

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018**

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 – IMPLEMENTATION 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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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

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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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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

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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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018**

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 Commission's 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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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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 14, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

- 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018**

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018**

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 _____

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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 _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 15, 2018

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 ___