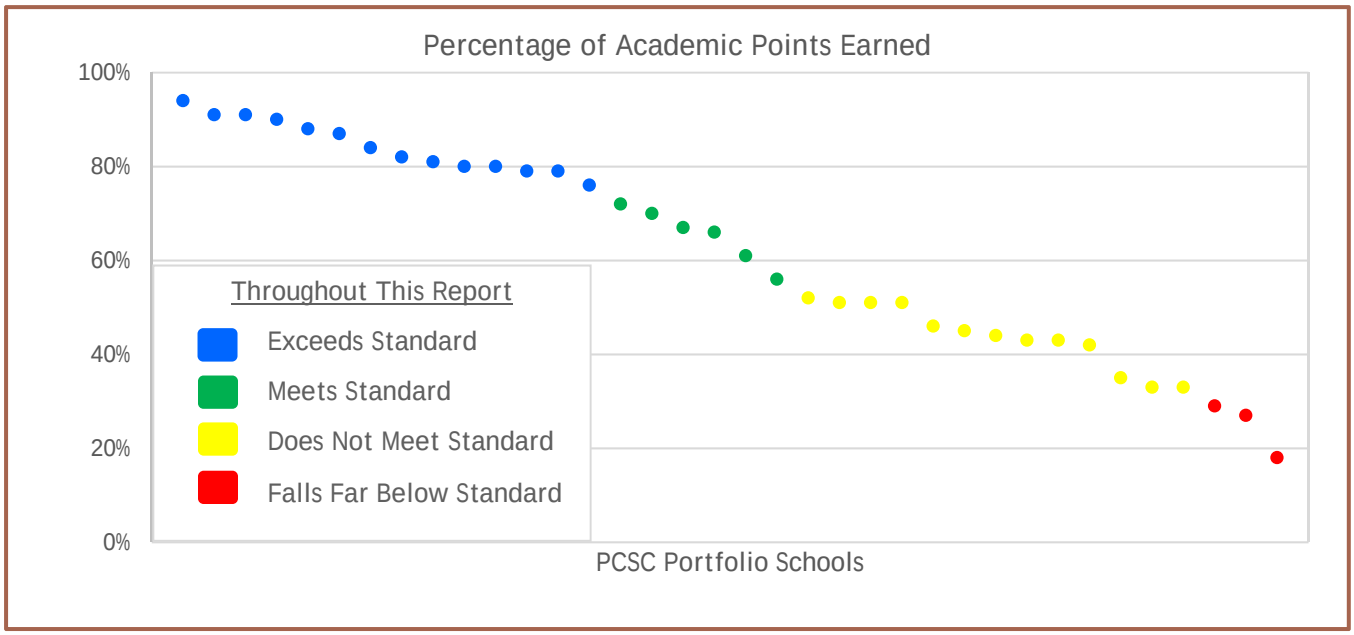
Certain measures are modified or eliminated for alternative schools, virtual schools, and schools serving limited grade sets.



While summary data can give us a sense of the overall performance of PCSC portfolio schools, each school's story is different. It is important to reserve judgement until one has visited the school, spoken to its educators and the families they serve, and viewed the data in the context of the school's mission and student population.

Individual schools' 2017 annual reports, which include comparative demographic data and other contextual information, may be found on the PCSC's website.

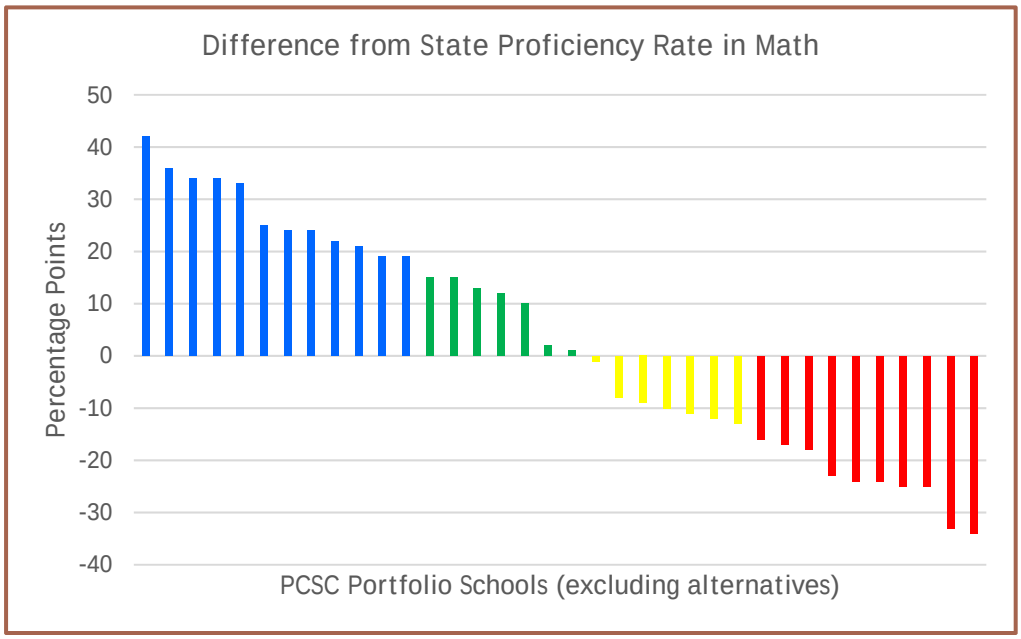
In 2017, the percentage of academic points earned by schools ranged from 15% to 94%, with a median of 61%.



Proficiency

A school's proficiency rate is the percentage of its students that achieved a rating of "proficient" or "advanced" on the Idaho Standards Achievement Test (ISAT). One way to evaluate the effectiveness of the PCSC's portfolio schools is by comparing their proficiency rates to the state average.

The following charts compare each PCSC portfolio school's 2017 ISAT proficiency rates to the statewide average for students in the same grade set served by the public charter school.

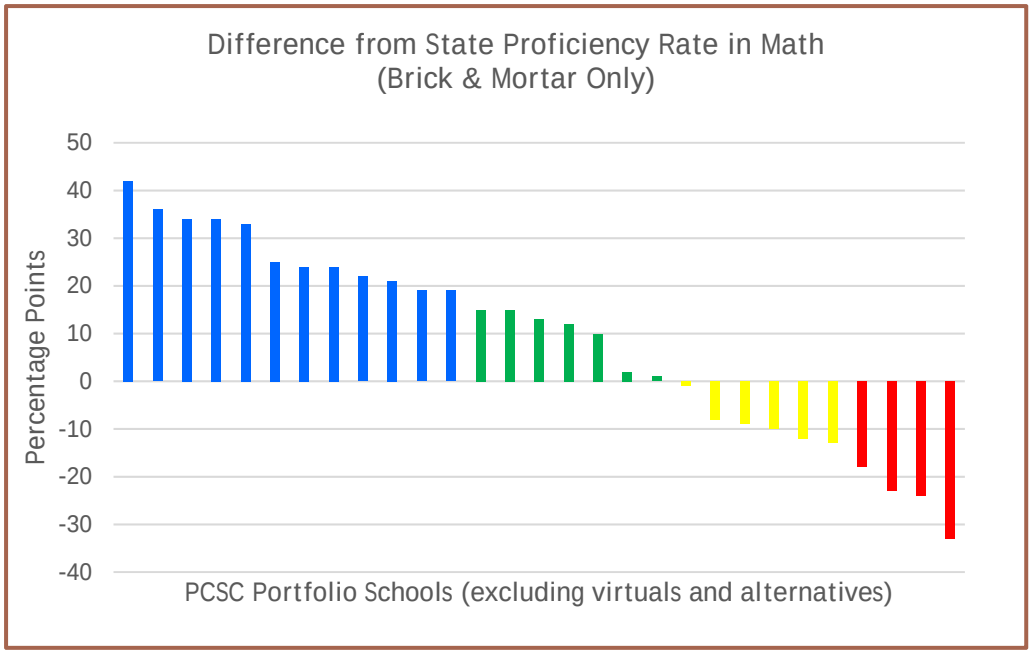


In math, 53% of PCSC portfolio schools exceeded the state average proficiency rate for the relevant grade set.

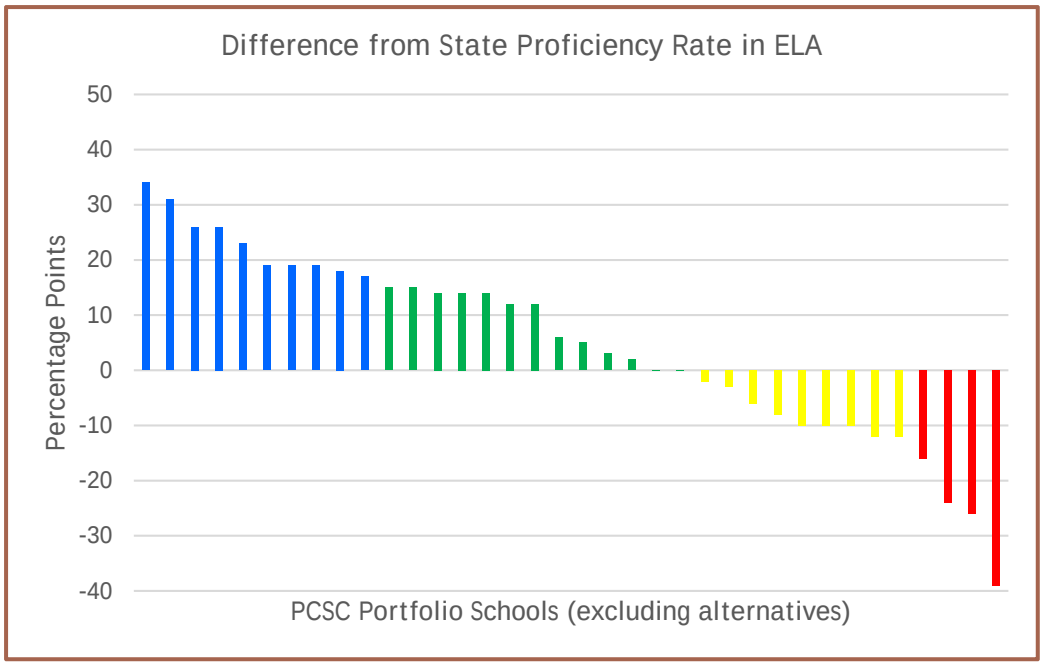
Two-thirds of these schools exceeded the state average by 15 or more percentage points.

Among the remaining 47% of schools whose math proficiency rates fell below the state average for the relevant grade set, more than half fell short by 15 or more percentage points.

The extent to which virtual schools' populations differ from those of most other types of schools is unknown. However, it is generally recognized that their student bodies tend to include somewhat higher percentages of mobile, at-risk, and academically struggling students than the state as a whole. When only brick-and-mortar charter schools are compared to their traditional counterparts statewide, the statewide comparative data shifts.



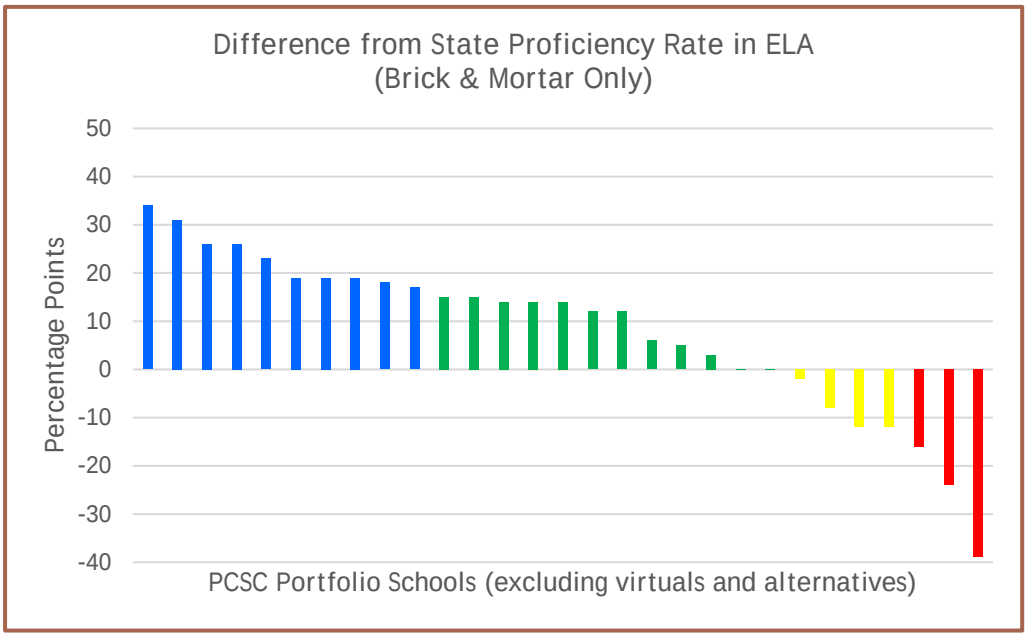
Among brick-and-mortar schools, **66%** exceeded the state average in math.



In English Language Arts, 64% of PCSC portfolio schools exceeded the state average proficiency rate for the relevant grade set. More than half of these schools exceeded the state average by 15 or more percentage points.

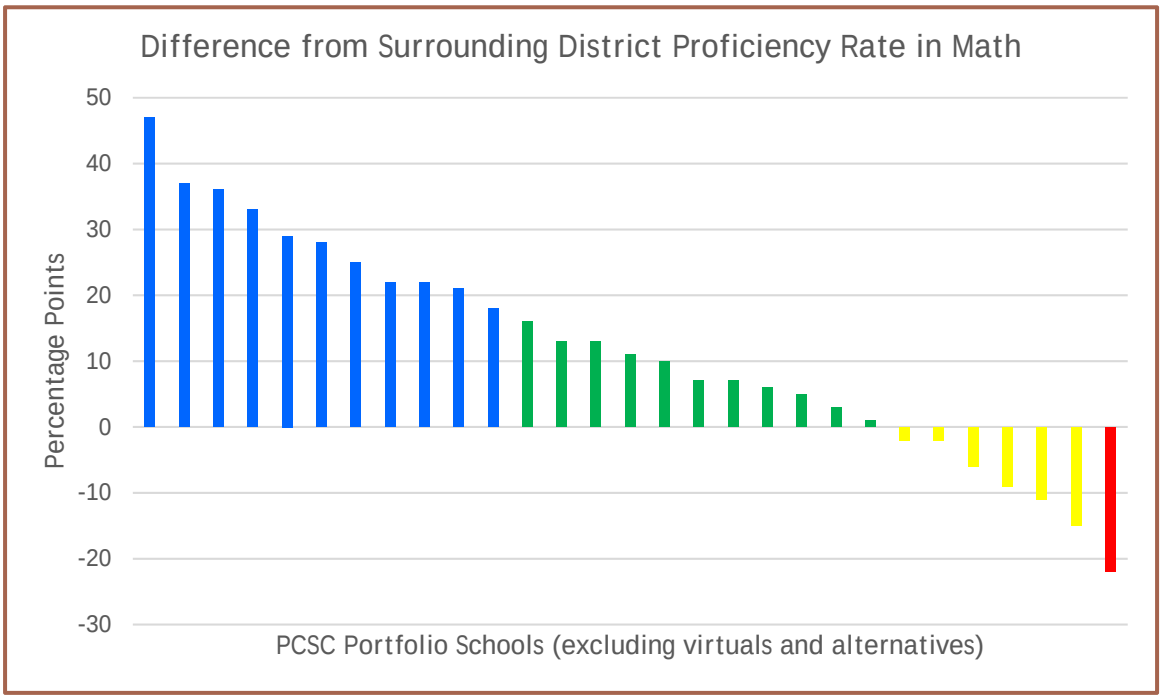
Among the remaining 36% of schools whose ELA proficiency rates fell below the state average for the relevant grade set, about one-third fell short by 15 or more percentage points.

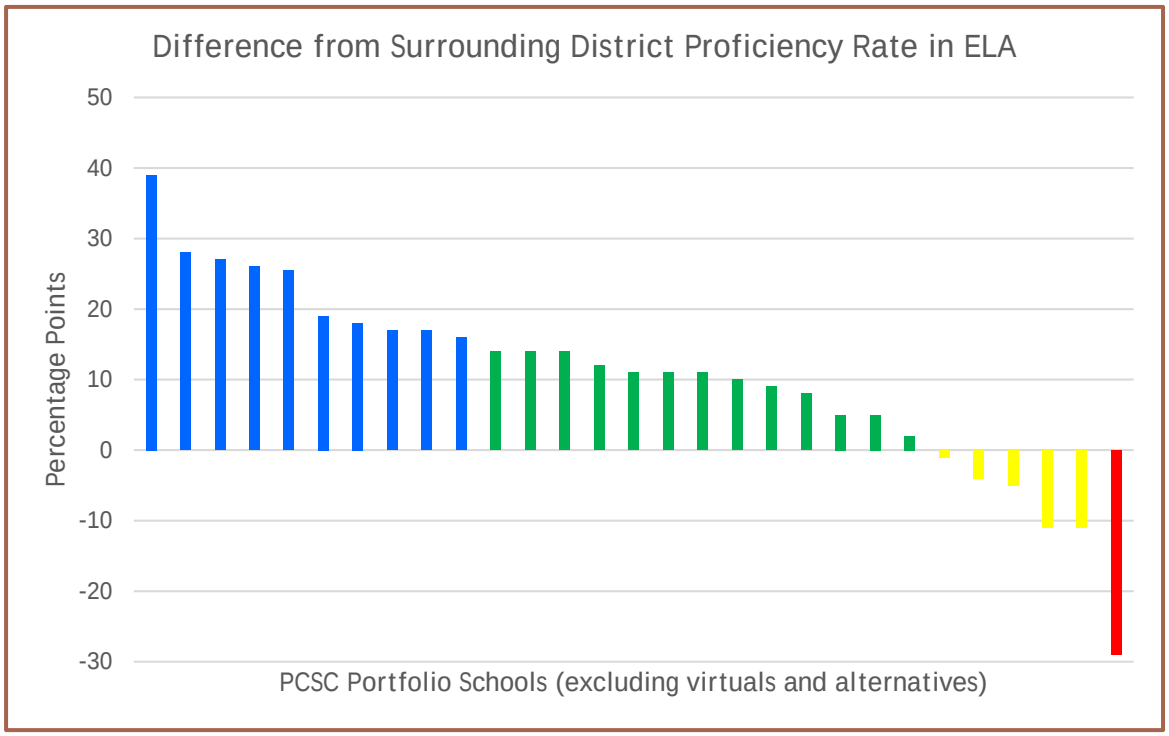
76% of brick-and-mortar schools exceeded the state average in ELA.



Communities across Idaho vary widely, and comparisons to state averages can't tell the whole story of a charter school's success. The PCSC also considers how its portfolio schools' outcomes compare with those of their surrounding districts. This allows each school to be evaluated in the context of a community whose demographics – from ethnicity to mobility to socioeconomic factors – are typically more similar than those of the entire state.

As in the state comparisons above, PCSC portfolio schools are compared to the surrounding district average for the same grade sets they serve. Because virtual schools serve students across multiple districts or statewide, they are excluded from the district comparison charts that follow.





75% of PCSC portfolio brick-and-mortar schools had math proficiency rates that exceeded those of their surrounding districts.

80% had ELA proficiency rates that exceeded those of their surrounding districts.

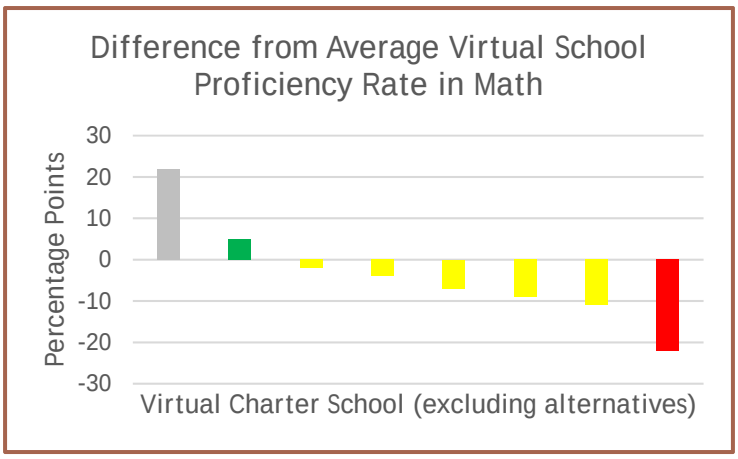
Virtual schools typically serve student bodies whose demographics are more similar to one another than to individual districts or the state. While most of Idaho's virtual charter schools are authorized by the PCSC, these charts include one, district-authorized virtual school (indicated by the gray bars).

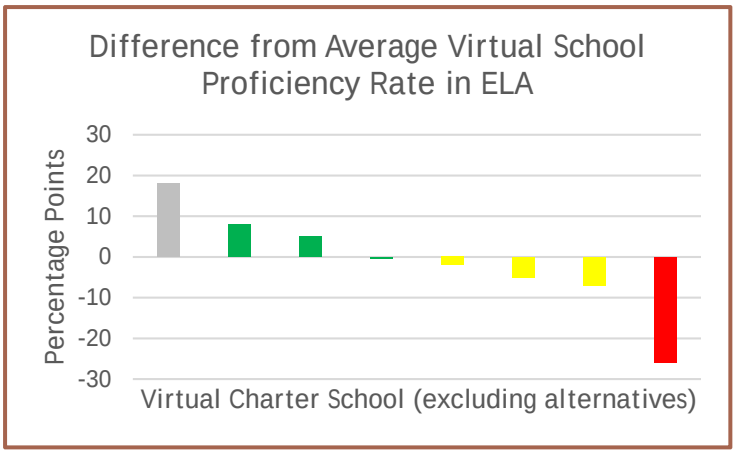
Virtual charter schools' proficiency rates in math ranged from 22 percentage points above the virtual school average to 22 percentage points below the average.

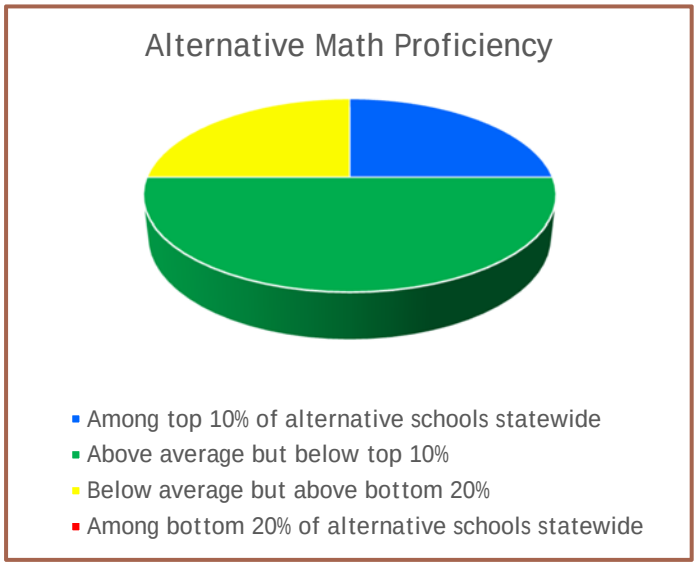
Virtual schools' ELA proficiency rates ranged from 18 percentage points above average to 26 percentage points below average.

The PCSC continues to engage in conversation and data collection to better understand to what extent factors such as student mobility and off-cohort enrollment impact virtual school populations.

In the meantime, stakeholders are invited to view individual virtual schools' annual reports, available on the PCSC's website, to learn more about their missions, student demographics, and academic outcomes.



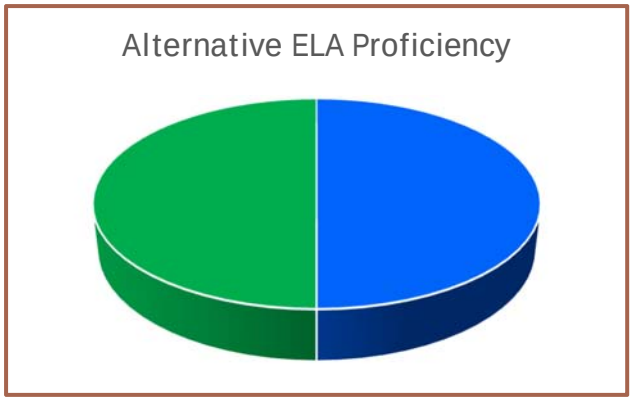




All four alternative schools showed above average student-level growth in ELA. Two exceeded the standard in math growth, while two did not meet the standard.

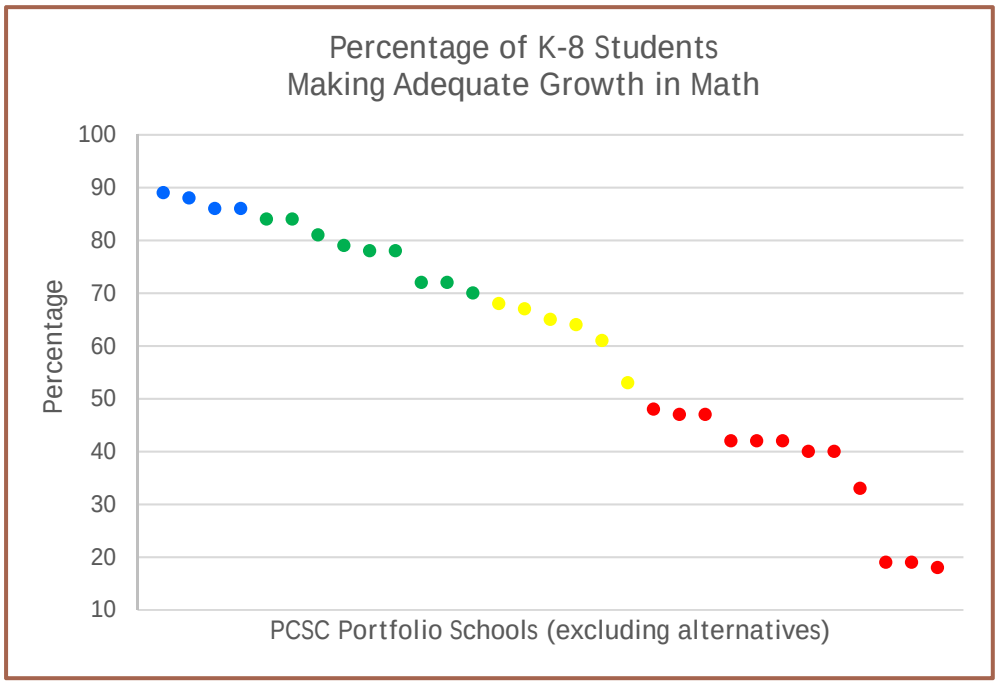
Alternative schools also serve significantly different demographics than the state as a whole.

In 2017, the four alternative schools in the PCSC's portfolio, all of which are virtual, had proficiency rates that trended above those of the statewide averages for alternative schools.



Student-Level Growth

The PCSC also assesses its portfolio schools on the basis of individual student growth. A criterion-referenced growth measure looks at the percentage of students in grades K-8 who are growing at a rate sufficient to reach proficiency within three years or by 10th grade, whichever comes first. Schools with at least 70% of students showing adequate growth receive a "meets standard" or higher rating on the performance framework.



In 2017, 50% of brick-and-mortar schools in the PCSC's portfolio met or exceeded the standard in math.

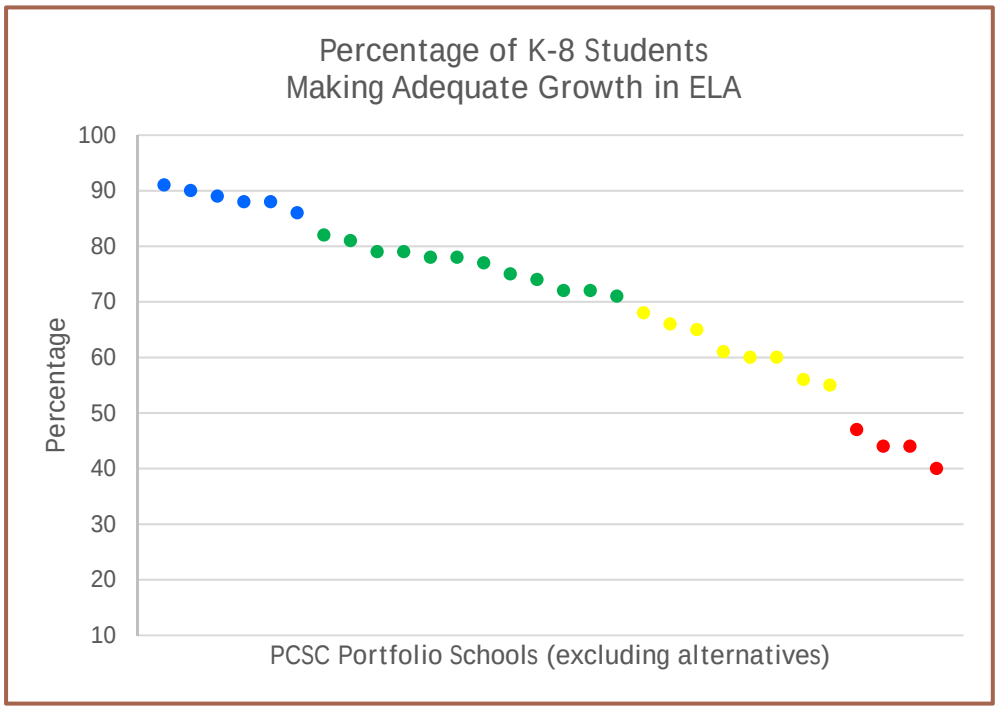
Another 20% came within ten percentage points of meeting the standard.

Eight brick-and-mortar schools, in addition to the four virtual schools serving grades K-8, fell far below the standard in math. In these cases, fewer than 50% of students were making adequate growth.

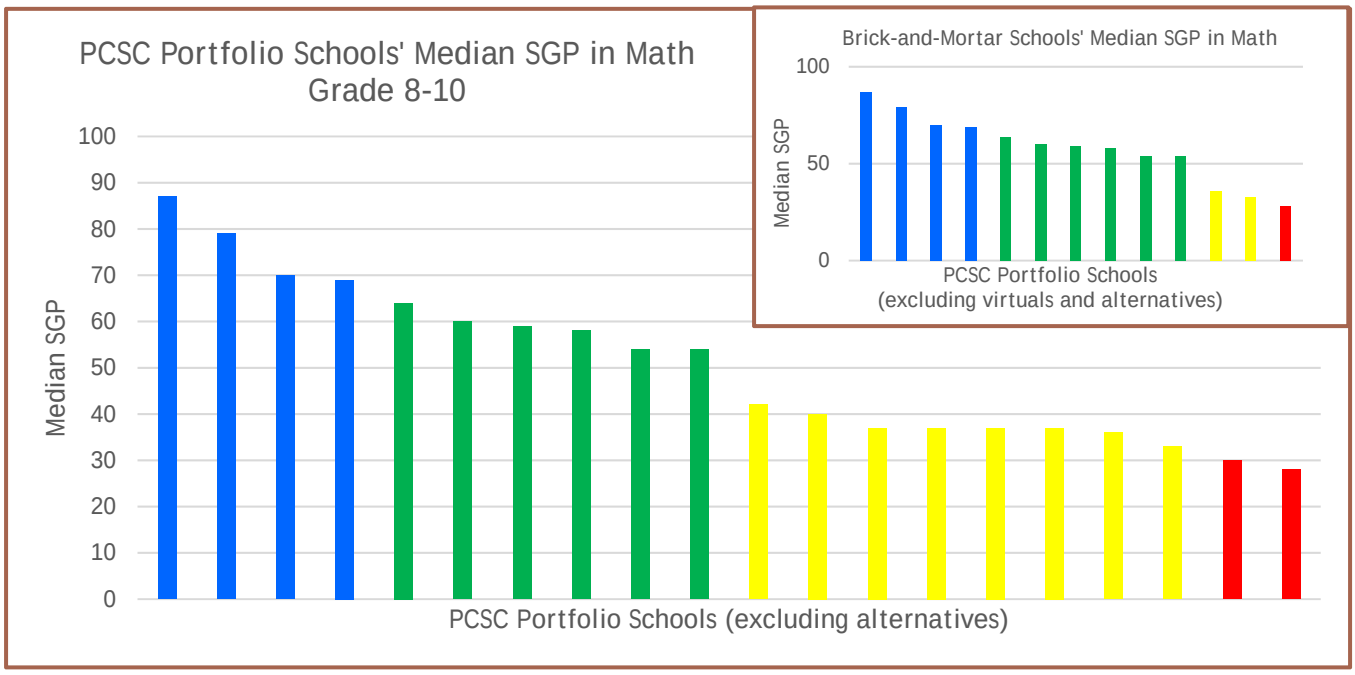
Two-thirds of brick-and-mortar schools in the PCSC's portfolio met or exceeded the standard in ELA.

Another 20% of brick-and mortar schools, plus two virtual schools, came within ten percentage points of meeting the standard.

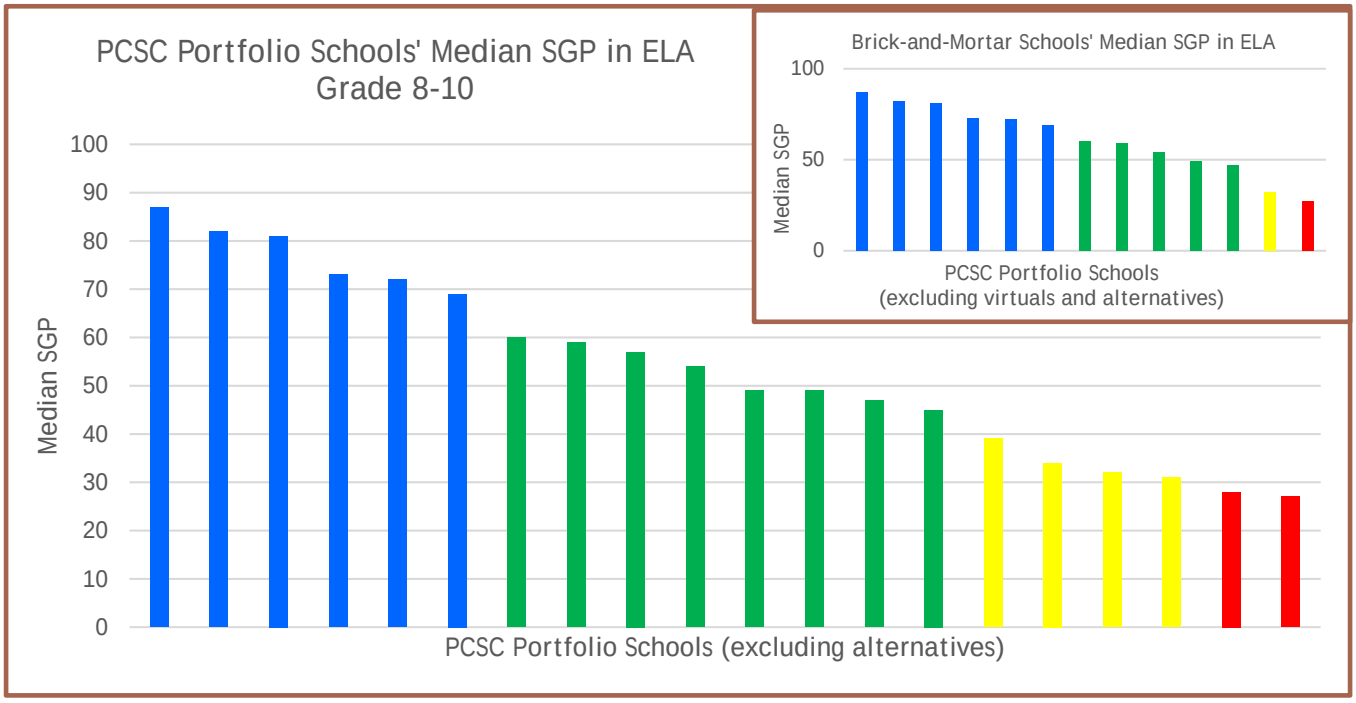
Three brick-and-mortar schools and one virtual school fell far below the standard in ELA.



High schools in the PCSC's portfolio are evaluated using a norm-referenced growth measure. This measure compares the growth of individual students to that of their academic peers. It examines growth from grade 8 to grade 10. For example, charter school tenth graders who scored "below basic" in 8th grade are compared to other students statewide who also scored "below basic" in 8th grade, while students who scored "proficient" are compared to other students who scored "proficient." The charts below reflect median student growth percentiles.



Among brick-and-mortar high schools in the PCSC's portfolio, 77% met or exceeded the standard in math and 84% met or exceeded the standard in ELA, with median SGPs above the 43rd percentile. Virtual schools' median SGPs generally fell between the 30th and 42nd percentile, though two virtual schools did meet the standard in ELA.



Graduation Rates

Graduation rates at Idaho's public schools are calculated using a four-year-plus-summer Adjusted Cohort Graduation Rate (ACGR).

40% of high schools in the PCSC's portfolio had graduation rates that exceeded the state average by **15** percentage points or more.

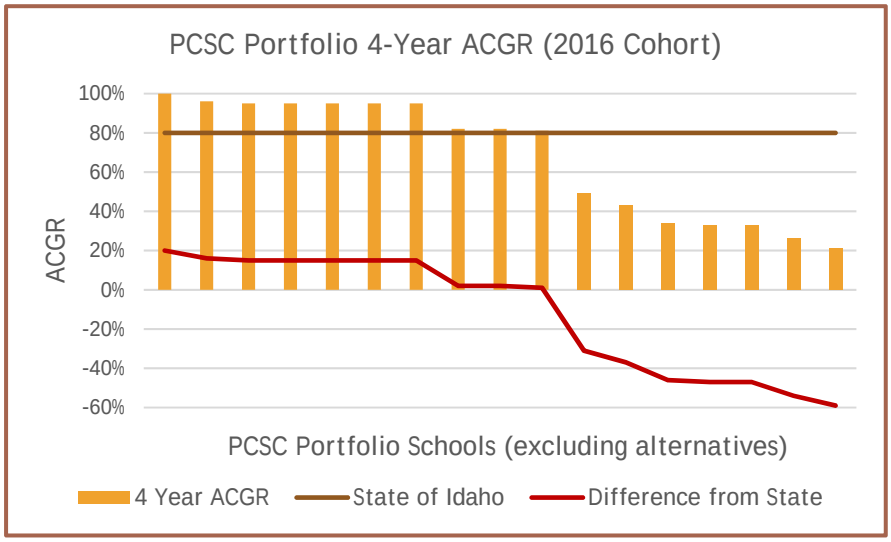
Both alternative and non-alternative PCSC-authorized virtual charter schools had low four-year ACGRs, ranging from 21% to 49%. (Idaho offers one other virtual charter school, whose ACGR was 67%.) The state average ACGR was 80%.

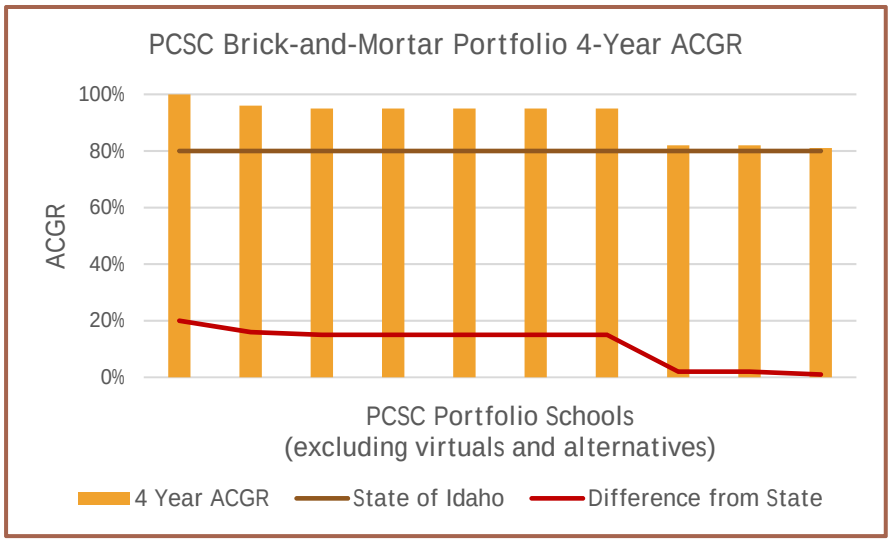
Virtual school leaders indicate that many students who enroll at virtual schools are already behind their cohorts. Some of their students are able to graduate in five or six years, rather than the traditional four.

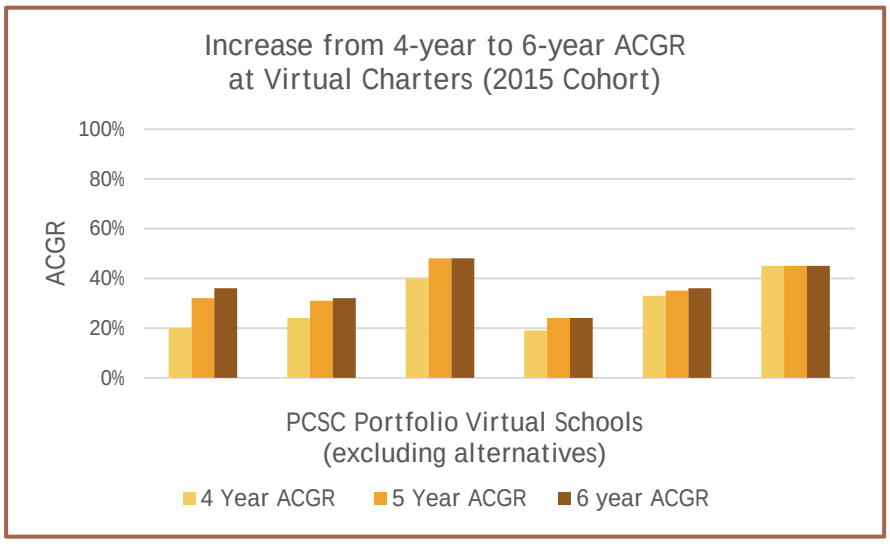
Additional research and conversation are underway to examine how many students are credit deficient when they enroll at virtual schools, how far behind cohort they are, and the rate at which they recover credits after enrollment.

2015 cohort data indicates that non-alternative virtual schools graduated an additional 0% to 16% of students between a four-year and six-year cohort.

Alternative virtuals graduated an additional 4% to 11% of students.

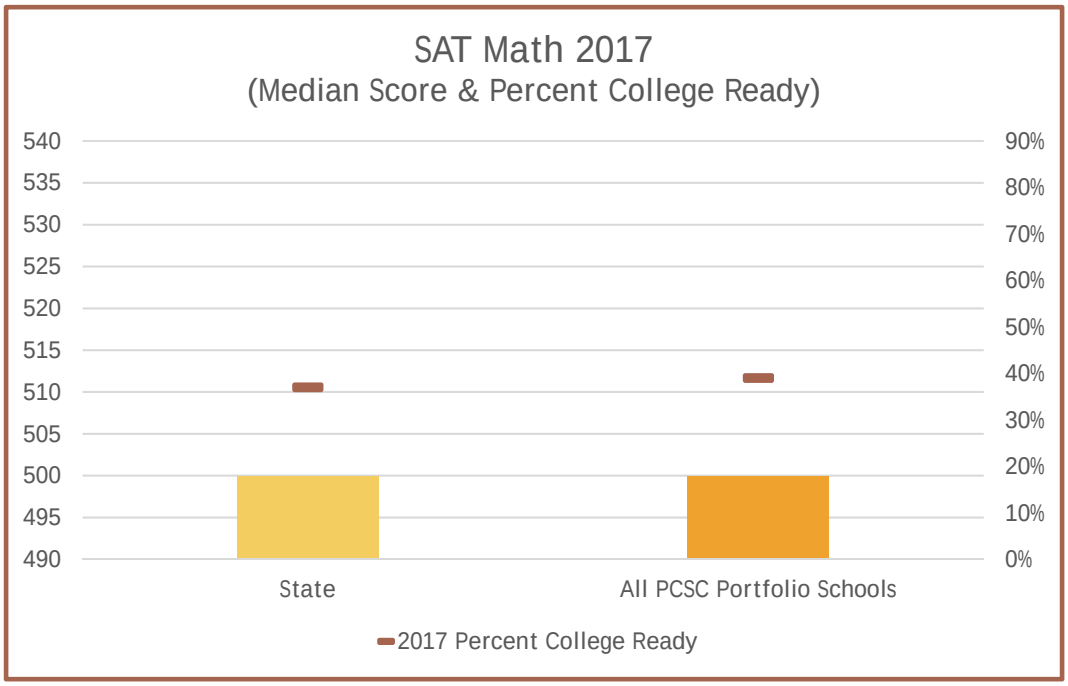


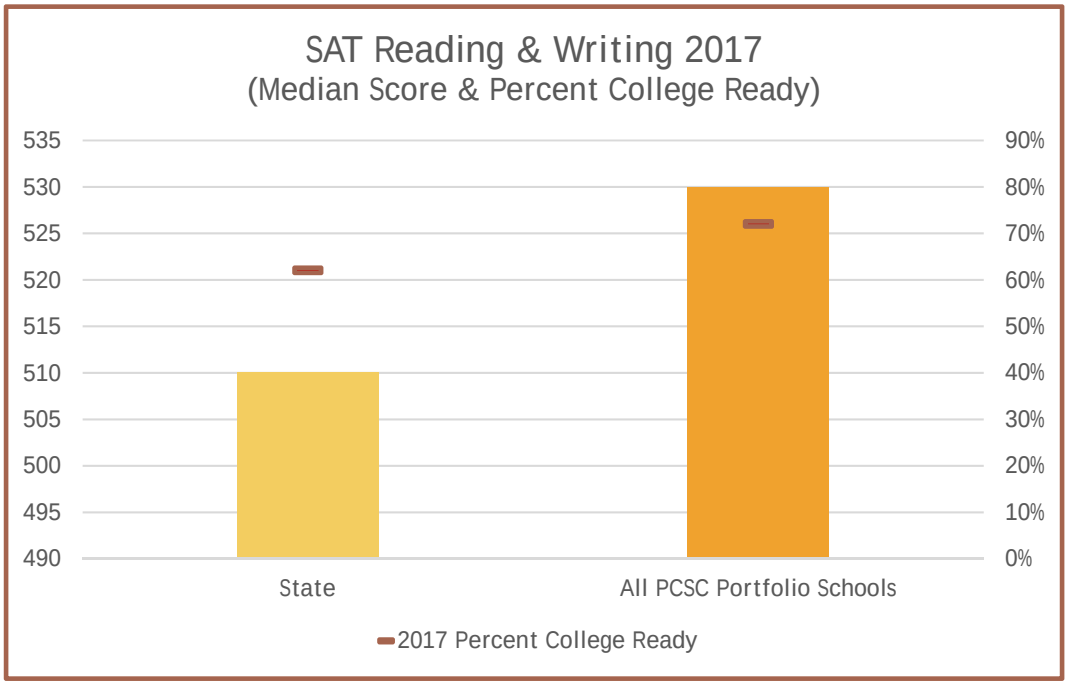




SAT Results and Go-On Rates

SAT results offer additional perspective regarding schools' academic outcomes. The following charts compare SAT results for PCSC portfolio schools to those of the state. The data reflects all 11th and 12th grade students who took the SAT during the 2016-17 school year; participation was not required. It is important to note that the State category reflects a much larger sample than the PCSC Portfolio category. The left axis refers to median score, while the right axis refers to the percentage of students whose scores indicate college readiness.





The state's 2016 cohort Go-On rate was 49%. The rate for PCSC portfolio schools was 47%.

Operational & Financial Outcomes

The PCSC assesses its portfolio schools on a range of management and compliance outcomes. We also review schools' near-term financial health and long-term viability, bearing in mind that Idaho's public charter schools received $118,965,210 in state funding during FY 2017. $90,176,645 was disbursed to PCSC portfolio schools.

As in prior years, most PCSC portfolio schools demonstrated operational and fiscal strength. When weak areas did appear, they tended to be in the areas of late reporting and independent financial audit findings. A small minority of schools evidenced fiscal distress. In these cases, the PCSC has taken steps to protect taxpayer resources while allowing the schools every opportunity to regain stability.

Student Demographics

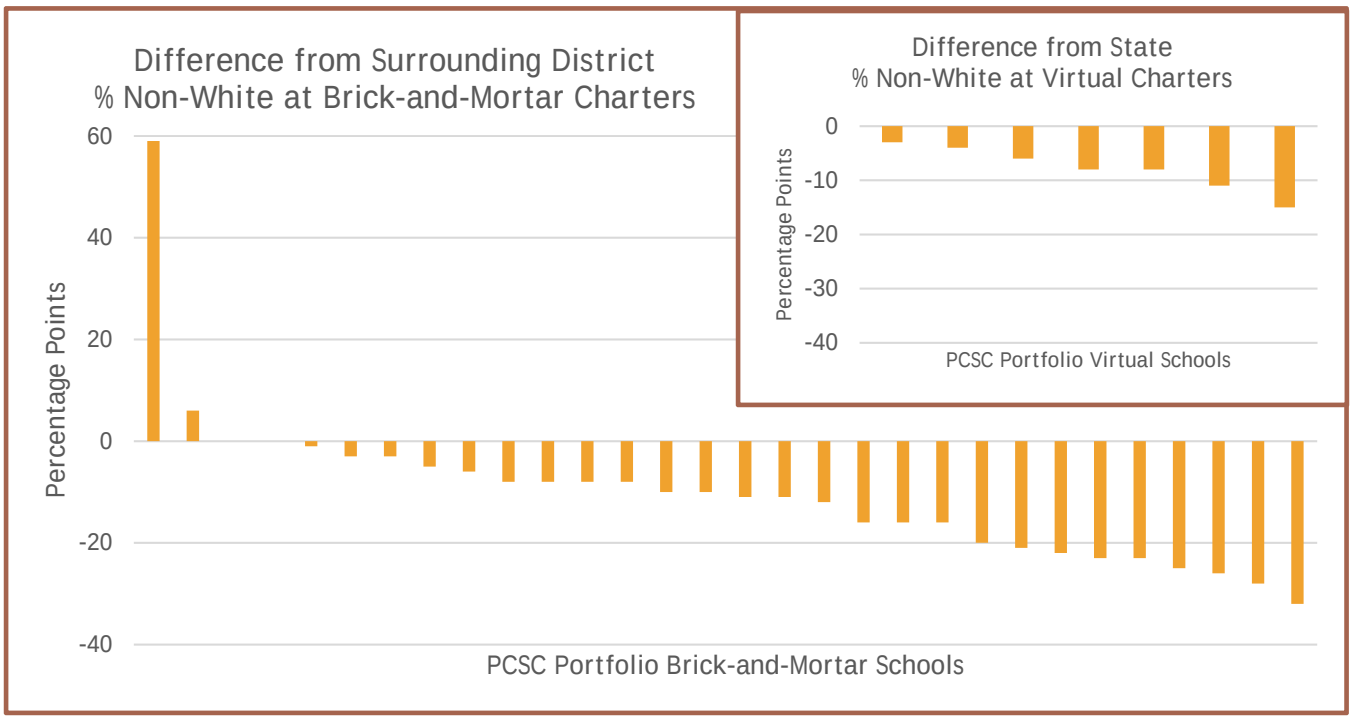
Though all students are welcome to attend Idaho's public charter schools, these schools do tend to be less demographically diverse than the state's traditional public schools.

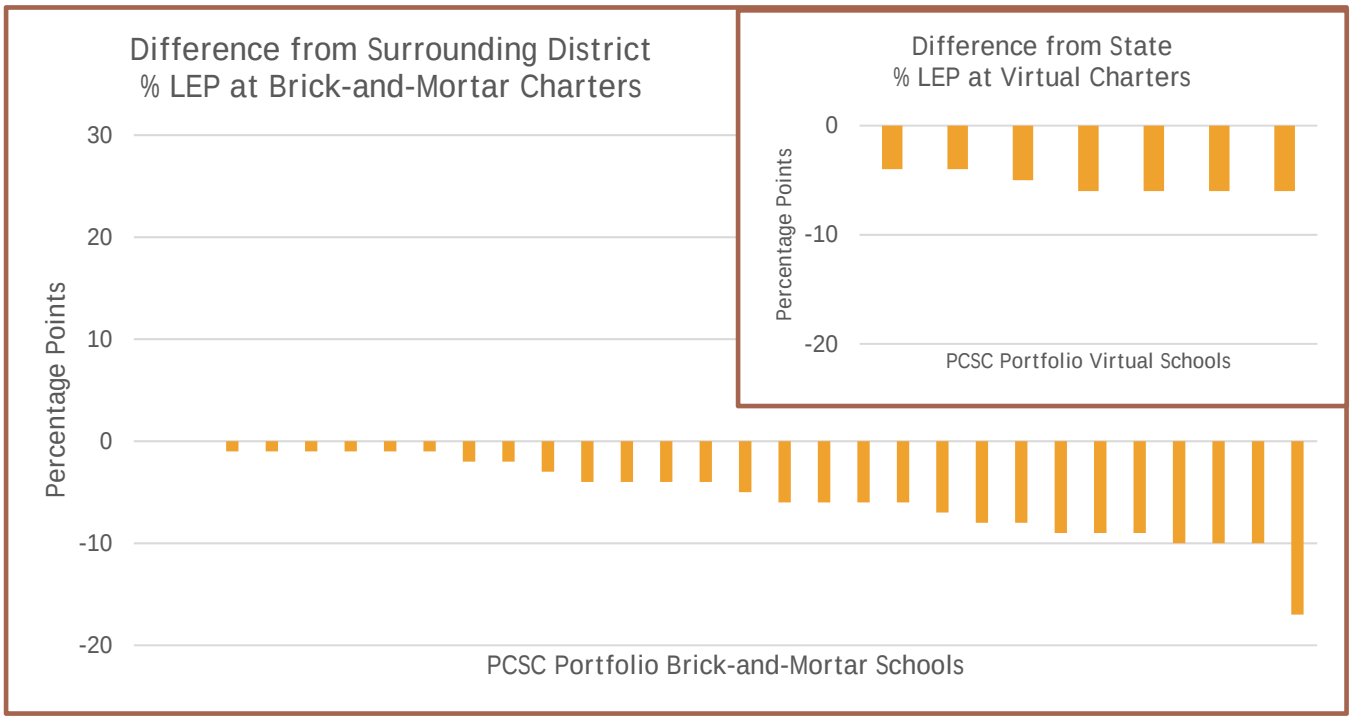
Despite notable exceptions, most PCSC portfolio schools enroll smaller percentages of non-white students, students with limited English proficiency (LEP) or special needs, and free & reduced lunch (FRL) qualifying students than do their traditional counterparts.

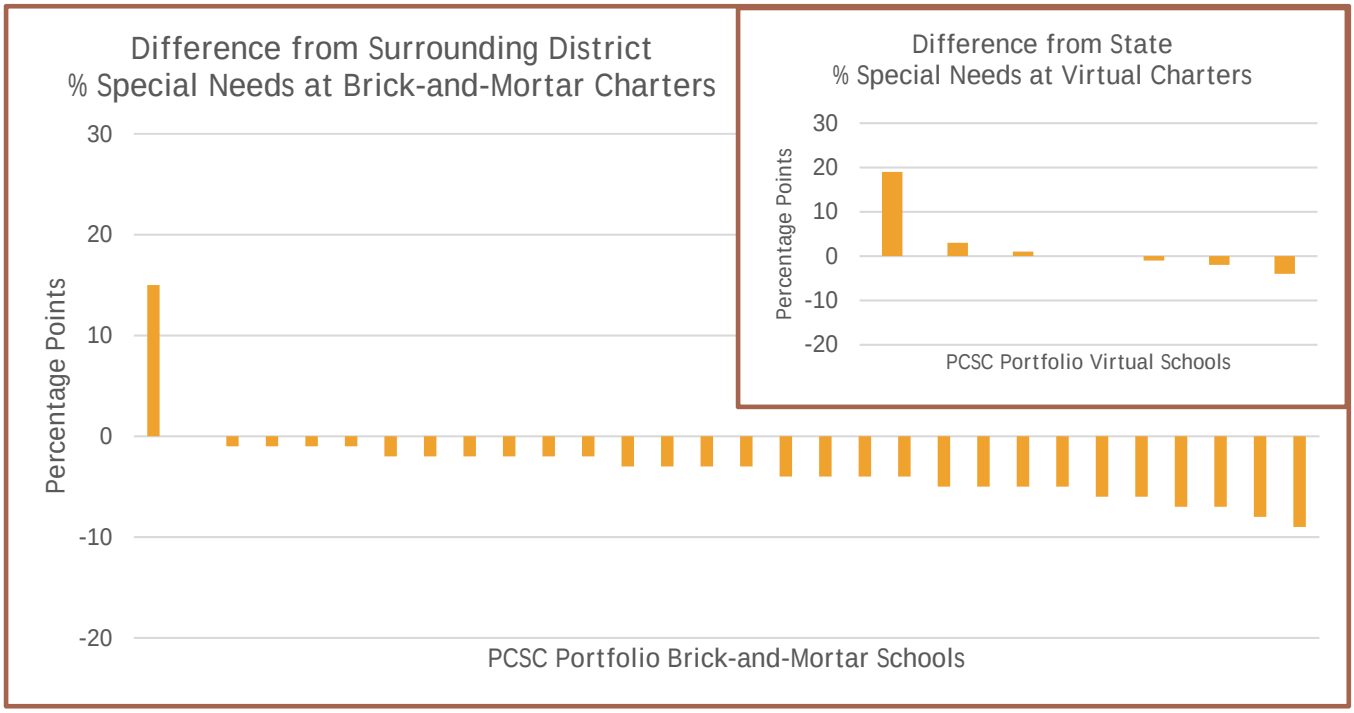
Virtual schools, though also less diverse than the state, tend to show a smaller discrepancy than many of the brick-and-mortar charter schools do by comparison to their surrounding districts.

Most PCSC portfolio schools actively encourage diverse students to enroll, but Idaho statute does not permit them to offer priority enrollment to these groups. An increasing number of new charter petitioners intend to specifically target diverse students through their educational programs. Many existing charter schools focus on serving low-income, special needs, LEP, at-risk, and other challenging populations.

Building public awareness of enrollment opportunities for all is a responsibility shared by the entire charter sector.

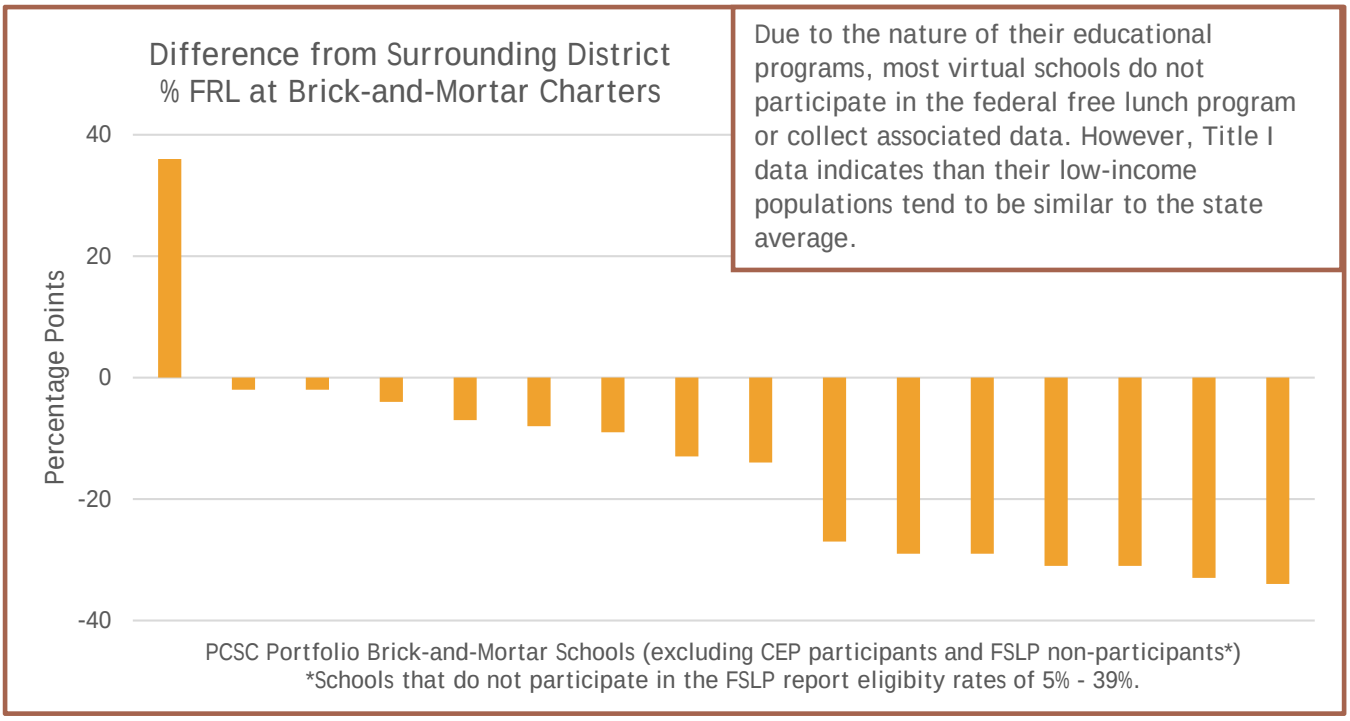






In 2017, PCSC portfolio schools' collective proficiency rates for non-white, FRL, and special needs subgroups exceeded state averages in both math and ELA. LEP subgroup outcomes were comparable.

Individual schools' 2017 annual performance reports, available on the PCSC's website, contain additional demographic comparison data. This information provides important context for understanding each school's academic outcomes and is considered by the PCSC when making renewal decisions.



Charter Renewals

In 2017, the PCSC completed its initial cycle with the renewal of twelve charters. Seven of the twelve were renewed with conditions for necessary improvement. The PCSC took great care to ensure that such conditions would be both reasonable and effective in promoting improved outcomes for Idaho students.

Upon publication of this report, the 2018 renewal cycle remains underway. Two out of the thirteen schools under consideration qualified for automatic renewal; five more were recommended for unconditional renewal. The remaining six were recommended for renewal with conditions.

Ten of the twelve schools looking ahead to renewal in 2019 qualify for automatic or guaranteed renewal.

As the PCSC continues to converse with stakeholders and stay abreast of national best practices, we bear in mind that success does not look the same at every school, nor does every school succeed. Meaningful renewal requirements are crucial to the long-term health of the charter school sector, and the PCSC does not take lightly the impact of its decisions on students, families, and communities.

While school quality is of utmost importance for Idaho students, the PCSC also places high value on school choice. It is our sincere hope that Idahoans can work together to promote the development of more, high-quality new and replication public charter schools so that while a few may come and go, plentiful choice will remain.

We must be willing both to give promising ideas a chance, and to let go of them when reality falls short of expectations.

Looking Back, Looking Ahead

Twenty years ago, Idaho's charter school movement formed around a central concept: the exchange of increased autonomy for increased accountability. Time has witnessed a struggle to find an appropriate balance between these factors. Changing legislation, authorizer policies, and stakeholder experience have often tipped the scales in one direction or another, leaving half of the so-called "charter bargain" underrepresented.

In 2013, new legislation established a clear charter accountability structure based on national best practice. It also promoted school autonomy by removing the requirements that once forced authorizers to micromanage school inputs and charter petitioners' proposals.

As a result, the PCSC has been able to eliminate nearly all of its reporting requirements, as well as take risks on exciting proposals for new public charter schools. Implemented with fidelity, the structure centered around outcome-based standards and periodic renewals is both fair and effective.

Meanwhile, however, Idaho's public charter schools have seen their autonomy diminished by an increasing volume of other requirements. Public charter schools are responsible for essentially all of the same reporting obligations as are their traditional counterparts.

In addition to being time-consuming, the majority of these reports are linked to funding silos that further limit charter schools' ability to adapt to their students' needs.

Generally speaking, the purposes of funding silos and required reports are:

1) to ensure appropriate use of taxpayer dollars and

2) to encourage improved student academic achievement.

Put another way, the silos and reports are inputs intended to improve outcomes.

Public charter schools are already held to rigorous, outcome-based standards established in the performance framework. Chronic failure to meet these standards can result in a charter school's closure.

This high-stakes, outcome-based accountability structure serves to protect students and taxpayers. Conversation is underway regarding whether it should also earn public charter schools autonomy from state-mandated inputs that are directed toward the same goal.

We appreciate the increasing interest of our legislature and state agencies in seeking additional means of enhancing autonomy for all public schools. Public charter schools are particularly well suited to lead the way.

Funding silos and required reports are inputs intended to improve outcomes, but public charter schools are already held to outcome-based performance standards.

This level of accountability serves to protect students and taxpayers. Should it also earn public charter schools increased autonomy?

Idaho's public charter schools were intended to provide opportunities for innovation, safeguarded by a commitment to quality results. To this end, autonomy and accountability are not opposing forces, but different sides of the same coin. With twenty years behind us and a bright future ahead, the Public Charter School Commission stands ready to support the charter sector in finding the balance that allows it to thrive.

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TEACH FOR AMERICA - IDAHO

SUBJECT

Teach for America in Idaho – Progress Report

REFERENCE

June 2013	Board conditionally approved Teach for America as non-traditional route to teacher certification.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 through 1207, Idaho Code

Idaho Administrative code, IDAPA 08.02.02.042.03 – Alternate Routes to Certification – Non-Traditional Route to Teacher Certification.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education

Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

Teach for America (TFA) expanded to Idaho in 2015. The organization recruits high achieving, recent college graduates to serve as teachers in low income urban or rural school districts. Referred to as corps members, TFA teachers serve a two-year term as a teacher. After their two-year commitment, corps members make the decision regarding their next career. In Idaho, 72% of the over 50 alumni have chosen to continue working in education in Idaho.

Leading up to their time in the classroom, corps members in Idaho participate in a thorough preservice training program developed and implemented in partnership with Boise State University. Upon placement in the classroom, corps members receive regular professional development in addition to school district or charter school professional development programs.

Currently, TFA-Idaho partners with seven western Idaho rural school districts and two charter schools. There are 32 corps members teaching in classrooms among those school districts and charter schools, with most of them teaching in STEM and special education classrooms.

The presentation will provide an overview of TFAs preservice and professional development program for its corps members, along with measurable outcomes in the student performance and identify opportunities for TFA to work with the State Board and State Department to address teacher training and teaching in high needs areas.

IMPACT

This item will provide an update on Teach for America – Idaho's work as a non-traditional route to teacher certification in Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

The Board is responsible for approving all educator preparation programs in Idaho. Currently there are two Board approved non-traditional preparation programs, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA). All non-traditional programs must meet the same educator preparation standards as traditional programs. Prior to any programs approval, the program is reviewed for alignment to these programs.

Current practice is for the Professional Standards Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is typically scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program. Teach for America was given conditional approval by the Board as a non-traditional program at the June 2013 Regular Board meeting. The program has not had an on-site review to date and is still operating under the original conditional approval.

BOARD ACTION

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

SUBJECT

Apply Idaho Report

REFERENCE

June 2017	Board received an update on Next Steps Idaho and early work on a single application as part of the Work Session.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

In early 2015, Board staff began working on an updated version of a common application that could be used at any of Idaho's public institutions. Prior to this time, the four-year institutions and Eastern Idaho Technical College, were required to use a common application that was developed in conjunction with the Board office. With the increase of technology and the move to on-line applications the institutions had maintained the common "paper" application, however, the on-line application forms differed widely. After Direct Admissions launched in the fall of 2015, the direction of the Idaho common application was changed to better align with the Direct Admissions initiative.

Apply Idaho, a new electronic common application, was launched September 22, 2017. This new application provided a streamlined process for graduating seniors to apply to all of our public institutions through a single application. Through Apply Idaho much of the required data in the application would be pulled from the Educational Analytics System of Idaho, the statewide longitudinal data system. Students may select which institutions they were interested in attending and the data is then sent to those public postsecondary institutions.

IMPACT

The attached report will help to inform on the work being done by Board staff and provide an opportunity for additional direction.

ATTACHMENTS

Attachment 1 – Apply Idaho Report Page 3
Attachment 2 – Institution Supplemental Questions Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Feedback on Apply Idaho was solicited from students, counselors, site coordinators of College Application Week, and the admissions offices of the public postsecondary institutions. The response towards Apply Idaho has been positive. More than 8,700 students have submitted more than 22,000 applications. In high schools where more than 10 students are enrolled, 14 high schools had more than

90% of their senior class apply through Apply Idaho. Many of the larger high schools participated in Apply Idaho and 25 high schools had more than 100 students submit applications through Apply Idaho.

During this first year there was some confusion around the process and whether a student should apply directly through an institution's website or through the Apply Idaho application. Counselors reported that in some instances, institution staff indicated students would need to reapply through the institution's website or after completing the application through Apply Idaho students were requested to complete additional supplemental questions before the institutions would consider their applications. Five of the eight institutions required supplemental questions which were sent out to the students. The students were then required to complete the supplemental questions before the institution would consider their application complete. This caused confusion among some students and counselors because they believed Apply Idaho was a complete and total application process. Board staff is working with the institutions to continue to streamline the process in hopes of eliminating barriers for students to enter postsecondary education.

BOARD ACTION

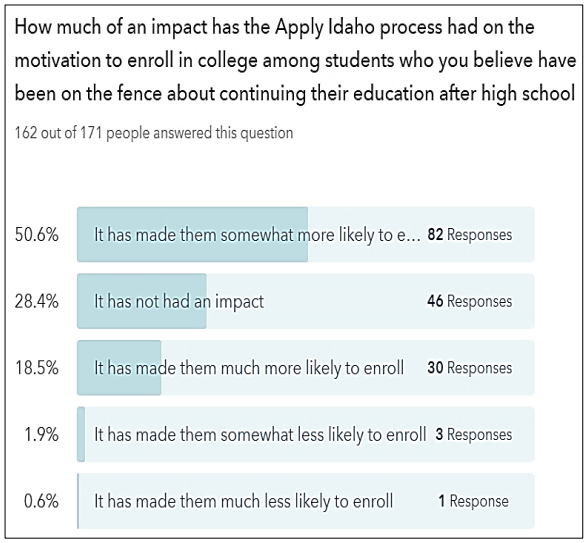
This item is for informational purposes. Any action will be at the Boards discretion.

Apply Idaho: Does It Work and Does It Matter?
Student and Counselor Perspectives
Jean M. Henscheid, Ph.D.
OSBE Principal Policy Analyst
1.30.18

The purpose of the Apply Idaho online application is to motivate a greater number and range of Idaho high school seniors to complete application paperwork for at least one of Idaho's eight public colleges and universities. This report highlights findings from statewide Apply Idaho surveys about how well this policy is achieving that purpose from the perspective of key stakeholders. Surveys were distributed by State Board staff via email between November 2017 and January 2018 and completed online by 616 high school students, 180 college and career counselors, and 83 site coordinators of Idaho's 2017 College Application Week (CAW). The acceptable minimum response rate for policy analyses (10%) was well exceeded among counselors and CAW site coordinators but fell just short among students. This report displays select numeric findings and representative open responses from the three surveys. Definitive answers to questions about the actual efficacy of Apply Idaho must wait for final postsecondary application, enrollment, retention, and completion rates. In the meantime, these survey results suggest that answers to "does it work" and "does it matter" among students and high school educators are "yes" and "yes."

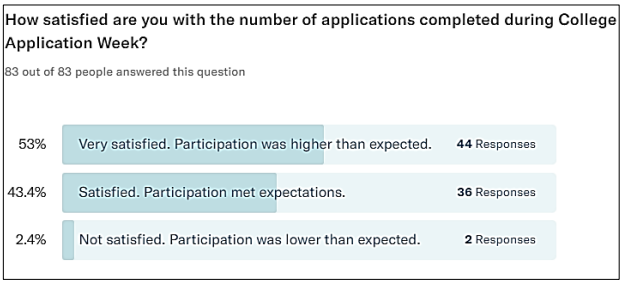
Motivating a wider range of students to apply to at least one Idaho college or university

College and Career Counselors



"Apply Idaho [has] simplified the process and allow[s] more students to complete applications."

CAW Site Coordinators



Students

"It's an essential service for underprivileged seniors who aren't as likely to apply for colleges the normal way."

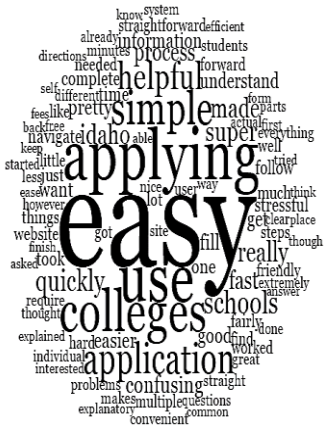
"If this didn't exist, I would not have applied."

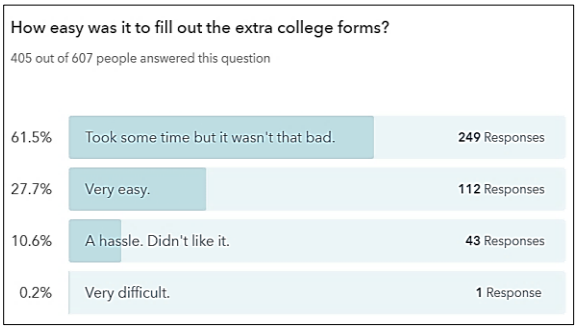
"This really made applying to college less scary for me."

Making the application process easier

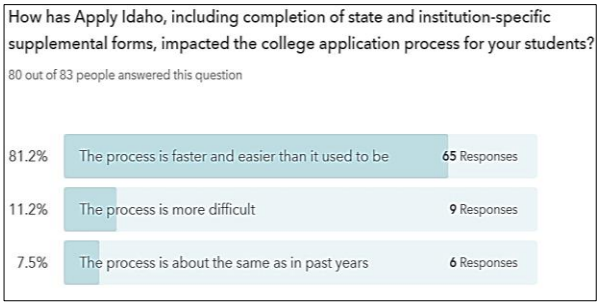
Students

Why that rating?





CAW Site Coordinators



Why CAW participation was satisfactory

"The new Apply Idaho made it easier for them to apply to more than one college. The fact that is was free for Idaho colleges helped a lot."

"One application to multiple schools."

"The Apply Idaho application. This was actually completed prior to the week and then students worked on additional applications during the week."

"The ease of application helped a lot."

"Idaho online application was very instrumental in high numbers."

"Our participation was very high. The apply Idaho process was very good."

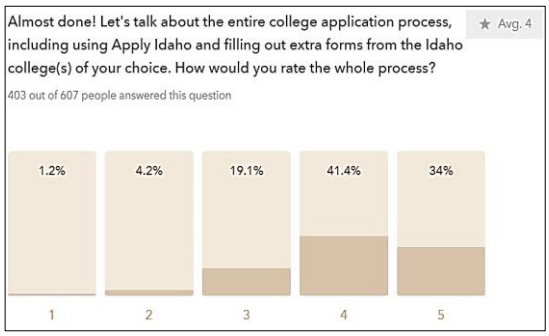
Students receiving the help they need to complete the Apply Idaho application

"Kids were willing [to apply] and help was available for each and every one."
(CAW Site Coordinator)

"I loved how easy Apply Idaho was and we had so many people to help us with any problems we might have had."
(Student)

Improving the process for 2018-2019

Students



"Honestly, there's so much information [institutions] need and some of it I'm still unsure about or don't know. There are also many confusing questions... I have emailed every college I've applied to because I'm confused about that."

"Apply Idaho seemed to just let colleges know that I was interested in them, all asked me to fill out additional information and their entire application if I wanted to be considered for scholarships or participate in organizations in the school."

"It was pretty easy, just annoying to have to fill out the extra emails. If I was to apply to colleges again, I would just go to their school website."

"I do appreciate your effort; unifying all of Idaho's colleges under one application is a noble goal... Keep working to attain it."

CAW Site Coordinators

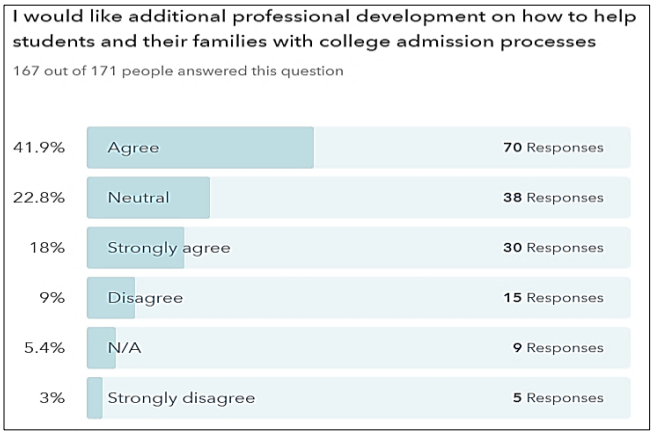
"Work with colleges and universities to improve the Apply Idaho application so students don't have to complete supplement forms."

"The Apply Idaho website added an extra step in the process, rather than eliminating a barrier it created a new one. Many of the colleges sent follow up emails that had additional directions to follow. If the student did not follow the steps in the email it was as if they did not apply at all. The ads and the Apply Idaho website stated there were 4 steps involved and the application was done but that is not a true statement when they have to follow up later on with each school."

"Apply Idaho is too easy - it is a great start but needs to be a little more realistic. There are hoops in college students have to jump through."

"Help streamline the college application process… Where students are getting hung up is with the FAFSA."

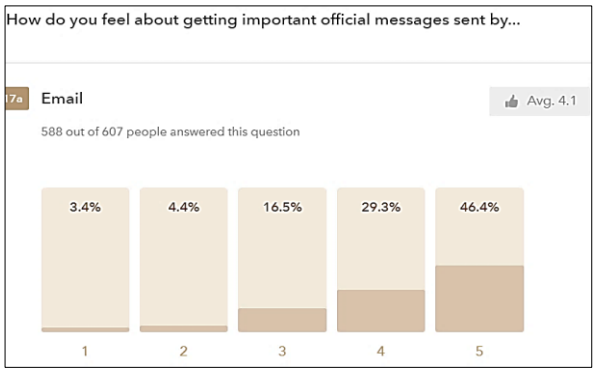
College and Career Counselors

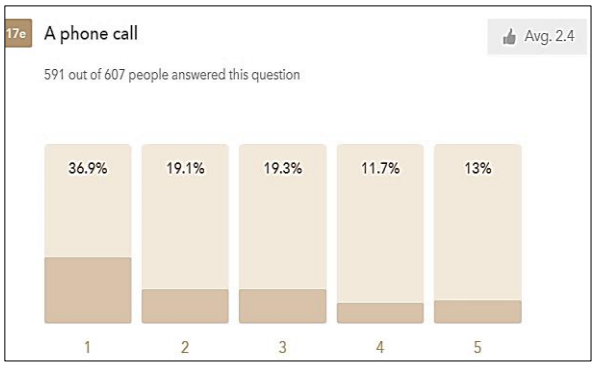


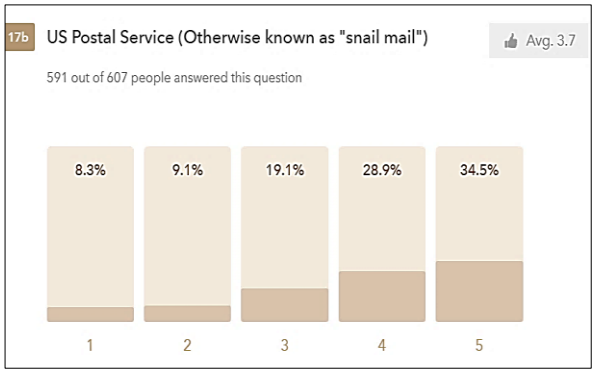
Advice from students on communicating important information to them

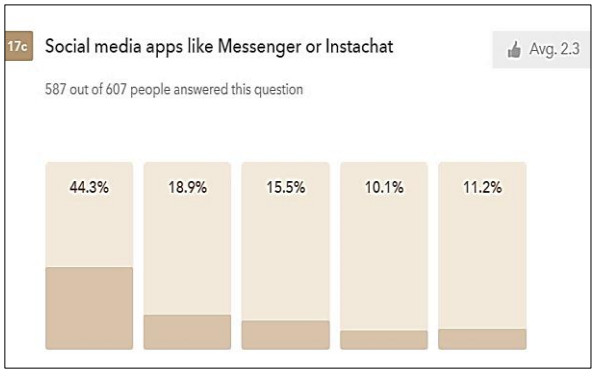
"Please send acceptance letters through the mail because keeping those letters will be a memory and something fun to look back on in the future. Also showing my future children my letters will be fun."

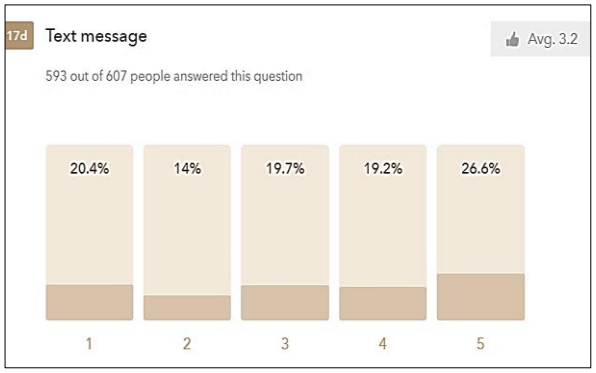
"Once people have applied to their colleges, stop sending them letters please!"











"Emails get forgotten, phone calls get ignored, snail mail gets repetitive. Be original, but don't try to be trendy."

"One thing that I think would make it easier would be to make my account the same account that I use for high school purposes. That way, I wouldn't have to create a new password and username for the apply Idaho site. One less password I have to remember."

"As far as receiving important official mail goes... When you do [well], you start getting a LOT of "important official mail" and it becomes incredibly difficult to sort out what actually is important to you. I would hate to get spammed on my social media because I'm already being spammed through my mailbox and my email. I don't even bother to open them anymore unless they're from a school whose name I recognize... It's far too overwhelming and it makes choosing a college a lot more difficult and a lot more daunting."

Boise State University

Social Security Number
Ethnicity
Race
*Native language
Did you enter the US under Refugee or Political Asylee status?
Total years of middle school, high school, or college attended in the US
*Cell phone
Permission to text
*Interest in Honors College
*Option to review information collected through Apply Idaho
Additional Contact 1 First name
Additional Contact 1 Last name
Additional Contact 1 Relationship to student
Additional Contact 1 Email address
Additional Contact 1 Phone number
Is Additional Contact 1 an emergency contact?
Is Additional Contact 1 at the same mailing address? (address fields appear if student selects “no”)
Additional Contact 2 First name
Additional Contact 2 Last name
Additional Contact 2 Relationship to student
Additional Contact 2 Email address
Additional Contact 2 Phone number
Is Additional Contact 2 an emergency contact?
Is Additional Contact 2 at the same mailing address? (address fields appear if student selects “no”)

Idaho State University

*First name
*Last name
*Birthdate
*Email address
*Preferred phone type
Cell phone
Home phone
Street address
City
State
Zip
*Citizenship status
Social Security Number
Parent first name
Parent last name
Relationship to student
Parent email
Parent phone number
Parent address
Religious affiliation
First generation
Interested in campus housing
Plan to apply to study abroad
Plan to apply for campus employment
Plan to apply for an honors program
Is either parent an alumnus of ISU
What is the primary factor influencing your decision to apply to ISU
Do you have a disability or special need
Have you ever been expelled from an institution (i.e. high school or university)
Have you ever been convicted of a felony
*Security question 1
*Security question 2
Entry term

Lewis-Clark State College

*Transcript
*Test score
Social Security Number
Copy of resident alien or DACA documentation if student is not a U.S. citizen

University of Idaho

*First name
*Middle name
*Last name
Other names used
*Gender
*Birthday
*Email
*Parent 1 education level
Parent 1 graduated or earned 90 or more credits from UI
Parent 1 is deceased
Parent 1 first name
Parent 1 middle initial
Parent 1 last name
Parent 1 suffix
Parent 1 country
Parent 1 address
Parent 1 city
Parent 1 state
Parent 1 zip
Parent 1 email
Parent 1 phone
Parent 1 employer
If Parent 1 attended UI, campus activities and any living group affiliation
Parent 1 memberships in organizations
*Parent 2 education level
Parent 2 graduated or earned 90 or more credits from UI
Parent 2 is deceased
Parent 2 first name
Parent 2 middle initial
Parent 2 last name
Parent 2 suffix
Parent 2 country
Parent 2 address
Parent 2 city
Parent 2 state
Parent 2 zip
Parent 2 email
Parent 2 phone
Parent 2 employer
If Parent 2 attended UI, campus activities and any living group affiliation
Parent 2 memberships in organizations

Interest in Pre-Health Program such as Pre-Medicine, Pre-Nursing, etc.
City of birth
State of birth
List activities, offices held, and accomplishments during the past 4 years
List honors and awards earned during the past 4 years
Describe work experience
List community service activities
Career goals
*Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade of high school forward (or the international equivalent), whether related to academic misconduct or behavioral misconduct that resulted in a disciplinary action? These actions could include, but are not limited to reprimand, warning , probation, suspension, removal, dismissal, or expulsion from the educational institution
*Other than minor traffic offenses (e.g., speeding, parking tickets, etc.), (1) have you ever been adjudicated guilty or convicted, had a withheld judgement, or pleaded no contest to a misdemeanor, felony, or other crime, (2) are such charges pending against you, or (3) have you been required to register as a sex offender by any legal authority in the U.S. or any other country? (Note: If the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, erased, or otherwise ordered by the court to be kept confidential, then you are not required to answer "Yes" to this question, or provide an explanation)
Interest in particular offices or programs (e.g. Children's Center, LGBTQ, Disability Support Services)
*Signature
*Date of submission

College of Eastern Idaho

No additional information requested

College of Southern Idaho

No additional information requested

College of Western Idaho

No additional information requested

North Idaho College

*State of residence
*County of residence
*Dates lived in state and county
*Previous county and state (if dates indicate less than 1 year at current residence)
Interest in applying for financial aid
*Social Security Number (required only if student answers “yes” to interest in financial aid)
Emergency contact name
Emergency contact relationship
Emergency contact phone number
Previous colleges attended (dual credit providers)

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SUBJECT

2018 Legislative Update

REFERENCE

June 2017	The Board approved legislative ideas for the 2018 legislative session.
August 2017	The Board approved 2018 legislation, including drafted language.
January 18, 2018	The Board approved support of two additional pieces of legislation regarding the hiring of executive staff by the Board and a framework establishing sideboards to dual credit courses paid for by the state.

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2018 legislative session. To date, the Board -approved twelve (12) bills and supported two (2) additional pieces of legislation for the 2018 legislative session.

Following is a list of where each bill considered by the Board is in the process:

Board Submitted Bills:

- RS 25660 - Agricultural College Endowment (501-01) – Awaiting print hearing in House Agricultural Affairs Committee
- RS 25661 - College of Agriculture Seed Certification (501-07) – Pulled at the direction of the Governor's office pending additional work with stakeholders on broader changes
- RS 25663 - School District Employee Personnel Files (500-05) – House Education Committee – voted not to introduce
- RS 25694 - Career Technical Public School Funding (501-10) – Pending Print Hearing in Senate Education Committee
- SB 1210 - Eastern Idaho Technical College Repeal – Passed Senate 35-0-0 Vote, Pending Hearing - House Education Committee
- SB 1211 - Professional Standards Commission – Clarification (500-07) – Introduced Senate Education Committee - Pending Bill Hearing
- SB 1212 - Definition of Career Technical Education (501-11) – Pending Bill Hearing – Senate Education Committee (scheduled 2/6/17)
- SB 1221 - Transfer and Articulation – General Education Credits (501-05) – Pending Bill Hearing – Senate Education Committee
- SB 1222 - Career Technical Education Secondary Program Incentive Funding (501-21) – Passed the Senate 33-0-2 Vote, Pending Hearing House Education Committee
- HB 365 - Liquor Account Community College Distribution (501-23) – House State Affairs – do pass recommendation, House 2nd Reading Calendar
- HB 366 - Worker Compensation for Work-Study Students (501-22) – Passed House 70-0-0 Vote, Referred to Senate Education

- HB 367 - Public Postsecondary Education – Residency Determination (501-13) – Held in House Education
- HB 368 - Optional Retirement Plan – Postsecondary Education (501-08) – Sent to the Amending Order - House

Board Supported Bills:

- Executive Staff – Would authorize the Board to hire executive staff.
- Advanced Opportunities (RS25720) – Would require dual credit courses paid for by the state to be a core foundational course; a credit bearing 100 level course or higher; an elective course taken for the purpose of career exploration; or part of a postsecondary pathway toward earning a badge, certificate or degree.
- Opportunity Scholarship (RS25719) – Would allow up to twenty percent of the funds appropriated for the program to be awarded to adult students who have earned at least 24 credits and who are completing their first undergraduate degree or certificate.

IMPACT

This update provides the Board with the current status of Board approved and supported legislation and a list of all other education related legislation that has been introduced.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The attached summary provides the status of each bill, at the time the agenda material was prepared. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred. Additional education related legislation that has been introduced prior to the Board meeting may also be discussed.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or feedback received on any of the Board approved legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

BOARD ACTION

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

Introduced Education Related Legislation

Bill No	Description	Summary	Last Action
H0365	Liquor Account, Community Colleges	Amends existing law to revise provisions regarding distribution of moneys in the liquor account.	02/22/2018 Senate - Read second time; filed for Third Reading
H0366	Worker's Comp, Public Employment	Amends existing law to revise provisions regarding public employment.	02/01/2018 Senate - Introduced, read first time; referred to: Education
H0367	Education, Resident Student	Amends existing law to revise a definition.	01/18/2018 House - Reported Printed and Referred to Education
H0368	Higher Education, Retirement	Amends existing law to revise provisions regarding optional retirement programs for state institutions of higher education and community colleges.	01/30/2018 House - Reported out of Committee, Recommend place on General Orders
H0411	Sign Language Interpreters	SIGN LANGUAGE INTERPRETERS – Amends existing law to revise the minimum age required for licensure and to provide an exemption for a person working in an Idaho public school setting who engages in the practice of sign language interpreting and meets the requirements of and is interpreting within the scope of the Idaho Educational Interpreter Act.	02/05/2018 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading
H0412	Education, Common Core, Standards	EDUCATION – Amends existing law to establish provisions regarding content standards and curricular materials.	01/26/2018 House - Reported Printed and Referred to Ways & Means
H0413	Education, Fed Funds Phase Out	EDUCATION – Adds to existing law to provide that the State of Idaho phase out the use of federal funds for grades K-12 education.	01/26/2018 House - Reported Printed and Referred to Ways & Means
H0414	Sex Education	EDUCATION – Repeals and amends existing law to establish provisions regarding sex education.	01/26/2018 House - Reported Printed and Referred to Education
H0415	Excused Absence, Military Funeral	EXCUSED ABSENCE FROM SCHOOL – Adds to existing law to provide that a student sounding taps at a military honors funeral held in this state for a deceased veteran shall be allowed an excused absence, to provide for notice, to provide for the effect on the calculation of daily attendance and compulsory attendance and to provide for the completion of school work.	01/26/2018 House - Reported Printed and Referred to Education
H0418	Lobbyists, Actions	LOBBYISTS – Adds to existing law to prohibit state agencies from taking certain actions regarding lobbying.	01/29/2018 House - Reported Printed and Referred to State Affairs
H0422	Free Speech, Higher Education	EDUCATION – Adds to existing law to prohibit certain free speech restrictions on public college and university campuses.	01/29/2018 House - Reported Printed and Referred to Ways & Means
H0423	Firearms, School Property	FIREARMS – Amends existing law to provide exemptions for certain qualified retired law enforcement officers.	01/29/2018 House - Reported Printed and Referred to Ways & Means
H0424	State Funds, Federal Cost-Sharing	STATE FUNDS – Adds to existing law to require the consent of the Legislature to enter into certain cost-sharing agreements and grants.	01/29/2018 House - Reported Printed and Referred to Ways & Means
H0428	Public Servants, Pecuniary Benefits	PUBLIC SERVANTS – Amends existing law to revise provisions regarding pecuniary benefits to public servants, to revise an exception and to remove a certain exception.	01/29/2018 House - Reported Printed and Referred to Ways & Means

H0443	School Districts, Firearm Education	EDUCATION – Adds to existing law to authorize a school district to offer a firearms safety education course to primary and secondary school students.	01/30/2018 House - Reported Printed and Referred to Education.
H0451	Tax, Medical Residency Placement	INCOME TAXATION – Amends existing law to provide an income tax credit for charitable contributions made to medical residency placement organizations accredited by the Accreditation Council for Graduate Medical Education or the American Osteopathic Association or their designated nonprofit support organizations based in Idaho and devoted to training residents in Idaho.	02/05/2018 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading
H0469	School Safety Patrols	MOTOR VEHICLES – Amends existing law to revise provisions regarding school safety patrols.	02/01/2018 House - Reported Printed and Referred to Transportation & Defense
H0472	Rural Physicians, State Match	EDUCATION – Amends existing law to provide a state match for student contributions to the Rural Physician Incentive Fund.	02/21/2018 Senate - Introduced, read first time; referred to: Health & Welfare
H0498	Information Tech Services	INFORMATION TECHNOLOGY SERVICES – Adds to and repeals existing law to provide for the Office of Information Technology Services in the Office of the Governor, to provide for the receipt of payment for services to federal, county and city agencies, to provide for the general powers and duties of the authority and to provide for the transfer of responsibility for the integrated property records system.	02/07/2018 House - Reported Printed and Referred to Commerce & Human Resources
H0501	Measurable Student Achievement	EDUCATION – Amends existing law to revise the definition of Measurable Student Achievement used for determining career ladder compensation rung movement requirements (removes reference to the Idaho reading assessment from the list of student achievement measures.	02/07/2018 House - Reported Printed and Referred to Education
H0502	Mastery-Based Education	EDUCATION – Amends existing law to revise provisions regarding mastery-based education.	02/07/2018 House - Reported Printed and Referred to Education
H0503	Education, Career Ladder	EDUCATION – Amends existing law to revise provisions regarding the career ladder allowing OT and PT certificated staff to be placed on the career ladder based on years of employment in a school/district rather than years of certifications.	03/01/2018 House - Passed: Ayes 66 Nays 0 Abs/Excd 4, title approved, to Senate
S1210	Eastern Idaho Technical College	HIGHER EDUCATION – Amends and repeals existing law referencing Eastern Idaho Technical College.	02/01/2018 House - Read First Time, Referred to Education
S1211	Education, professional standards	EDUCATION – Amends existing law to revise provisions regarding the Professional Standards Commission.	01/18/2018 Senate - Reported Printed; referred to Education
S1212	Education, Career Technical	EDUCATION – Amends existing law to revise terminology and a definition.	01/18/2018 Senate - Reported Printed; referred to Education
S1221	College Credit Transfer	EDUCATION – Amends and adds to existing law to establish provisions regarding transfer of college credit.	01/22/2018 Senate - Reported Printed; referred to Education
S1222	Career Technical Education Funding	EDUCATION – Adds to existing law to establish provisions regarding a quality funding mechanism for career technical education secondary programs and incentive funding for workforce readiness.	01/30/2018 House - Read First Time, Referred to Education

S1227	Immunizations, Exemptions	IMMUNIZATIONS – Amends existing law to clarify language regarding exemptions.	01/25/2018 Senate - Reported Printed; referred to Health & Welfare
S1228	Precinct Boards, Students, Age	ELECTIONS – Amends existing law to revise the minimum age of a student who may be appointed to an election precinct board.	01/25/2018 Senate - Reported Printed; referred to State Affairs
S1233	Stem Action Center	SCIENCE, TECHNOLOGY, ENGINEERING AND MATH EDUCATION – Amends existing law to provide for the STEM Action Center Advisory Board, to revise the terms of certain members of the board, to provide for staggered terms, to revise the duties of the STEM Action Center and to provide that the administrator shall report the progress of the STEM Action Center.	02/02/2018 Senate - Read second time; filed for Third Reading
S1249	Education, Organ Donation	EDUCATION – Amends existing law to require public institutions of higher education to notify students of the option to register as an organ donor.	01/31/2018 Senate - Reported Printed; referred to Health & Welfare
S1263	Education, Severance Allowance	EDUCATION – Amends existing law to revise provisions regarding severance allowance at retirement for a public school employee.	02/02/2018 Senate - Reported Printed; referred to Education
S1266	Education, Math Credits	EDUCATION – Amends existing law to remove the requirement for the Talented and Gifted Student Program that two semester credits of mathematics must be taken in the final year of high school.	02/05/2018 Senate - Reported Printed; referred to Education
S1267	Stem Diploma	EDUCATION – Adds to existing law to establish provisions regarding a STEM diploma.	02/05/2018 Senate - Reported Printed; referred to Education

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SUBJECT

2019-2024 (FY20-24) K-20 Education Strategic Plan

REFERENCE

February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan
February 2017	Board approved the FY18-FY22 K-20 Education Strategic Plan
June 2017	Board approved institution and agency FY18-FY22 Strategic Plans and tasked the Planning, Policy and Governmental Affairs Committee with evaluating and bringing back recommendations on the Board's required postsecondary system-wide performance measures
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration.
December 2017	Board discussed and requested additional changes to the Board's updated strategic plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

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

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

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

In addition to the Board's K-20 Education strategic plan, the Board has a number of area-specific strategic plans and the Complete College Idaho plan. The Complete College Idaho plan is made up of statewide strategies that have been developed to advance the Board's strategic plan with a focus on moving the needle on the 60% benchmark for the educational attainment performance measure (Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study). Like the institution, agency, and special and health program strategic plans, the Board's Indian Education strategic plan, STEM Education strategic plan, and Higher Education Research strategic plan are all required to be in alignment with the Board's overall K-20 Education Strategic Plan.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – FY2019-2023 State Board of Education Strategic Plan – Executive Summary Page 5
Attachment 2 – FY2019–2023 State Board Education Strategic Plan – Clean Version
- Goals/Objectives Page 6
- Performance Measures and Benchmarks Page 7

Attachment 3 – FY2019–2023 State Board Education Strategic Plan – Redlined Version Page 12
Attachment 4 – Strategic Planning Requirements Page 27

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to the Board's master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. Once approved the institutions and agencies then use the Board's strategic plan to inform their annual updates to their own strategic plans. The institutions and agencies bring their strategic plans forward for approval in April of each year with an option for final approval in June.

The amendments to the strategic plan during the February 2015 Board meeting included a comprehensive update to the plan on the recommendations of a committee appointed by the institution presidents and lead by Board staff. The amendments proposed during the 2016 review cycle focused on updates to the performance measures benchmarks that were reached during the previous year. Amendments for the current cycle incorporate recommendations from the Governor's Higher Education Task Force pertaining to the restatement of the State's Educational Attainment performance measure and benchmark (commonly referred to as "the 60% goal"), added focus on measures that will show the impact of implementation of the Complete College America "Game Changers" and additional amendments stemming from the August 2017 Regular Board meeting Work Session discussion. The strategic plan includes the restatement of the 60% educational attainment goal as a new Goal 1. The Planning, Policy and Governmental Affairs Committee asked the Institutional Research Directors to take a first stab at recommending interim measures of progress. The group met on

December 8th to start the work, an update will be provided at the Board meeting on progress and timelines for establishing these performance targets.

BOARD ACTION

I move to approve the 2019-2024 (FY20-FY24) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment –** Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion –** Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 3: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment –** Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

Idaho State Board of Education

FY2019-2024
Idaho K-20 Public Education - Strategic Plan

MISSION STATEMENT

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION STATEMENT

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Idaho State Board of Education

FY2019-2024
Idaho K-20 Public Education - Strategic Plan

PERFORMANCE MEASURES:

G1: Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

I. **Development of a single K-20 data dashboard and timeline for implementation.**
Benchmark: Completed by FY2018

G1: Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

I. **Percent of Idaho community college transfers who graduate from four year institutions.**
Benchmark: 25% (by 2023)

II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**
Benchmark: 2 year – less than 55% (by 2023)
4 year – less than 20% (by 2023)

G2: Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

I. **Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**
Benchmark: 60% (by 2025)

II. **High School Cohort Graduation rate.**
Benchmark: 95% (by 2023)

III. **Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)**
Benchmark: 2 year - 75% (by 2020)
4 year - 85% (by 2020)

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).
Benchmark: 50% (2yr/4yr) (by 2023)

G2: Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

II. Percent of first-time, full-time, freshmen graduating within 150% of time

III. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

IV. Percent of new degree-seeking freshmen completing a gateway math course within two years

V. Number of programs offering structured schedules.

VI. Median number of credits earned at completion of Associate's or Baccalaureate degree program.
Benchmark: Transfer Students: 69/138 (by 2020)
Benchmark: non-transfer students: 69/138 (by 2020)

G2: Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

I. Annual number of state-funded scholarships awarded and total dollar amount.
Benchmark: 3,000[1], $16M (by FY2023)

II. Proportion of postsecondary graduates with student loan debt.
Benchmark: 50% or less (by FY2023)

III. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.
Benchmark: SAT – 60% (by FY2023)
ACT – 60% (by FY2023)

IV. Percent of high school graduates who participated in one or more advanced opportunities.
Benchmark: 80% (by FY2023)

V. **Percent of dual credit students who graduate high school with an Associate's Degree.**
Benchmark: 3% (by FY2023)

VI. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark:

VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months of high school graduation.
Benchmark: 60% (by FY2023)
Within 36 months of high school graduation.
Benchmark: 80% (by FY2023)

VIII. **Percent cost of attendance (to the student)**
Benchmark: less than 4% (by FY2023)

IX. **Average net cost to attend public institution.**
Benchmark: 4 year - 90% of peers (using IPEDS calculation) (by FY2023)

X. **Expense per student FTE**
Benchmark: $20,000 or less (by FY2023)

XI. **Number of degrees produced**
Benchmark: 15,000 (by FY2023)

G3: Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

I. **Percentage of students participating in internships.**
Benchmark: 10% (by 2023)

II. **Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution (by 2023)

III. **Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**
Benchmark: 1:0.25 (by 2023)

IV. **Increase in postsecondary programs tied to workforce needs.**
Benchmark: 10 (by 2023)

G3: Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
Benchmark: 8 graduates at any one time (annual – FY18)

II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60% (by 2023)

III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60% (by 2023)

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50% or more (annual – FY18)

V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 100 (by 2023)

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations

are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

FY2019-2024
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT
To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION STATEMENT
The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

GOAL 41: ~~EFFECTIVE AND EFFICIENT~~ EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational ~~resources~~ system are integrated and coordinated ~~throughout the state and used effectively~~to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

I. **Development of a single K-20 data dashboard and timeline forimplementation.**
Benchmark: Completed by FY2018[15]

~~**Objective A: Quality Teaching Workforce –** Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.~~

~~**Performance Measures:**~~

~~I. **Median SAT/ACT score of students in public institution teacher training programs.**~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~N/A~~	~~N/A~~	~~N/A~~	~~N/A~~	~~≥ 24~~
~~Old test~~	~~Old test~~	~~Old test~~	~~N/A~~	~~≥ 1010~~

~~**Benchmark:** ACT – 24[2] (by 2023)~~
~~SAT – 1010[14] (by 2023)~~

~~II. **Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis Subject Assessments (formerly the Praxis II).**~~

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	96.5%	≥ 90%

Benchmark: 90%[3] (by 2023)

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

I. Percent of Idaho community college transfers who graduate from four year institutions.

2013 (2010 transfer)	2014 (2011 transfer)	2015 (2012 transfer)	2016 (2013 transfer)	Benchmark
N/A	19.0%	19.5%	13.5%	25%

Benchmark: 25%[20] (by 2023)

II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

2013	2014	2015	2016	Benchmark
62.8%	62.9%	60.7%	N/A	< 55% 2 yr institution
21.5%	23.2%	23.5%	N/A	< 20 4 yr institution

Benchmark: 2 year – less than 55%[11] (by 2023)
4 year – less than 20%[11] (by 2023)

~~**III. Percent of postsecondary students participating in a remedial program who successfully completed the program or course**~~

2013	2014	2015	2016	Benchmark
54%	46%	55%	57%	≥ 65%

Benchmark: 65%[6] (by 2023)

~~**Objective C: Productivity and Efficiency** – Utilize program prioritization for resource allocation and reallocation at the postsecondary institutions.~~

~~**Performance Measures:**~~

~~**I. Graduates per $100,000**~~

2013	2014	2015	2016	Benchmark
1.5	1.5	1.5	1.5	≥ 1.7 or more

Benchmark: 1.7[5] or more (by 2020)

~~**II. Number of graduates**~~

2013	2014	2015	2016	Benchmark
12,216	12,335	12,431	12,916	≥ 13,000 or more

Benchmark: 13,000[6] (by 2020)

~~**III. Cost per undergraduate weighted student credit hour**~~

2013	2014	2015	2016	Benchmark

~~$493~~	~~$519~~	~~$536~~	~~$565~~	~~< $500~~
~~94.1%~~	~~98.2%~~	~~98.9%~~	~~93.1%~~	~~90% of WICHE peers~~

~~**Benchmark:** no more than $500[5] (by 2023)~~

~~**Benchmark:** 2 year – 90%[3] of public 2 year institutions from WICHE states (annual – FY18)~~

~~**IV.I. Median number of credits earned at completion of Associate's or Baccalaureate degree program.**~~

	~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~Associates~~	~~92~~	~~89~~	~~87~~	~~87~~	~~69~~
~~Baccalaureate~~	~~142~~	~~144~~	~~142~~	~~140~~	~~138~~

~~**Benchmark:** Transfer Students: 69/138[5] (by 2020)~~

	~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~Associates~~	~~80~~	~~79~~	~~79~~	~~78~~	~~69~~
~~Baccalaureate~~	~~132~~	~~131~~	~~129~~	~~127~~	~~138~~

~~**Benchmark:** non-transfer students: 69/138[5] (by 2020)~~

~~**V. Institutional reserves comparable to best practice.**~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~BSU = 5.0%;~~ ~~ISU= 11.7%;~~ ~~UI = 2.7%;~~ ~~LCSC = 5.1%~~	~~BSU = 6.1%;~~ ~~ISU= 16.2%;~~ ~~UI = 4.2%;~~ ~~LCSC = 6.5%~~	~~BSU = 5.1%;~~ ~~ISU= 15.6%;~~ ~~UI = 5.1%;~~ ~~LCSC = 6.3%~~	~~BSU = 5.3%;~~ ~~ISU= 11.8%;~~ ~~UI = 5.4%;~~ ~~LCSC = 6.0%~~	~~5%~~

~~**Benchmark:** A minimum target reserve of 5% of operating expenditures[4] (annual – FY18)~~

GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective ~~C~~A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

V. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

2013	2014	2015	2016	Benchmark
41.0%	40.0%	42.0%	N/A	≥ 60%

Benchmark: 60%[5] (by 2020)

VI. High School Cohort Graduation rate.

2013 (old graduation rate)	2014	2015	2016	Benchmark
84.1%	77.3%	78.9%	N/A	≥ 95%

Benchmark: 95%[11] (by 2023)

VII. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)

2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 2 Year Institution
56.3%	52.5%	53.7%	54.4%	≥ 75%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 2 Year Institution
60.3%	56.2%	58.7%	51.6%	≥ 75%
2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 4 Year Institution
70.4%	68.5%	73.0%	74.2%	≥ 85%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 4 Year Institution
74.4%	72.6%	72.9%	74.9%	≥ 85%

Benchmark: (2 year Institutions) 75%[11] (by 2020)
(4 year Institutions) 85%[11] (by 2020)

VIII. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).

2013 (cohort)	2014 (cohort)	2015	2016	Benchmark
18.1%	16.2%	20.1%	20.3%	≥ 50% 2 Yr Institution
42.6%	41.5%	41.6%	40.9%	≥ 50% 4 Yr Institution

Benchmark: 50%[11] (2yr/4yr) (by 2023)

Performance Measures:

IX. Percent of Idahoans ages 35-64 who have a college degree.

2013	2014	2015	2016	Benchmark
35.3%	34.4%	35.9%	N/A	≥ 37%

Benchmark: 37%[11] (by 2020)

X. Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)

2013	2014	2015	2016	Benchmark
6	15	15	N/A	≥ 20

Benchmark: 20[11] (by 2023)

XI. Number of first-time postsecondary institution students with a GED

2013	2014	2015	2016	Benchmark
3,731	3,476	2,761	2,145	≥ 3,000

Benchmark: 3,000[1]

XII. Number of non-traditional postsecondary institution graduates (age>39)

2013	2014	2015	2016	Benchmark

1,801	1,863	1,811	1,806	≥ 2,000

Benchmark: 2,000[11] (by 2020)

XIII. Number of veterans enrolled at public postsecondary institutions (broken out by full-time and part-time status)

2013	2014	2015	2016	Benchmark
2,578	2,307	2,171	2,026	≥ 2,500

Benchmark: 2,500[11] (by 2020)

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

Performance Measures:

VII. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

VIII. Percent of first-time, full-time, freshmen graduating within 150% of time

IX. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

X. Percent of new degree-seeking freshmen completing a gateway math course within two years

XI. Number of programs offering structured schedules.

XII. Median number of credits earned at completion of Associate's or Baccalaureate degree program.

	2013	2014	2015	2016	Benchmark
Associates	92	89	87	87	69
Baccalaureate	142	144	142	140	138

Benchmark: Transfer Students: 69/138[10] (by 2020)

	2013	2014	2015	2016	Benchmark
Associates	80	79	79	78	69
Baccalaureate	132	131	129	127	138

Benchmark: non-transfer students: 69/138[10] (by 2020)

~~**GOAL 1: A WELL-EDUCATED CITIZENRY**~~

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

Objective A: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

XII. Annual number of state-funded scholarships awarded and total dollaramount.

2013	2014	2015 (consolidated scholarships)	2016	Benchmark
8,225	7,864	1,787	1,798	≥ 3,000
$6,671,809	$6,187,700	$6,369,276	$6,528,700	≥ 16,000,000

Benchmark: 3,000[6], $16M[7] (by FY2023)

XIII. Proportion of postsecondary graduates with student loan debt.

2013 (class of 2012)	2014 (class of 2013)	2015 (class of 2014)	2016 (class of 2015)	Benchmark
64.3%	68.1%	71.3%	71.0%	<50%

Benchmark: 50% or less[8] (by FY2023)

XIV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

2013	2014	2015	2016	Benchmark
	25.7%	25.2%	33.0%	≥ 60%
32.0%	34.0%	37.0%	36.8%	≥ 60%

Benchmark: SAT – 60%[9] (by FY2023)
ACT – 60%[9] (by FY2023)

XV. Percent of high school graduates who participated in one or more advanced opportunities.

2013	2014	2015	2016	Benchmark
N/A	36.0%	38.9%	58.2%	≥ 80%

Benchmark: 80%[9] (by FY2023)

XVI. Percent of dual credit students who graduate high school with an Associate's Degree.

2013	2014	2015	2016	Benchmark
0.4%	0.4%	0.6%	1.0%	≥ 3%

Benchmark: 3%[10] (by FY2023)

XVII. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

2013	2014	2015	2016	Benchmark

Benchmark: (by FY2024)

~~XVII.~~XVIII. Percent of high school graduates who enroll in a postsecondary institution:

Within 12 months of high school graduation.

2013	2014	2015	2016 (excluding spring semester)	Benchmark
54.3%	52.0%	50.6%	44.6%	≥ 60%

Benchmark: 60%[11] (by FY2023)

Within 36 months of high school graduation.

2013 (class of 2010)	2014 (class of 2011)	2015 (class of 2012)	2016 (class of 2013)	Benchmark

N/A	63.4%	64.1%	65.2%	≥ 80%

Benchmark: 80%[12] (by FY2023)

~~XVIII.~~XIX. **Percent cost of attendance (to the student)**

2013	2014	2015	2016	Benchmark
1.9%	2.8%	-1.1%	-0.9%	< 4%

Benchmark: less than 4%[12] (by FY2023)

~~XIX.~~XX. **Average net cost to attend public institution.**

2013	2014	2015	2016	Benchmark
103.1%	107.0%	98.6%	92.0%	90% of peers

Benchmark: 4 year institutions - 90% of peers[12] (using IPEDS calculation) (by FY2023)

~~XX.~~XXI. **Expense per student FTE**

2013	2014	2015	2016	Benchmark
$20,303	$21,438	$22,140	$23,758	≤ $20,000

Benchmark: $20,000[12] or less (by FY2023)

~~XXI.~~XXII. **Number of degrees produced**

2013	2014	2015	2016	Benchmark
13,491	13,778	14,026	14,409	≥ 15,000

Benchmark: 15,000[11] (by FY2023)

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

~~**Performance Measures:**~~

~~V.I. Percent of Idahoans ages 35-64 who have a college degree.~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~35.3%~~	~~34.4%~~	~~35.9%~~	~~N/A~~	~~≥ 37%~~

~~**Benchmark:** 37%[6] (by 2020)~~

~~VI.I. Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~6~~	~~15~~	~~15~~	~~N/A~~	~~≥ 20~~

~~**Benchmark:** 20[6] (by 2023)~~

~~VII.I. Number of first-time postsecondary institution students with a GED~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~3,731~~	~~3,476~~	~~2,761~~	~~2,145~~	~~≥ 3,000~~

~~**Benchmark:** 3,000[1]~~

~~VIII.I. Number of non-traditional postsecondary institution graduates (age>39)~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~1,801~~	~~1,863~~	~~1,811~~	~~1,806~~	~~≥ 2,000~~

Benchmark: 2,000[6] (by 2020)

IX.I. Number of veterans enrolled at public postsecondary institutions (broken out by full-time and part-time status)

2013	2014	2015	2016	Benchmark
2,578	2,307	2,171	2,026	≥ 2,500

Benchmark: 2,500[6] (by 2020)

Objective C: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

X.I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

2013	2014	2015	2016	Benchmark
41.0%	40.0%	42.0%	N/A	≥ 60%

Benchmark: 60%[13] (by 2020)

XI.I. High School Cohort Graduation rate.

2013 (old graduation rate)	2014	2015	2016	Benchmark
84.1%	77.3%	78.9%	N/A	≥ 95%

Benchmark: 95%[6] (by 2023)

XII.I. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)

2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 2 Year Institution
56.3%	52.5%	53.7%	54.4%	≥ 75%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 2 Year Institution
60.3%	56.2%	58.7%	51.6%	≥ 75%
2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 4 Year Institution
70.4%	68.5%	73.0%	74.2%	≥ 85%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 4 Year Institution
74.4%	72.6%	72.9%	74.9%	≥ 85%

Benchmark: (2 year Institutions) 75%[6] (by 2020)
(4 year Institutions) 85%[6] (by 2020)

XIII.I. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).

2013 (cohort)	2014 (cohort)	2015	2016	Benchmark
18.1%	16.2%	20.1%	20.3%	≥ 50% 2 Yr Institution

42.6%	41.5%	41.6%	40.9%	≥ 50% 4 Yr Institution

Benchmark: 50%[6] (2yr/4yr) (by 2023)

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

Performance Measures:

I. Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.

Grade	Subject	2013	2014	2015	2016	Benchmark
5th	ELA	N/A	N/A	60.0%	62.0%	100%
5th	Math	N/A	N/A	30.0%	31.0%	100%
5th	Science	N/A	N/A	N/A	66.0%	100%
10th	ELA	N/A	N/A	52.0%	54.0%	100%
10th	Math	N/A	N/A	38.0%	50.0%	100%
10th	Science	N/A	N/A	62.9%	63.0%	100%

Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science)[14] (by 2023)

II. Average composite college placement score of graduating secondary students.

2013	2014	2015	2016	Benchmark
22.1	22.4	22.7	22.7	≥ 24
1,356	1,357	1,366	999	≥ 1010

Benchmark: ACT – 24[15] (by 2023)
SAT – 1010[10] (by 2023)

III. Percent of students meeting college readiness benchmark on SAT in Mathematics.

2013	2014	2015	2016	Benchmark
35.2%	33.0%	36.1%	35%	≥ 60%

Benchmark: 60%[10] (by 2023)

GOAL 23: WORKFORCE READINESS

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

III. Percentage of students participating in internships.

2013	2014	2015	2016	Benchmark
4.1%	3.5%	3.4%	3.9%	≥10%

Benchmark: 10%[12] (by 2023)

IV. Percentage of undergraduate students participating in undergraduate research.

Institution	2014	2015	2016	Benchmark
BSU	29%	29.40%	35.2%	≥ 40%
ISU		41%	45%	≥ 50%
UI	59.60%	61.13%	58.80%	≥ 60%

Benchmark: Varies by institution[12] (by 2023)

V. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

2013	2014	2015	2016	Benchmark
1:0.24	1:0.24	1:0.24	1:0.24	1:0.24

Benchmark: 1:0.25[10] (by 2023)

VI. Increase in postsecondary programs tied to workforce needs.

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	New measure	10

Benchmark: 10[16] (by 2023)

~~**Objective B: Innovation and Creativity –** Increase the creation and development of ideas and concepts that provide solutions to communities, the state, the nation, and global needs.~~

~~**Performance Measures:**~~

~~**I. Total amount of research expenditures**~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~Baseline ($121,580,993)~~	~~17.4% ($142,771,851)~~	~~2.8% ($146,699,825)~~	~~N/A~~	~~≥ 20% increase~~

~~**Benchmark:** 20%[7] increase (by 2023)~~

~~**II. Percentage of graduates employed in Idaho 1 and 3 years after graduation**~~

~~2013 (class of 2011)~~	~~2014 (class of 2012)~~	~~2015 (class of 2013)~~	~~2016 (class of 2014)~~	~~Benchmark 1 yr after graduation~~
~~77%~~	~~77%~~	~~77%~~	~~77%~~	~~≥ 80%~~
~~2013 (class of 2009)~~	~~2014 (class of 2010)~~	~~2015 (class of 2011)~~	~~2016 (class of 2012)~~	~~Benchmark 3 yrs after graduation~~
~~N/A~~	~~N/A~~	~~69%~~	~~70%~~	~~≥ 75%~~

~~**Benchmark:** 1 year - 80%[6] (by 2023)~~
~~**Benchmark:** 3 years - 75%[6] (by 2023)~~

Objective C: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Performance Measures:

VI. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.

2013	2014	2015	2016	Benchmark
8	8	8	8	8

Benchmark: 8[17] graduates at any one time (annual – FY18)

VII. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	51%	≥ 60%

Benchmark: 60%[18] (by 2023)

VIII. Percentage of Family Medicine Residency graduates practicing in Idaho.

Program	2013	2014	2015	2016	Benchmark
Boise	54%	54%	53%	53%	≥ 60%
ISU	48%	48%	50%	50%	≥ 60%
CDA	NA	NA	NA	NA	≥ 60%

Benchmark: 60%[18] (by 2023)

IX. Percentage of Psychiatry Residency Program graduates practicing in Idaho.

2013	2014	2015	2016	Benchmark
100% (3)	100% (2)	100% (1)	N/A	≥ 50%

Benchmark: 50%[18] or more (annual – FY18)

X. Medical related postsecondary programs (other than nursing).

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	85 (new measure)	100

Benchmark: 100[16] (by 2023)

~~GOAL 3: DATA-INFORMED DECISION-MAKING~~

~~Objective A: Data Access and Transparency~~ ~~**- Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.**~~

~~Performance Measures:~~

~~**II. Development of a single K-20 data dashboard and timeline for implementation.**~~

~~**Benchmark:** Completed by FY2018~~

GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM – Ensure educational resources are coordinated throughout the state and used effectively .

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

II. Development of a single K-20 data dashboard and timeline for implementation.
Benchmark: Completed by FY2018[15]

~~**Objective A: Quality Teaching Workforce –** Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.~~

~~**Performance Measures:**~~

~~III. Median SAT/ACT score of students in public institution teacher training programs.~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~N/A~~	~~N/A~~	~~N/A~~	~~N/A~~	~~≥ 24~~
~~Old test~~	~~Old test~~	~~Old test~~	~~N/A~~	~~≥ 1010~~

~~**Benchmark:** ACT – 24[19] (by 2023)~~
~~SAT – 1010[14] (by 2023)~~

~~IV. Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis Subject Assessments (formerly the Praxis II).~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~N/A~~	~~N/A~~	~~N/A~~	~~96.5%~~	~~≥ 90%~~

~~**Benchmark:** 90%[20] (by 2023)~~

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

~~IV.~~III. **Percent of Idaho community college transfers who graduate from four year institutions.**

2013 (2010 transfer)	2014 (2011 transfer)	2015 (2012 transfer)	2016 (2013 transfer)	Benchmark
N/A	19.0%	19.5%	13.5%	25%

Benchmark: 25%[20] (by 2023)

~~V.~~IV. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**

2013	2014	2015	2016	Benchmark
62.8%	62.9%	60.7%	N/A	< 55% 2 yr institution
21.5%	23.2%	23.5%	N/A	< 20 4 yr institution

Benchmark: 2 year – less than 55%[11] (by 2023)
4 year – less than 20%[11] (by 2023)

~~VI.~~V. **Percent of postsecondary students participating in a remedial program who successfully completed the program or course**

2013	2014	2015	2016	Benchmark
54%	46%	55%	57%	≥ 65%

Benchmark: 65%[11] (by 2023)

Objective C: Productivity and Efficiency – Utilize program prioritization for resource allocation and reallocation at the postsecondary institutions.

Performance Measures:

VI. Graduates per $100,000

2013	2014	2015	2016	Benchmark
1.5	1.5	1.5	1.5	≥ 1.7 or more

Benchmark: 1.7[5] or more (by 2020)

VII. Number of graduates

2013	2014	2015	2016	Benchmark
12,216	12,335	12,431	12,916	≥ 13,000 or more

Benchmark: 13,000[6] (by 2020)

VIII. Cost per undergraduate weighted student credit hour

2013	2014	2015	2016	Benchmark
$493	$519	$536	$565	< $500
94.1%	98.2%	98.9%	93.1%	90% of WICHE peers

Benchmark: no more than $500[5] (by 2023)

Benchmark: 2 year – 90%[3] of public 2-year institutions from WICHE states (annual – FY18)

IX. Median number of credits earned at completion of Associate's or Baccalaureate degree program.

	2013	2014	2015	2016	Benchmark
Associates	92	89	87	87	69
Baccalaureate	142	144	142	140	138

Benchmark: Transfer Students: 69/138[5] (by 2020)

	2013	2014	2015	2016	Benchmark
Associates	80	79	79	78	69
Baccalaureate	132	131	129	127	138

Benchmark: non-transfer students: 69/138[5] (by 2020)

X. Institutional reserves comparable to best practice.

2013	2014	2015	2016	Benchmark
BSU = 5.0%; ISU= 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU= 16.2%; UI = 4.2%; LCSC = 6.5%	BSU = 5.1%; ISU= 15.6%; UI = 5.1%; LCSC = 6.3%	BSU = 5.3%; ISU= 11.8%; UI = 5.4%; LCSC = 6.0%	5%

Benchmark: A minimum target reserve of 5% of operating expenditures[21] (annual – FY18)

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

[1] Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

~~[4] Benchmark set based on staff analysis of national best practices for public postsecondary institutions.~~

[5] Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

[6] Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

[7] Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

[8] Benchmarks are set based on analysis of available and projected resources (staff, facilities, and

funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

[9] Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

[10] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

[12] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

~~[13] Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.~~

~~[14] Benchmark is set based on a desired level of achievement for all students in Idaho.~~

~~[15] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement (likely hood of being successful at the postsecondary level).~~

[16] New measure.

[17] Benchmark is set based on projected and currently available state resources.

[18] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

~~[19] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). This is a new measure and still under development.~~

~~[20] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on analysis of workforce needs in Idaho.~~

~~[21] Benchmark set based on staff analysis of national best practices for public postsecondary institutions.~~

Strategic Planning Requirements

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Bard at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The plans must include a mission and vision statement, where the statutory requirements allow for a mission or vision statement and in the case of the institutions, the definition of mission statement includes the institutions core themes.

Pursuant to State Code and Board Policy, each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.

SUBJECT

Higher Education Task Force Recommendations – Implementation Progress

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.
December 2017	Board approved implementation prioritization of the Higher Education Task Force recommendations at the committee level.

ALIGNMENT WITH STRATEGIC PLAN

Full implementation of the Higher Education Task Force (Task Force) Recommendations will impact all four of the Board's strategic plan goals.

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 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.

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). Each of the committees were assigned the task of prioritizing their assigned recommendations. Committee priorities were brought back to the Board for consideration at the regular December Board meeting. The Board approved all prioritization recommendations as submitted.

IMPACT

This item will inform the Board of the progress being made by each of the Board's standing committees on the implementation progress of the Task Force recommendations.

ATTACHMENTS

Attachment 1 – Recommendation Assignments Page 3

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.

Many of the recommendations touching on the K-12 education portion of the pipeline will require administrative rule or Idaho Statute changes. Any recommendations contingent on amendments to administrative rule or Idaho Statute changes will have to be implemented in alignment with the rule promulgation or Executive Agency Legislation annual timelines.

Each of the committee chairs will give a brief status update or their assigned recommendations. 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.

BOARD ACTION

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

Recommendation Committee Assignments

Recommendation	Committee Assignment
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).	**BAHR –** Lead Business Affairs and HR Systems **IRSA** Admissions and Registration (student services) **PPGA** Governmental Affairs Directors consolidation of efforts.
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.	**PPGA** Amendment to strategic plan and communications and outreach.
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.	**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 audit/student data analytics system[1] 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 8th 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.

[1] Implementation of this recommendation has been initiated with the amendment to the FY19 budget request.

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 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.	**IRSA** – Lead Development of program targeting individuals with some credits and no degree. Implementation of a degree audit/student data analytics system[1] **PPGA** Amendments to scholarship requirements in Idaho Code and Admin Code[2]
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.	**IRSA**
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.	**BAHR –** Lead Institutional efficiencies, lower tuition and fees, elimination/ streaming of student fees. **PPGA** Legislation for scholarships
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: 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 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.	**BAHR**
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.	Varied depending on individual recommendation. Additional staff work needed in this area.
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)	**IRSA**

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

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)	**IRSA**
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)	**IRSA**

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SUBJECT

Public Schools Accountability – Trajectory Growth Model

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
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	The Board approved proposed rule IDAPA 08.02.03.111 through 114, to implement a new accountability system for the State of Idaho
November 2016	The Board approved pending rule IDAPA 08.02.03.111 through 114, to implement a new accountability system for the State of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, IDAPA 08.02.03., Rules Governing Thoroughness, subsection 112
Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act.

BACKGROUND/DISCUSSION

The state public school accountability system is currently outlined in Administrative Code, IDAPA 08.02.03.112. Since the creation of the accountability provisions in 1997 there have been many changes at both the state and federal level. The changes at the federal level with the reauthorization of the Elementary Secondary Education Act through the Every Student Succeeds Act provided the state with the opportunity to develop a single accountability system that meets both the state and federal accountability needs.

The new public school accountability system approved by the board in August 2016, established three categories for schools to be grouped for accountability purposes as well as specific indicators for each group of schools. The measures that make up the framework are incorporated into the rule at the category level.

The specific details around the growth model as a measure in K-8 schools must now be approved by the Board.

IMPACT

Approval of the growth toward proficiency trajectory will allow the Department to calculate ISAT growth toward proficiency starting with the 2017-2018 school year for the state accountability system.

ATTACHMENTS

Attachment 1 – Trajectory Model Presentation Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03.112.02.ii, state accountability system includes an academic measure of ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education." The Department, working with Idaho's Technical Advisory Committee, is proposing a three year growth trajectory model.

BOARD ACTION

I move to approve the ISAT growth toward proficiency model, calculating a three year growth trajectory for use in the state accountability system.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

2/5/2018

Background

- Idaho's new vision for accountability is sharing clear, understandable data bout school performance using a variety of indicators as outlined in IDAPA rule 08.02.03.112.
- These indicators are also used to identify the bottom 5% of schools for Title 1 Support.
- Report publicly these key performance indicators on the school, district and state report card.
- Schools separated into three categories
  - K-8
  - High Schools
  - Alternative High Schools

- ISAT Standards Achievement Test (ISAT) Proficiency
- ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education
- ISAT proficiency gap closure
- Idaho statewide reading assessment proficiency
- English Learners achieving English language proficiency
- English Learners achieving English language growth toward proficiency

- Conceptually straightforward
- Consistent with the ISAT scoring structure
  - Vertical scale ranging from ~2,000 – ~3,000

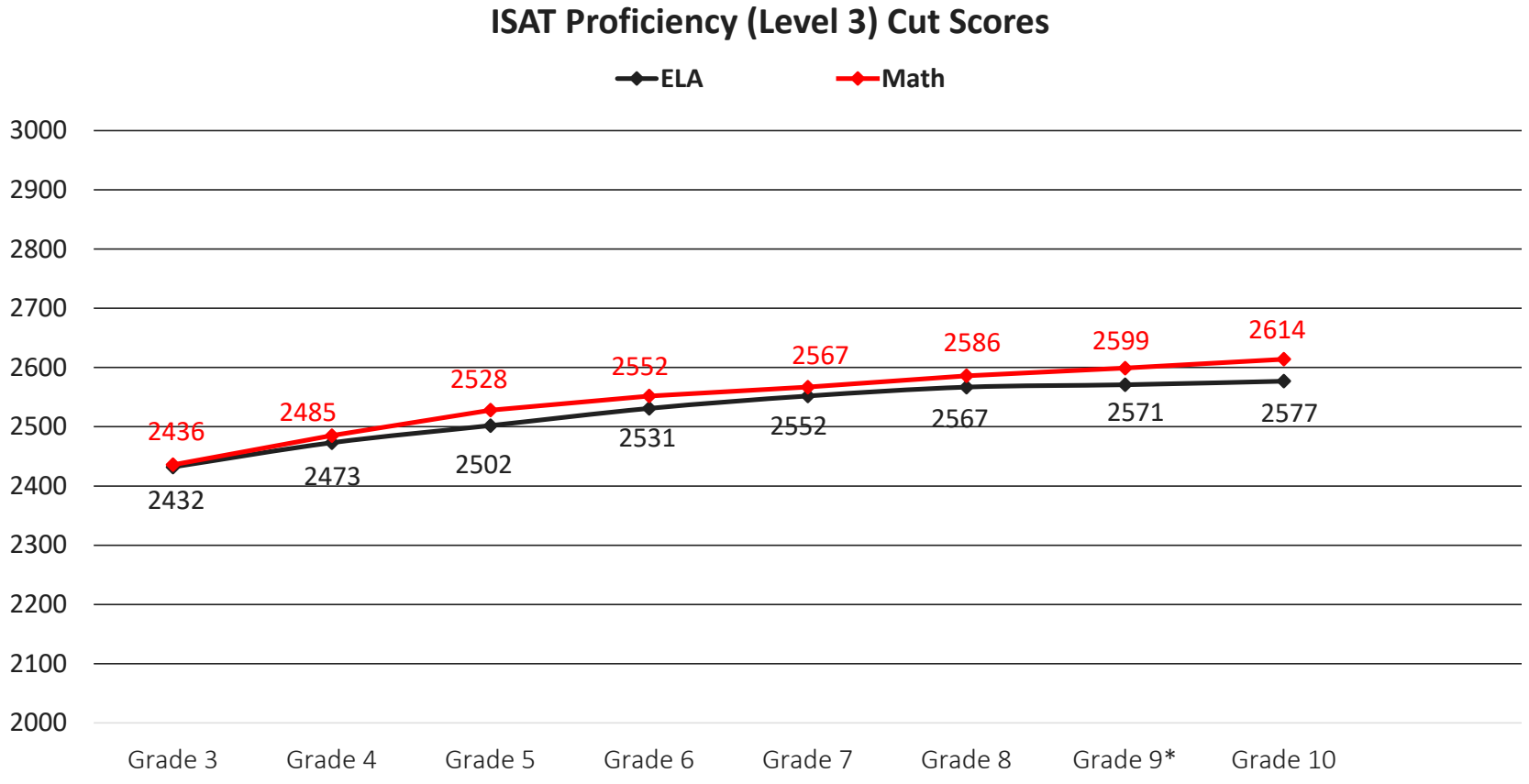
To define a trajectory model we must determine three things:

1. What standard the student is expected to reach?
2. Using what growth assumption?
3. Over what time period?

Standard

1. What standard is the student expected to reach?
   - Defined in IDAPA Rule Language – *growth toward proficiency*
     - We interpret IDAPA Rule language *growth toward proficiency* to be the Level 3 cut score on the ISAT Assessments

Standard = Proficiency



Growth Assumption

2. Using what growth assumption?
   - Predicted future outcome(s): is the student predicted to reach the desired standard?
   - Desired future outcome(s): is the student making annual progress to reach the desired standard?

Not defined in the rule but *implied* in rule language 'growth toward proficiency'

Interpreted as annual improvement to meet *future proficiency*

Time Period

3. Over what time period?
   - This is not defined in the rule
   - Recommendation from AOC to report:
     - The percent of students on track to be proficient in three (3) years

     AND
     - The percent of students on track to be proficient in grade 10

Trajectory Model Example

Sally is a 5th grader in 2018

Sally's ISAT ELA Scale Score in 2017 (grade 5) was 2447

- To be proficient in three years (grade 8) Sally needs to score 2567
- Sally needs to increase her ELA scale score by 120 points to be proficient in 3 years (2567-2447 = 120)

- Dividing the target of 120 by 3(years) and we note Sally's annual scale score growth target is 40 points
- In 2018 – Sally needs to score 2487 to be considered on track to be proficient in 3 years
- *To be proficient by grade 10 (2577), Sally needs to increase her ELA scale score by 130 points (2577 – 2447). Dividing the target of 130 by 5 years, Sally would have an annual scale score growth target of 26 points and would need to score 2473 to be on track to be proficient by grade 10.*

Percent of grade 4 Students Reaching 2017 Target

2016 (beginning) Achievement Level	Math 3 Year (N=21,665)	Math 8th Grade (N=21,665)	Math 10th Grade (N=21,665)	ELA 3 Year (N=21,675)	ELA 8th Grade (N=21,675)	ELA 10th Grade (N=21,675)
Level 1	31.5%	50.5%	52.1%	32.4%	47.5%	51.3%
Level 2	42.6%	54.8%	53.8%	46.0%	53.3%	55.6%
Level 3	59.0%	63.6%	60.5%	60.2%	62.0%	62.9%
Level 4	75.2%	71.1%	66.8%	72.5%	66.8%	65.2%

Percent of Grade 5 Students Reaching 2017 Target

2016 (beginning) Achievement Level	Math 3 Year (N=21,290)	Math 8th Grade (N=21,290)	Math 10th Grade (N=21.290)	ELA 3 Year (N=21,303)	ELA 8th Grade (N=21,303)	ELA 10th Grade (N=21,303)
Level 1	21.9%	30.0%	31.1%	38.8%	47.7%	49.1%
Level 2	38.8%	42.8%	44.5%	55.0%	58.8%	59.1%
Level 3	63.2%	62.8%	65.2%	65.5%	65.9%	64.3%
Level 4	81.0%	76.0%	77.0%	79.0%	75.1%	74.1%

Percent of Grade 6 Students Reaching 2017 Target

2016 (beginning) Achievement Level	Math 3 Year (N=21,355)	Math 8th Grade (N=21,355)	Math 10th Grade (N=21,355)	ELA 3 Year (N=21,368)	ELA 8th Grade (N=21,368)	ELA 10th Grade (N=21,368)
Level 1	26.8%	26.8%	28.2%	37.0%	37.0%	38.1%
Level 2	45.6%	45.6%	47.3%	48.0%	48.0%	49.2%
Level 3	58.5%	58.5%	57.4%	58.4%	58.4%	59.3%
Level 4	76.4%	76.4%	77.5%	69.9%	69.9%	71.5%

Percent of grade 7 Students Reaching 2017 Target

2016 (beginning) Achievement Level	Math 3 Year (N=20,893)	Math 8th Grade (N=20,893)	Math 10th Grade (N=20,893)	ELA 3 Year (N=20,925)	ELA 8th Grade (N=20,925)	ELA 10th Grade (N=20,925)
Level 1	15.1%	14.3%	15.1%	24.5%	23.8%	24.5%
Level 2	35.6%	36.8%	35.6%	49.0%	48.1%	49.0%
Level 3	66.7%	64.5%	66.7%	73.7%	72.0%	73.7%
Level 4	89.2%	87.0%	89.2%	90.0%	88.7%	90.0%

Percent of grade 8 Students Reaching 2017 Target

2016 (beginning) Achievement Level	Math 3 Year (N=20,488)	Math 8th Grade (N=20,488)	Math 10th Grade (N=20,488)	ELA 3 Year (N=20,518)	ELA 8th Grade (N=20,518)	Math 10th Grade (N=20,518)
Level 1	5.2%	0.8%	5.2%	8.2%	3.1%	8.2%
Level 2	19.4%	16.4%	19.4%	31.4%	29.2%	31.4%
Level 3	69.4%	67.2%	69.4%	82.2%	79.1%	82.2%
Level 4	98.8%	97.9%	98.8%	99.1%	98.8%	99.1%

Analysis of Data

More time increases chances of reaching the proficiency target.

- ELA: 55.3% of students reaching 3 year targets, 56.7% of students reaching 8th grade targets, and 57.1% reaching 10th grade targets.
- Mathematics: 47.3% of students reaching 3 year targets, 49.3% of students reaching 8th grade targets, and 46.1% reaching 10th grade targets.

Low achieving students have much more difficult targets to reach than higher achieving students.

- Economically disadvantaged students (who tend to be lower achieving than their non-disadvantaged counterparts) have more difficult targets.
- Special education students have more difficult targets as well.

Questions

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

SUBJECT

Master Educator Premium – West Side School District Request for Local Model

REFERENCE

May 9, 2016	Board approved the Master Teacher Premium standards
August 10, 2017	Board approved final Master Educator standards, scoring rubrics and templates

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-1004I, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

Section 33-1004I, Idaho Code established the Master Teacher Premium in 2015 to recognize and financially reward outstanding instructional staff. In 2017, the Board proposed and the Legislature enacted changes to the premium, adding pupil service staff and renaming it the Master Educator Premium (Premium).

To be eligible for the Premium, educators must meet certain minimum requirements, as well as show evidence of mastery of instructional techniques and professional practices. Evidence may be shown through a process established by the State Board of Education (Board) or locally established processes approved by the Board. Those educators recognized as Master Educators will earn an additional $4,000 per year for three years. Following the initial three-year period, educators are eligible to receive the Premium on an annual basis based on continued eligibility.

Pursuant to Section 33-1004I, Idaho Code, to qualify for the Premium, an educator must have a minimum of eight (8) years teaching experience (the three (3) years immediately preceding the award must be continuous). Additionally, for three (3) of the previous five (5) years of instruction, the educator must show:

1. Mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and
2. Majority of students meeting measurable student achievement criteria.

The process/plan for educators to show evidence of mastery, if developed at the district level, must be developed by a committee of educators, administrators and stakeholders and be approved by the State Board.

The West Side School District has submitted for review their plan for a local model of the Master Educator Premium. This model proposed minor modifications to standards 1 and 3, and adds an additional standard as follows:

Board Approved Component	Proposed Modification	Rationale
1.1 Influences decision-making as an advocate for students	**1.1 Influences the school or district priorities**	Our school community feels a strong need to stay focused on local priorities. We want educators to feel empowered to make changes beyond what they are currently doing. This is especially important as we are transitioning to multi-age classrooms and standards-based reporting in the elementary school, as well as competency-based education in our secondary schools. Teachers have led this change and need to continue to be leaders among their peers.
1.3 Provides leadership	**1.3. Provides leadership and support**	Teachers who are involved in mentoring and coaching colleagues exhibit teacher leadership. With the amount of significant change on our district's horizon and the need for best teaching practices, in addition to increased teacher expectations, these characteristics are crucial to accomplishing district goals and increasing student achievement.
3.2 Inspires students to take academic risks, explore, and think critically to achieve high levels of learning	**3.2 Inspires students to take academic risks, explore, and think critically to achieve high levels of learning by being a leader and mentor within the personalized competency-based educational environment.**	Research supports the need for teachers to be personally and actively involved in a child's learning. We want teachers to mentor students of all ages in goal setting, life management, and academic pursuits. These increased individualized teacher actions will help our students be more productive while in school and will aide in life's transitions.
3.4 Demonstrates holistic knowledge about individual students' lives	**3.4 Demonstrates holistic knowledge about individual students' lives**	Our school district does not have the diversity like many school districts in the state. We are 94% Caucasian with a majority of our students coming from homes that qualify for free or reduced lunch. Therefore, to make this section achievable by our teachers, stakeholders felt it necessary to focus on specific student needs. This section will be influenced by input received from the parents and students that specifically reflects teacher's effort to meet needs of the whole child.
	5.9 Use of effective technology	The West Side School District believes strongly in utilizing technology in education. We are 1:1 with digital devices in grades K-12. We recognize when technology is used appropriately it will increase student engagement and expedite learning. As teachers increase their knowledge and become more comfortable using accessible technology, student achievement will increase.

The proposed local Educator Premium plan would be used for West Side School District instructional staff, all West Side School District pupil service staff would use the state level Board approved model, with portfolios being evaluated through the Office of the State Board.

IMPACT

Approval of the local model for Idaho's Master Educator Premium plan will allow West Side School District to evaluate and approve instructional staff for the Master Educator Premium, at the local level.

ATTACHMENTS

Attachment 1 – West Side Master Educator Premium Plan Narrative – Modifications, Rationale, and District Approval Process Page 5
Attachment 2 – West Side Master Educator Standards and Rubric for Instructional Staff Page 8

STAFF COMMENTS AND RECOMMENDATIONS

Staff worked closely with West Side district leaders, encouraging them to clearly illustrate the differences between the original standards, including district rationale, in the attached crosswalk.

Staff also worked closely with district leaders to ensure that all protocols were followed in gathering district input and fully vetting the proposal among stakeholders. Staff recommends approval of the plan.

BOARD ACTION

I move to approve West Side school district local Master Educator Premium Plan as outlined in Attachments 1 and 2.

Moved by_____Seconded by_____Carried Yes____No ____

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The Master Educator Scoring Rubric has been modified by stakeholders in the West Side School District. We modified sections 1.1, 1.3, 3.2, 3.4, and we added 5.9. Below are the modified components, side by side with the original component language, and West Side's rationale for each:

Component 1.1 - Original Master Educator Premium			
Characteristics	2 points each	1 point each	0 points each
1.1 Influences decision-making as an advocate for students	The evidence demonstrates that the teacher advocates for students ' best interests through shaping policy at the building, district, state, and/or national level including professional organizations focused on improving teacher quality and student achievement.	The evidence demonstrates that the teacher is involved in professional efforts to advance teaching and learning.	The evidence demonstrates that the teacher is not involved in efforts to advance teaching and learning.
Component 1.1 - Proposed West Side Modification			
Characteristics	2 points each	1 point each	0 points each
1.1 Influences the school or district priorities	The evidence demonstrates that the teacher is actively engaged in influencing school or district priorities, activating meaningful change, while empowering both teachers and administrators to see beyond the current or traditional roles of the school in fostering teacher leadership.	The evidence demonstrates that the teacher is partially engaged in school or district priorities to foster teacher leadership.	There is little evidence the teacher is engaged in influencing school or district priorities to foster teacher leadership.
Rationale for Modification	Our school community feels a strong need to stay focused on local priorities. We want educators to feel empowered to make changes beyond what they are currently doing. This is especially important as we are transitioning to multi-age classrooms and standards-based reporting in the elementary school, as well as competency-based education in our secondary schools. Teachers have led this change and need to continue to be leaders among their peers.		
Component 1.3 - Original Master Educator Premium			
Characteristics	2 points each	1 point each	0 points each
1.3 Provides leadership	The evidence demonstrates that the teacher takes multiple leadership roles in department, school, district, state, national, and/or professional organizations' decision-making activities, such as curriculum development, staff development and/or policy design.	The evidence demonstrates that the teacher acts in leadership roles that are narrow in scope or limited.	The evidence demonstrates that the teacher participates in meetings as required.
Component 1.3 - Proposed West Side Modification			
Characteristics	2 points each	1 point each	0 points each
1.3. Provides leadership and support	Evidence shows that teacher engages in roles of coaching and mentoring, promotes an environment of trust and respect, fosters the development of fellow teachers, valuing and respecting where they are in their personal practice, or helps colleagues to make their own professional decisions by asking appropriate questions and encouraging reflection.	The evidence shows that the teacher sometimes values the importance professional improvement and development for the benefit of students and/ or sometimes engages in peer assistance and review for personal feedback and growth. Occasionally allows colleagues to observe in their classroom.	The evidence demonstrates that the teacher occasionally provides leadership or professional development and support for peers.
Rationale for Modification	Teachers who are involved in mentoring and coaching colleagues are evidence of teacher leadership. With the amount of significant change on our district's horizon and the need for best teaching practices, in addition to increased teacher expectations, these characteristics are crucial to accomplishing district goals and increasing student achievement.		
Component 3.2 - Original Master Educator Premium			
Characteristics	2 points each	1 point each	0 points each
3.2 Inspires students to take academic risks, explore, and think critically to achieve high levels of learning	The evidence demonstrates that the teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning. The teacher supports learners' growing ability to participate in decision-making, problem solving, and critical thinking.	The evidence demonstrates that the teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning.	The evidence demonstrates limited support of learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning.
Component 3.2 - Proposed West Side Modification			
Characteristics	2 points each	1 point each	0 points each

3.2 Inspires students to take academic risks, explore, and think critically to achieve high levels of learning by being a leader and mentor within the personalized competency-based educational environment.	The evidence demonstrates that the teacher supports all learners by helping students set goals and achieve personal benchmarks through improved decision-making, problem solving, time managements, and critical thinking skills.	The evidence demonstrates that the teacher supports some learners by helping some students set goals and achieve personal benchmarks. An attempt is made to help students acquire better behavioral skills.	The evidence demonstrates the teacher has limited success in helping students set goals and achieve personal benchmarks.
Rationale for Modification	Research supports the need for teachers to be personally and actively involved in a child's learning. In all ages of students, we want teachers to mentor students in goal setting, life management, and academic pursuits. This increased individualized teacher actions will help our students be more productive while in school and will aide in life's transitions.		
Component 3.4 - Original Master Educator Premium			
Characteristics	2 points each	1 point each	0 points each
3.4 Demonstrates holistic knowledge about individual students' lives	The evidence demonstrates that the teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning experiences that enable each learner to meet high standards.	The evidence demonstrates that the teacher understands learner differences within and across diverse communities to design learning experiences that enable each learner to meet high standards.	The evidence displays limited understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning
Component 3.4 - Proposed West Side Modification			
Characteristics	2 points each	1 point each	0 points each
3.4 Demonstrates holistic knowledge about individual students' lives	The evidence demonstrates that the students feel the teacher has a genuine care and concern for his/her well being as an individual in and out of the classroom that leads the student to listen and grow academically. Majority of student/parent surveys reflect the statement above.	The evidence demonstrates that the students feel the teacher has a genuine care and concern for his/her well being as an individual in and out of the classroom that leads the student to listen and grow academically. Some of student/parent surveys reflect the statement above.	The evidence displays limited understanding of learners" commonalities and individual differences within and across diverse communities to design culturally responsive learning.
Rationale for Modification	Our school district does not have the diversity like many school districts in the state. We are 94% Caucasian with a majority of our students coming from homes that qualify for free or reduced lunch. Therefore, to make this section achievable by our teachers, stakeholders felt it necessary to focus on specific student needs. This section will be influenced by input received from the parents and students that specifically reflects teacher's effort to meet needs of the whole child.		
There is no 5.9 in Idaho State Board of Education Rubric. West Side School District has chosen to add this section.			
Component 5.9 - Proposed West Side Addition			
Characteristics	2 points each	1 point each	0 points each
5.9 Use of effective technology	The evidence shows the teacher demonstrates appropriate use of existing technology to enhance learning for students, and offer learning opportunities that would otherwise be inaccessible.	The evidence shows the teacher sometimes uses technology as a tool for communicating beyond teaching and learning.	The evidence that the teacher occasionally has appropriate use of technology.
Rationale for Modification	The West Side School District believes strongly in utilizing technology in education. We are 1:1 with digital devices in grades K-12. We recognize when technology is used appropriately it will increase student engagement and expedite learning. As teachers increase their knowledge and become more comfortable using accessible technology, student achievement will increase.		

Time frame on stakeholder feedback:

July 19, 2016 Public Board Meeting
Master Teacher Premium: Superintendent Barzee explained the basic requirements of the Master Teacher Premium, which will be given to teachers who have taught at least eight years or more. Teachers who meet the minimum state and district qualifications would receive $4,000 a year for three years beginning in 2019-20 school year and would then have to continue to reapply every year thereafter. Mr. Barzee stated he will be providing more information in future meetings. It is a beneficial idea for teachers but will require work and time on their part, and it will be interesting to see if the funding will be available.

November 16, 2016 Public Board Meeting
Master Teacher Premium: Mr. Barzee gave another update on this topic which he has
apprized the Board of in the past. He stated that he is meeting with teachers tomorrow morning to receive their input on whether to follow the State's standards or to modify them as a District and submit to the State in February for approval. It is a significant decision because the teachers who will qualify receive $4,000 for three years and then reapply each year following. Mr. Barzee feels it will be a good thing if the teachers are invested in whichever direction is decided upon.

November 17, 2016 - meeting with teachers
On this day, teachers and administrators extensively reviewed the Idaho Master Teacher Premium Standards as the rubric had not yet been developed. As the standards were reviewed, teachers provided examples of how they might meet the standard. Additionally, they provided input on the clarity of the standards. The process of teachers pursuing the Master Teacher Premium Rubric was delayed because there was no developed rubric and there was uncertainty about this initiative being funded.

November 16, 2017 - meeting with teachers
Teachers and administrators met and reviewed each component. They compared each of the components to the rubric. After the review, teachers gave input on how they would be able to show evidence or mastery for each component listed. Notes were taken about how the district could improve the document and make it more applicable to the needs of the West Side School District. Teachers also asked many questions they had pertaining to the initiative. Questions were recorded and sent to the Board of Education for clarification.

December 20, 2017 Board Meeting Public Board Meeting
Mr. Barzee reiterated qualifications for and monetary rewards associated with the Master Teacher Premium process. This process will aide in teacher development, refine teaching expertises, encourage best teacher practices, and will reward hard working teachers. With the help of teachers and administrators, our district is currently in the process of rewriting five (now 4?) of the 22 sections of the rubric. A section on technology will also be added to the rubric.

In December of 2017 and January of 2018 teachers provided input on the proposed rubric changes.

West Side School District #202
626 North Westside Hwy • P.O. Box 39 • Dayton, ID 83232

West Side School District Master Educator - Instruction Rubric

MASTER TEACHER RUBRIC AND SCORING PROCEDURES - OVERVIEW

To be designated as a Master Educator in the West Side School District, educators must clearly demonstrate the following characteristics in a way that directly impacts student learning. Master Educators will achieve exemplary scores in four of the five standards on the scoring rubric.

At least two members of the Master Educator Committee will score each application, and scores for each standard will be compared to determine a candidate's final score. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation.

Candidate: Evaluator: 1

Standard 1: ***Leadership***. Master Teachers ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

Characteristics	2 points each	1 point each	0 points each	Score for Standard 1
1.1 Influences the school or district priorities	The evidence demonstrates that the teacher is actively engaged in influencing school or district priorities, activating meaningful change, while empowering both teachers and administrators to see beyond the current or traditional roles of the school in fostering teacher leadership.	The evidence demonstrates that the teacher is partially engaged in school or district priorities to foster teacher leadership.	There is little evidence the teacher is engaged in influencing school or district priorities to foster teacher leadership.	
1.2. Initiates innovations	The evidence demonstrates that the teacher is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.	The evidence demonstrates that the teacher implements change with school, district and state directive.	The evidence demonstrates that the teacher implements change as mandated by the principal.	

1.3. Provides leadership and support	Evidence shows that teacher engages in roles of coaching and mentoring, promotes an environment of trust and respect, fosters the development of fellow teachers, valuing and respecting where they are in their personal practice, or helps colleagues to make their own professional decisions by asking appropriate questions and encouraging reflection.	The evidence shows that the teacher sometimes values the importance professional improvement and development for the benefit of students and/ or sometimes engages in peer assistance and review for personal feedback and growth. Occasionally allows colleagues to observe in their classroom.	The evidence demonstrates that the teacher occasionally provides leadership or professional development and support for peers.	
For a Master Teacher candidate to meet Standard 1, the candidate must demonstrate consistent leadership that has a direct impact on student learning. Candidate offered evidence that supported and/or clarified the written response: ☐ YES ☐ NO If "no" = subtract 2 points. **Comments:o**				Max Score of 6 5-6 exemplary 3-5 adequate 0-2 area for growth **SCORE**

Candidate: Evaluator: 3

Standard 2: Professional Collaboration and Partnerships. Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

Characteristics	2 points	1 point each	0 points each	Score for Standard 2
2.1 Serves as resource for colleagues, administrators, students, parents, and community	The evidence demonstrates that the teacher consistently acts as a resource for others inside and outside of the education community, reaching across professions to provide support.	The evidence demonstrates that the teacher occasionally acts as a resource for others inside or outside of the education community.	The evidence demonstrates that the teacher is not involved as a resource.	
2.2 Create an environment of respect and rapport with the larger community	The evidence demonstrates that the teacher collaborates effectively with the local community, parents and/or community agencies, when and where appropriate, to promote a positive environment for student learning.	The evidence demonstrates that the teacher occasionally collaborates with the parents.	The evidence demonstrates that the teacher does not collaborate with the local community, community agencies, or parents	
2.3 Engages in collaborative contexts with peers	The evidence demonstrates that the teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among	The evidence demonstrates that the teacher's relationships with colleagues are characterized by mutual support and cooperation; the	The evidence demonstrates that the teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The	

	the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry through peer observation, peer feedback, peer coaching, professional dialogue, and/or other collegial learning activities.	teacher actively participates in a culture of professional inquiry but may not initiate activities.	teacher participates in the school's culture of professional inquiry when invited to do so.	
For a Master Teacher candidate to meet Standard 2, the candidate must demonstrate focused collaboration that has a direct impact on student learning. Candidate offered evidence that supported and /or clarified the written response: ☐ YES ☐ NO If "no" = subtract 2 points. **Comments:**				Max Score of 6 5-6 exemplary 3-4 adequate 0-2 area for growth **SCORE**

Candidate: Evaluator: 5

Standard 3: Students and Learning Environment. Master Teachers demonstrate knowledge and caring to connect instruction to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of learning for all students, and create a culture of civility and success. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

Characteristics	2 points each	1 point each	0 points each	Score for Standard 3
3.1 Creates a culture of mutual respect with parents and students	The evidence demonstrates that the teacher collaborates with others to create environments in and out of the classroom that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation.	The evidence demonstrates that the teacher creates a classroom environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self motivation.	The evidence demonstrates that the classroom environment limits mutual respect, collaborative learning, social interaction, active learning and self-motivation.	

3.2 Inspires students to take academic risks, explore, and think critically to achieve high levels of learning by being a leader and mentor within the personalized competency-based educational environment.	The evidence demonstrates that the teacher supports all learners by helping students set goals and achieve personal benchmarks through improved decision-making, problem solving, time managements, and critical thinking skills.	The evidence demonstrates that the teacher supports some learners by helping some students set goals and achieve personal benchmarks. An attempt is made to help students acquire better behavioral skills.	The evidence demonstrates the teacher has limited success in helping students set goals and achieve personal benchmarks.	
3.3 Prompts students to take ownership of their own learning and/or behavior, and promotes students self assessment and goal setting.	The evidence demonstrates learners in self-assessment and goal setting to address gaps between performance and potential.	The evidence demonstrates that the teacher provides opportunities for learners to set goals or self-assess.	The evidence limited involvement of learners in self-assessment or goal setting.	
3.4 Demonstrates holistic knowledge about individual students' lives	The evidence demonstrates that the students feel the teacher has a genuine care and concern for his/her well being as an individual in and out of the classroom that leads the student to listen and grow academically. Majority of student/parent surveys reflect the statement above.	The evidence demonstrates that the students feel the teacher has a genuine care and concern for his/her well being as an individual in and out of the classroom that leads the student to listen and grow academically. Some of student/parent surveys reflect the statement above.	The evidence displays limited understanding of learners" commonalities and individual differences within and across diverse communities to design culturally responsive learning.	

3.5 Promotes positive student-to-student interactions	The evidence demonstrates that the teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning.	The evidence demonstrates that the teacher uses independent, collaborative and whole-class learning situations.	The evidence demonstrates that the teacher uses one learning strategy the majority of the time.	
For a Master Teacher candidate to meet Standard 3, the candidate must demonstrate distinguished teaching focused on students and environment that has a direct impact on student learning for all students. Candidate offered evidence that supported and /or clarified the written response: ☐ YES ☐ NO If "no" = subtract 2 points. **Comments:**				Max Score of 10 8-10 exemplary 5-7 adequate 0-4 area for growth **SCORE**

Candidate: Evaluator: 8

Standard 4: Professional Growth. Master Teachers engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

Characteristics	2 points each	1 point each	0 points each	Score for Standard 4
4.1 Seeks regular opportunities for continuous professional development	The evidence demonstrates that the teacher uses a variety of data sources to analyze his/her professional knowledge, strengths and weaknesses in order to develop and implement targeted goals for professional growth.	The evidence demonstrates that the teacher identifies areas for professional growth using data sources.	The evidence demonstrates that the teacher participates in required professional development.	
4.2 Contributes to the development of learning opportunities designed to improve instructional and professional practices through participating in organizations/groups designed for this purpose	Evidence demonstrates active participation in educational organizations and contributes to the development of learning opportunities that provide professional development at the school, district and/or state level, that is relevant and is aligned to current best practices.	The evidence demonstrates that the teacher participates in professional organizations and professional development opportunities.	Evidence shows limited participation in professional organizations, and professional development opportunities that contribute to professional growth.	

4.3 Demonstrates reflective practice to improve instructional decision making and/or professional practice	The evidence demonstrates that the teacher regularly reflects on and analyzes a wide range of evidence to evaluate the impact of instruction on individual learners and to set goals for improvement and consistently makes adaptations for future instruction.	The evidence demonstrates that the teacher has some use of reflection on evidence, but does not consistently make adaptations for future instruction.	The evidence demonstrates that the teacher seldom reflects on evidence to impact instructional decisions.	
For a Master Teacher candidate to meet Standard 4, the candidate must demonstrate continued professional growth that has a direct impact on student learning and aligned to school and district goals. Candidate offered evidence that supported and/or clarified the written response: ☐ YES ☐ NO If "no" = subtract 2 points. **Comments:**				Max Score of 6 5-6 exemplary 3-4 adequate 0-2 area for growth _____ **SCORE**

Candidate: Evaluator: 10

Standard 5: Content, Instruction and Assessment. Master Teachers have a deep and reflective understanding of the content, instructional methods, and assessment techniques, which they consistently use to promote high levels of learning for all students.

Characteristics	2 points each	1 point each	0 points each	Score for Standard 5
5.1 Demonstrates in-depth understanding of the content area and/or professional concepts	The evidence demonstrates that the teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of students.	The evidence demonstrates that the teacher continues to enhance his/her knowledge of content, but demonstrates little application to student growth.	The evidence demonstrates that the evidence demonstrates limited enhancement of his/her knowledge of content.	
5.2 Effectively delivers content area concepts to students utilizing diverse methods	The evidence demonstrates that the teacher understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways.	The evidence demonstrates that the teacher uses of a variety of instructional strategies, but with minimal evidence of purposeful selection of strategies.	The evidence demonstrates that the teacher has limited use of a variety of instructional strategies.	

Candidate: Evaluator: 11

5.3 Enables students to take ownership of and communicate their own learning	The evidence demonstrates that the teacher guides learners to take responsibility for their own learning through individualized goal-setting that will be effective for them as individuals and produce quality work.	The evidence demonstrates that the teacher guides learners to set individualized goals and monitor progress.	The evidence demonstrates limited guidance in student goal-setting.	
5.4 Actively engages and motivates students to learn.	The evidence demonstrates that virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.	The evidence demonstrates that some students are intellectually engaged with important and challenging content.	The evidence demonstrates little student engagement.	
5.5 Provides access points for students of all ability levels to engage in the learning process.	The evidence demonstrates that the teacher understands the development of students and systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs.	The evidence demonstrates that the teacher has understanding of the development of students and acquires knowledge from limited sources about groups of students' varied approaches to learning, knowledge and skills, special needs, interests, and cultural heritages to differentiate instruction.	The evidence demonstrates that the teacher recognizes differences between learners, but fails to develop lessons for those differences.	

Candidate: Evaluator: 12

5.6 Promotes critical thinking and problem solving skills	The evidence demonstrates that the teacher connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving involving relevant issues.	The evidence demonstrates teacher efforts to promote critical thinking and problem solving skills.	The evidence demonstrates limited efforts to promote critical thinking and problem solving skills.	
5.7 Uses a variety of formative and summative assessments to evaluate student learning	The evidence demonstrates that the teacher uses assessments and collaboratively analyzes data (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities.	The evidence demonstrates that the teacher uses diagnostic, formative and summative assessments.	The evidence demonstrates limited use of assessment to inform instruction.	
5.8 Effectively communicates student strengths and weaknesses with students, parents/guardians and colleagues	The evidence demonstrates that the teacher works with students and their parents/guardians to develop mutual expectations for learner performance and growth. The teacher communicates and records student performance through multiple mediums (e.g., newsletters, conferences, team meetings, etc.).	The evidence demonstrates that the teacher regularly informs students and parents about student progression.	Evidence demonstrates limited and/or inconsistent communication.	

5.9 Use of effective technology	The evidence shows the teacher demonstrates appropriate use of existing technology to enhance learning for students, and offer learning opportunities that would otherwise be inaccessible.	The evidence shows the teacher sometimes uses technology as a tool for communicating beyond teaching and learning.	The evidence that the teacher occasionally has appropriate use of technology.	

Candidate: Evaluator: 13

For a Master Teacher candidate to meet Standard 5, the candidate must demonstrate distinguished teaching focused on content, instruction and assessment that has a direct impact on student learning. Candidate offered evidence that supported and/or clarified the written response: ☐ YES ☐ NO If "no" = subtract 2 points **Comments:**	Max Score of 18 15-17 exemplary 10-14 adequate 0-9 area for growth _____ **SCORE**

Candidate: Evaluator: 14

EVALUATOR'S SCORING SUMMARY

PLEASE CHECK THE CATEGORY BASED ON THE SCORE FOR EACH SECTION:

	EXEMPLARY	ADEQUATE	AREA FOR GROWTH	EVIDENCE
Standard 1:	_____	_____	_____	YES OR NO
Standard 2:	_____	_____	_____	YES OR NO
Standard 3	_____	_____	_____	YES OR NO
Standard 4:	_____	_____	_____	YES OR NO
Standard 5:	_____	_____	_____	YES OR NO

Notes:

Candidate: Evaluator: 15