

**STATE DEPARTMENT OF EDUCATION  
FEBRUARY 14, 2018**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>DEVELOPMENTS IN K-12 EDUCATION</b>	Information Item
2	<b>EVERY STUDENT SUCCEEDS ACT – CONSOLIDATED STATE PLAN AMENDMENTS</b>	Motion to Approve
3	<b>EDUCATOR CERTIFICATION - PRAXIS II CONTENT AREA CUT SCORES</b>	Motion to Approve
4	<b>SCHOOL COUNSELOR EVALUATION</b>	Motion to Approve
5	<b>INSTRUCTIONAL STAFF CERTIFICATE - DANCE ENDORSEMENT</b>	Motion to Approve

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**SUBJECT**

Developments in K-12 Education

**BACKGROUND/DISCUSSION**

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- Certification Look Up Tool

**ATTACHMENTS**

Attachment 1 – Certification Look Up Tool

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**BOARD ACTION**

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

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**SUBJECT**

Every Student Succeeds Act Consolidated State Plan

**REFERENCE**

December 2015	The Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
April 2016	Board received an update on the work of the Board's Teacher Pipeline Workgroup and preliminary recommendation for developing and supporting effective teachers in Idaho.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee  
Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance  
Idaho Administrative code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry, Objective A, Access, Objective C, Higher Level of Educational Attainment, and Objective D, Quality Education.  
Goal 3: Data-informed Decision Making, Objective A, Data Access and Transparency.  
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

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**BACKGROUND/DISCUSSION**

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaces the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind expired in 2014.

ESSA requires each state to submit a consolidated plan to the USDOE to reapply to federal education funds and explain to the USDOE how the state will be in compliance with ESSA. The first deadline for plan submission was in April 2017, and the second deadline was in September 2017. The required components of Idaho's consolidated plan have gone through several changes as Obama-era regulations were finalized and then repealed by the Trump administration, which has also released new guidance to states.

The State Department of Education (Department) brought the draft consolidated plan to the State Board of Education (Board) for preliminary discussion in June. In July, the department continued to seek public input through a final public comment period. During this time, the Department continued to receive feedback from the USDOE and monitored how plans submitted by other states were assessed by federal peer reviewers and USDOE staff. These discussions led to several substantive changes in Idaho's final plan.

The board approved Idaho's Consolidated Plan on August 10, 2017, and the plan was submitted to USDOE on September 16, 2017, signed by Superintendent Ybarra, Board President Clark, and Governor Otter. On December 28, 2017, representatives from the Department and the Board joined USDOE representatives on a conference call to receive feedback on the submitted plan. The USDOE shared the desire to see several technical corrections and additional detail added to Idaho's state plan.

Within the USDOE's feedback, three (3) issues emerged as items of discussion as the plan was revised. Those were the state's N-size for school accountability, how the student engagement survey would be used in identification of schools, and how Idaho would ensure that both the achievement indicator and other academic indicator would be used for identification for every school.

Since then, the representatives from the Department and the Board have collected feedback on those three most significant items while Department staff have made technical edits. Feedback events included a meeting with stakeholders on January 8, 2018 and a webinar on January 18, 2018. Department and Board representatives met twice to review progress – on January 16, 2018 and January 24, 2018. On January 29, 2018, the revised "redline" version of the plan was finalized for approval by the Board.

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**IMPACT**

Idaho's consolidated plan must be approved by USDOE in order for Idaho to receive approximately \$82 million from the federal government to support public K-12 education. Approval by the Board, as the State Educational Agency will allow the plan to be resubmitted to USDOE.

**ATTACHMENTS**

Attachment 1 - Every Student Succeeds Act Consolidated State Plan	Page 5
Attachment 2 - N Size Analysis for ESSA Feedback	Page 123
Attachment 3 - Accountability Options Survey Responses and Comments	Page 124
Attachment 4 – List of requested corrections/amendments	Page 128

**STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting.

Following the initial submittal of Idaho's Consolidated State Plan, USDOE provided feedback to the Department of Education in late December, requesting amendments be made to add more specificity in some areas and to bring the plan into alignment with all of the provisions of ESSA in other areas, along with additional technical changes. In addition to adding greater clarification of the original plan provisions, substantive changes include:

- A single defined N size for all indicators used – the new proposed N-size is  $N \geq 20$
- Identifying baseline, long-term goals, and interim targets for all subgroups
- Both ISAT proficiency and growth must be used as academic achievement indicators, not either/or. This change is in alignment with the requirements in IDAPA 08.02.03.
- The 4 year adjusted cohort graduation rate must be used. This change is in alignment the requirements in IDAPA 08.02.03.

A complete list of the requested changes from the USDOE is listed in Attachment 4. Due to the late submittal of the plan Board staff were unable to review and provide a complete summary of amendments.

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**BOARD ACTION**

I move to approve revisions to Idaho's Every Student Succeeds Act Consolidated Plan and to authorize the Department of Education to submit the plan to the U.S. Department of Education on behalf of the State Board of Education.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



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**SUBJECT**

Adoption of Praxis II Tests and Idaho Cut Scores

**REFERENCE**

October 2017 Board directed the Professional Standards Commission to evaluate and recommend additional state-approved assessments and update qualifying scores on the existing Praxis II assessments

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative code, IDAPA 08.02.02.015.01.d - Standard Instructional Certificate  
Idaho Administrative code, IDAPA 08.02.02.018.01 - Content, Pedagogy and Performance Assessment

**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 accordance with IDAPA 08.02.02.015.01.d, one of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought. Each candidate must meet or exceed the state qualifying score on the State Board approved content area assessments. Praxis II – Subject Assessments have been selected as the State Board approved content area assessments.

At its October 19, 2017, meeting, the State Board of Education directed the Professional Standards Commission (PSC) to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores that may be used for certification purposes, as well as updated qualifying scores on the existing Praxis II assessments.

During its November 2017 meeting, the PSC reviewed the existing Praxis II assessments and cut scores and voted to recommend approval of the Praxis II assessments and cut scores indicated in Attachment 1. In future meetings, as the PSC evaluates additional options, it will make recommendations to the State Board of Education for additional assessments and qualifying scores.

**IMPACT**

This will ensure compliance with Idaho Administrative Code.

**ATTACHMENTS**

Attachment 1 – ETS Praxis II Assessments & Cut Scores

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**STAFF COMMENTS AND RECOMMENDATIONS**

Administrative Code (Administrative Rule) requires individuals seeking teacher certification to receive a qualifying score on a state approved content, pedagogy or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the Professional Standards Commission at the December 2003 Board meeting, effective September 1, 2004. Since that time, there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, and October 2006 Board meetings. The Board has not approved any changes to the qualifying scores on the PRAXIS II since October 2006. The Department has been using updated cut scores for the PRAXIS II; however, they were not brought to the Board for approval. To be compliant with Idaho law qualifying scores on state approved content, pedagogy or performance assessments must be approved by the Board. To correct this discrepancy the Board requested Department staff work with the PSC to bring forward the PRAXIS II qualifying scores for Board approval.

**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho cut scores as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

School Counselor Evaluation

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.02.120, Local District Evaluation Policy  
– Teacher and Pupil Personnel Certificate Holders

**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**

The question has been posed, "What do school counselors do?" The more important question is, "How are students different as a result of what school counselors do?" To help answer this question, the American School Counselor Association (ASCA) created the ASCA National Model, which is a framework for a comprehensive, data-driven school counseling program.

Idaho does not currently have a single standardized job description or rubric evaluation for Idaho's school counselors. As a result, feedback from the field indicates that many administrators are unclear on the roles and responsibilities of the school counselor. Without a consistent evaluation mechanism reflective of best practices, teacher evaluations and other evaluations are commonly used to evaluate school counselors. Evaluations that do not accurately reflect the scope of the counselor's work are not the best tool to provide feedback of value to the counselor.

To meet the evaluation needs of school counselors, the Idaho School Counselors Association has created the Idaho School Counselor Job Description and Rubric Evaluation (Draft). Based on the ASCA National Model of best practices throughout the United States, the Draft directly reflects and measures the roles and responsibilities of a school counselor. The Draft is aligned with the Danielson model and is the result of over four (4) years of workshops, feedback and support from practitioners, the State Department of Education and education stakeholder groups.

This Draft includes measurement of career and college readiness, to include career technical education, academic needs, and social/emotional skills for all students Kindergarten through grade 12. Other measurements include advanced opportunities/dual credits. Anticipated outcomes from the adoption of this Draft include increased graduation rates, "Go-On" rates, and post-secondary completion rates.

The master's level degree for school counselors requires the ASCA National Model to be a part of the course curriculum. In Idaho, universities that utilize the Council

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for Accreditation of Counseling and Related Educational Programs require a minimum of 60 graduate-level credit hours for the degree. All school counselors trained in the state of Idaho are familiar with the ASCA National Model Program, as it is a standard of instruction for master’s level school counseling degrees.

**IMPACT**

School counselor evaluations aligned to national standards will appropriately inform performance and drive continuous improvement. This will contribute to the quality of comprehensive school counseling programs and increase high school graduation rates, “Go-On” rates, and postsecondary completion.

With the State Board of Education’s recognition that the Draft meets the requirements of IDAPA 08.02.02.120, local education agencies will be assured that the school counselor evaluation is compliant with rule.

**ATTACHMENTS**

Attachment 1 – Job Description	Page 3
Attachment 2 – Evaluation	Page 5
Attachment 3 – Rubric-Danielson Crosswalk	Page 10
Attachment 4 – Development Timeline	Page 18
Attachment 5 – ASCA Research	Page 20
Attachment 6 – Effectiveness Research	Page 30
Attachment 7 – Executive Summary	Page 31
Attachment 8 – Counselor Survey	Page 35
Attachment 9 – Evaluation Feedback	Page 37

**STAFF COMMENTS AND RECOMMENDATIONS**

IDAPA 08.02.02.120 establishes the statewide framework for educator evaluations. For pupil service staff, the evaluation standards must be aligned with the profession’s national standards. Pupil service staff positions include school counselors, school nurse, school psychologist, audiologists, and speech language pathologist. The standards used for the various types of pupil service staff are left to the discretion of the school districts as long as they are researched based and aligned with the professions national standards.

**BOARD ACTION**

I move to recognize that the evaluation model meets the requirements of IDAPA 08.02.02.120.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**SUBJECT**

Instructional Staff Certificate – Dance Endorsement

**REFERENCE**

December 2017                      Board listened to comments from individuals supporting the creating of a Dance Endorsement.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures  
Section 33-1254, 33-1258, and 33-114, Idaho Code  
IDAPA 08.02.02 - Rules Governing Uniformity

**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**

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing 20 percent of the Idaho Standards for Initial Certification of Professional School Personnel and the endorsement language in IDAPA 08.02.02. Occasionally, the PSC recommends the creation of new standards and endorsements, as needed.

On March 10-11, 2016, the PSC convened a team of stakeholders to review the teacher preparation standards and endorsements for visual/performing arts. The review team requested the PSC consider the creation of dance standards and a dance endorsement, as the team felt dance was the only art form without separate standards and its own endorsement. Currently, teaching dance in Idaho schools requires either an All Subjects K/8 or Physical Education endorsement.

The PSC reviewed the visual/performing arts standards and endorsements at its March 31-April 1, 2016, meeting. They considered that team's recommendation to convene a group of dance content area experts to consider the creation of a dance endorsement and preparation standards. The PSC recommended that the Department of Education follow through on convening that group of content experts.

On October 20-21, 2016, a team of dance content experts met to draft teacher preparation standards and an endorsement for dance. The team was diligent and thoughtful in creating a draft of standards and endorsements for dance teachers.

At its January 19-20, 2017, meeting the PSC reviewed the draft of standards and the endorsement created by the dance team and considered creating a stand-alone dance endorsement in Idaho. The expectations and criteria to actually be awarded a dance endorsement were clearly defined in the draft. There was

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extensive discussion regarding the impact of offering such an endorsement in the state. Discussion included the possibility of drawing elementary education majors away from selecting a content endorsement in middle school and the question of whether there is an actual need for this endorsement in Idaho school districts. Following all discussion, PSC members voted to reject the creation of a dance endorsement and accompanying dance standards.

The PSC received a number of requests to review the recommendation again and did so at its September 14-15, 2017, meeting. As there is no other route to appeal the PSC decision to reject the creation of dance standards and endorsement, the PSC determined it would provide its recommendation to the State Board of Education (Board) to reject the creation of stand-alone standards and an endorsement for dance, to allow the Board to make the final decision on this matter.

In January 2018, superintendents and charter school administrators received a survey regarding the proposed dance endorsement. There were 62 responses to the survey. Ninety percent (90%) of those who responded indicated that they did not have a need for a teacher to hold an endorsement in dance. Seventy-five percent (75%) indicated they would not like the addition of a dance endorsement. The survey responses are included in Attachment 5.

**IMPACT**

Approving the addition of dance teacher preparation standards would potentially have a positive impact on a few art or magnet schools in Idaho with dance programs. The negative impact could be that teacher preparation candidates would choose to add a dance endorsement to their certificates, rather than a needed content endorsement. Holding a dance endorsement would not increase employability in most Idaho schools, as it would only allow the individual to teach dance, and not physical education, which is a higher need in most Idaho schools.

**ATTACHMENTS**

Attachment 1 – Dance Draft Standards	Page 5
Attachment 2 – Dance Draft Endorsement Language	Page 11
Attachment 3 – Dance Standards Rationale from Team	Page 12
Attachment 4 – Dance Advocate Correspondence	Page 13
Attachment 5 – Dance Endorsement Survey Responses	Page 31

**STAFF COMMENTS AND RECOMMENDATIONS**

Currently the Dance Content Standards are a subsection of the Idaho Content Standards for Humanities. The entire process for the adoption of content standards, initial certification standards and individual endorsements are as follows:

1. Content standards are developed, adopted by the Board and then go through the rule promulgation process.

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2. Initial certification standards are developed and recommended by the Professional Standards Commission to the Board (based on the content standards). Once adopted by the Board they are incorporated by reference into the Idaho Standards for the Initial Certification of Professional School Personnel, and endorsement language is added to IDAPA 08.02.02 through the rule promulgation process.
3. Once the standards for initial certification have been adopted and incorporated by reference into administrative code, the educator preparation programs have two years to start producing candidates based on the new standards. In the case of standards for a specific content area leading to a specific endorsement, each educator preparation program has the option to create a program specific to that endorsement. Educator preparation programs are not required to have programs that lead to all of the endorsements specified in administrative code.
4. If an institution chooses to create a new program specific to a new content area, that program must then go through the Board's program approval processes.

The Dance content standards are imbedded in the Humanities content standards, so all individuals with an Instructional Certificate and either a K-8 All Subjects or a Humanities endorsement may teach Dance.

The Professional Standards Commission reviews and recommends amendments to the Initial Certification Standards on a rotating basis, resulting in 20% of the standards being reviewed each year. Should the Board choose to reject the recommendation from the Professional Standards Commission, Department staff could then be directed to include the attached Dance standards, endorsement and 2018 amendments to the Initial Standards for Certification. These standards would then be included in the 2018 rulemaking process and would come back to the Board for formal approval as a proposed and then pending rule. The rulemaking process allows for additional public comment prior to a final decision by the Board.

**BOARD ACTION**

I move to accept the recommendation of the Professional Standards Commission to reject the creation of a dance endorsement and accompanying dance standards.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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