TAB	DESCRIPTION	ACTION
1	**COLLEGE OF WESTERN IDAHO – BIENNIAL PROGRESS REPORT**	Information Item
2	**WORKFORCE DEVELOP COUNCIL UPDATE**	Information Item
3	**TEACHER OF THE YEAR – BECKY MITCHELL**	Information Item
4	**PUBLIC SCHOOL FUNDING INTERIM COMMITTEE PROGRESS REPORT**	Information Item
5	**CODE.ORG – UPDATE ON IDAHO ACTIVITIES**	Information Item
6	**STEM ACTION CENTER – UPDATE AND STEM SCHOOL DESIGNATION**	Motion to Approve
7	**PRESIDENTS COUNCIL – STUDENT MENTAL HEALTH**	Information Item
8	**IDAHO STATE UNIVERSITY – FACULTY SENATE – CONSTITUTION**	Motion to Approve
9	**EDUCATOR PIPELINE REPORT UPDATE**	Information item
10	**EDUCATOR PREPARATION PROGRAM QUALITY PERFORMANCE MEASURES**	Motion to Approve
11	**EDUCATOR EVALUATION REVIEW**	Information Item

12	**ACCOUNTABILITY OVERSIGHT COMMITTEE – ANNUAL STUDENT ACHIEVEMENT REPORT**	Information Item

COLLEGE OF WESTERN IDAHO

SUBJECT
College of Western Idaho Biennial Progress Report

REFERENCE
December 2014 Board received the College of Western Idaho's Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: Education System Alignment, Objective B: Alignment and Coordination
Goal 2: Educational Attainment, Objective C: Access
Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION
This agenda item fulfills the Board's requirement for the College of Western Idaho (CWI) 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.

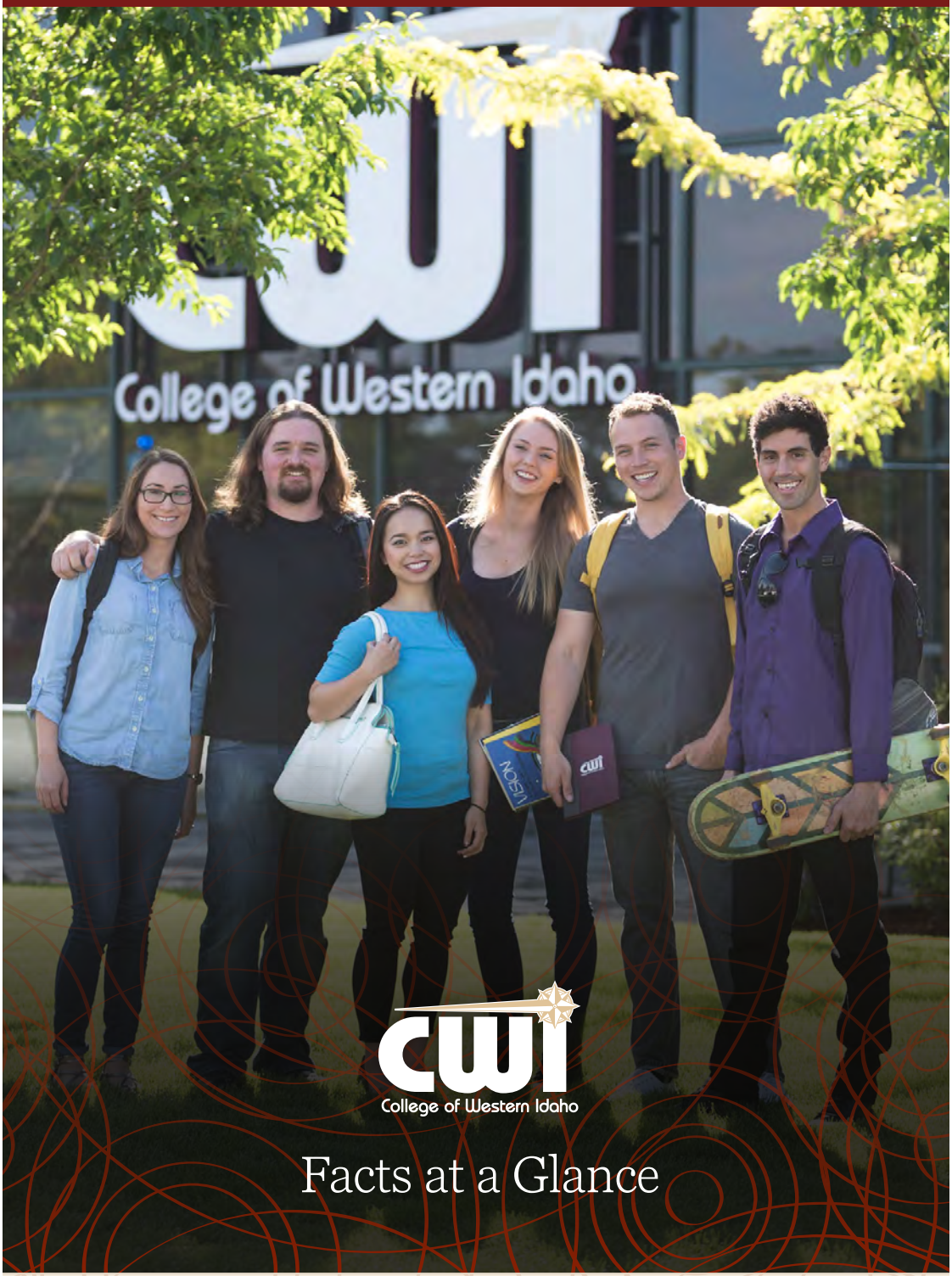
IMPACT
CWI's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, Division of Financial Management, and the Legislative Services Office.

ATTACHMENTS
Attachment 1 – College of Western Idaho Facts At A Glance

STAFF COMMENTS AND RECOMMENDATIONS
The institution annual report gives the Board the opportunity to discuss progress towards the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, and progress toward State educational system initiatives.

BOARD ACTION
This item is for informational purposes only.

COLLEGE AND STUDENT INFORMATION



FALL 2018

CWI PROGRAMS

About College of Western Idaho

College of Western Idaho (CWI) is celebrating 10 years of advancing student success. Currently the *largest community college* in the state, CWI delivers exceptional educational opportunities to *more than 31,000* students through locations in Boise, Nampa, and online. CWI specializes in offering associate degrees, certificates, career and technical education, short term training as well as GED prep, ESL classes, and basic skills education.

CWI Core Themes

STUDENT SUCCESS

INSTRUCTIONAL EXCELLENCE

COMMUNITY CONNECTIONS

ORGANIZATIONAL STEWARDSHIP

INCLUSIVE EXCELLENCE

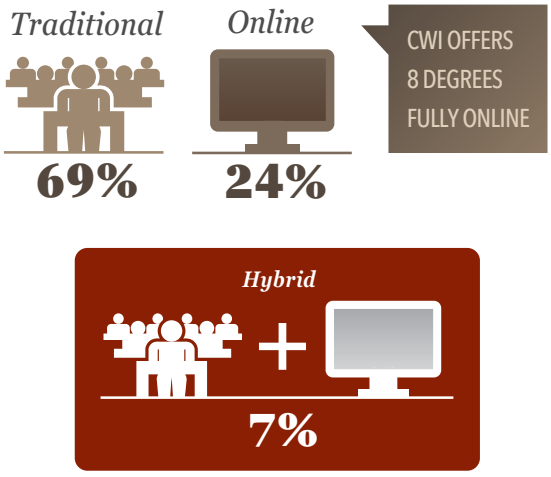
CWI Mission

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

Accreditation

The College of Western Idaho is accredited through the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is a regional postsecondary accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).

Delivery Methods[1]



Number of Programs

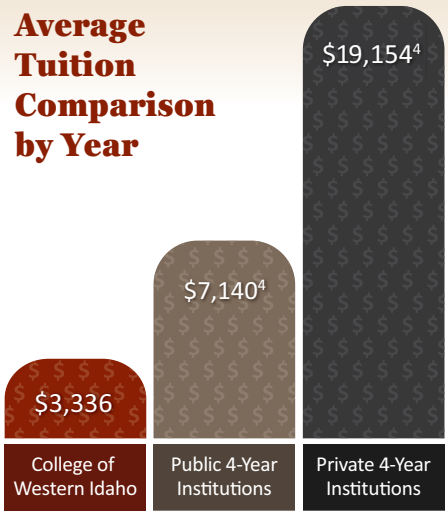
Tuition & Fees

College of Western Idaho

Year[2]

In-District Idaho Resident Tuition	$3,336
Books and Supplies	$696
Total	**$4,032**
Out-of-District Idaho Resident Tuition	$4,336
Out-of-State and International Tuition	$7,344
Dual Credit High School Students	$65/credit
Tech Prep High School Students	$10/credit
Basic Skills Education and GED Preparation	FREE
Workforce Development[3]	Fees Vary

Average Tuition Comparison by Year



CWI's tuition and fees is **$139/credit hour.**

1 Information based on credit student counts and may include duplicated headcount based on students taking multiple delivery methods. Basic Skills Education is 100% traditional delivery and Workforce Development (WD) offers a variety of all three methods. ***2*** Estimated costs for a full-time (12 credits) undergraduate student. Transportation and living expenses will vary depending on circumstances. ***3*** Workforce Development (noncredit) class fees vary based on content and delivery. ***4*** Idaho Association of Collegiate Registrars and Admissions Officers (IACRAO). (August 2018). Higher Education in Idaho 2017–2018. Retrieved from http://iacrao.weebly.com/resources1.html.

CWI COLLEGE ENROLLMENT

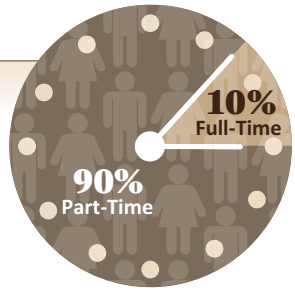
Enrollment & Statistics

Total Students Served Annually:

31,636[5]

Credit Students (Fiscal Year 2018)		Noncredit Students (Fiscal Year 2018)	
Academic Transfer	7,811	Basic Skills Education	2,885
Dual Credit	10,605	Workforce Development	9,150
Career & Technical	1,185		

Part-Time vs. Full-Time[6]



60% *of part-time enrollment is dual credit*

Full-Time Equivalent
6,275

31%
Increase in dual credit enrollment

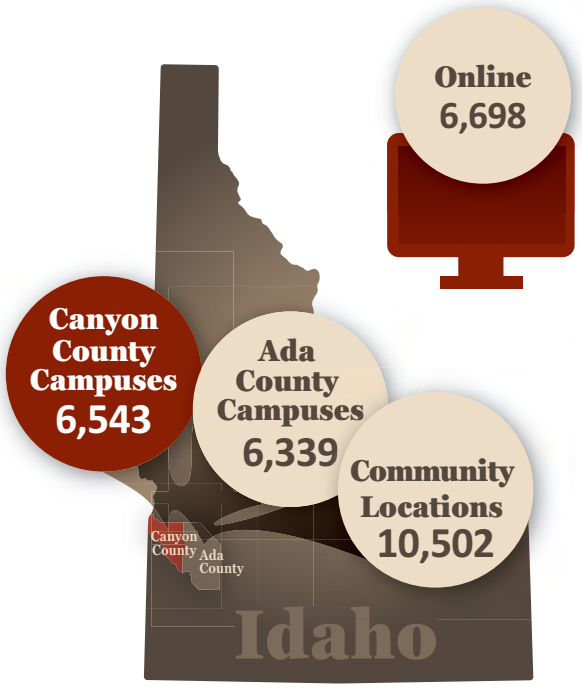
Student/ Teacher Ratio[7]: **22:1**

409 *Grads with Honors[8]*

Degree Seeking Veterans[9]: **596**

5 Includes Fiscal Year (FY) 2018 credit and noncredit student enrollment. Workforce Development distinct student count is 6,500. Duplicates may exist for noncredit and total students served. ***6*** Age, Gender, Residency, and Status information based on FY 2018 credit student enrollment. Part-Time includes dual credit students. ***7*** Based on FY 2018 credit student enrollment. ***8*** Based on total degree candidates eligible for final honor designations of Cum Laude, Magna Cum Laude, and Summa Cum Laude in FY 2018. ***9*** Includes self-declared veterans who may or may not be using educational benefits.

Students Served by Location[10]



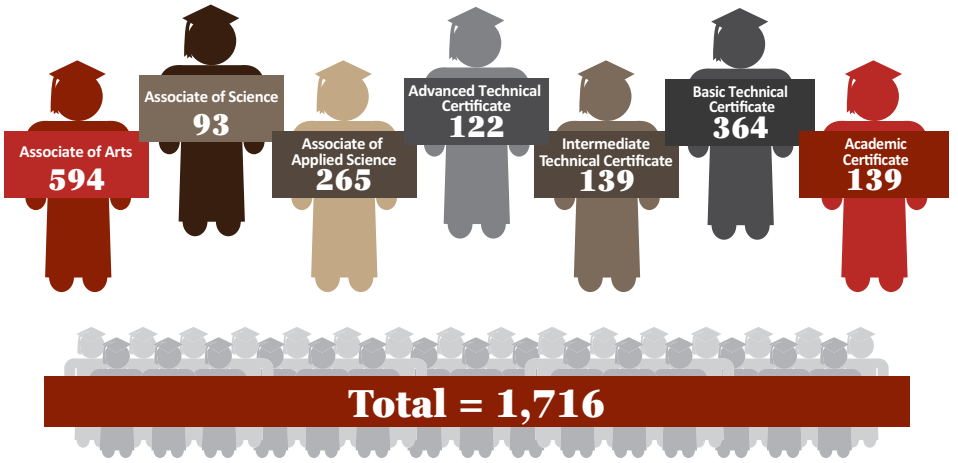
3 Years
No Increase in Tuition and Fees

97%
Positive Placement of Career-Technical Students[11]

6
New Degree and Certificate Programs for 2018–2019

$844,900
CWI Scholarships Awarded to **1,570 Students** in 2017-2018[12]

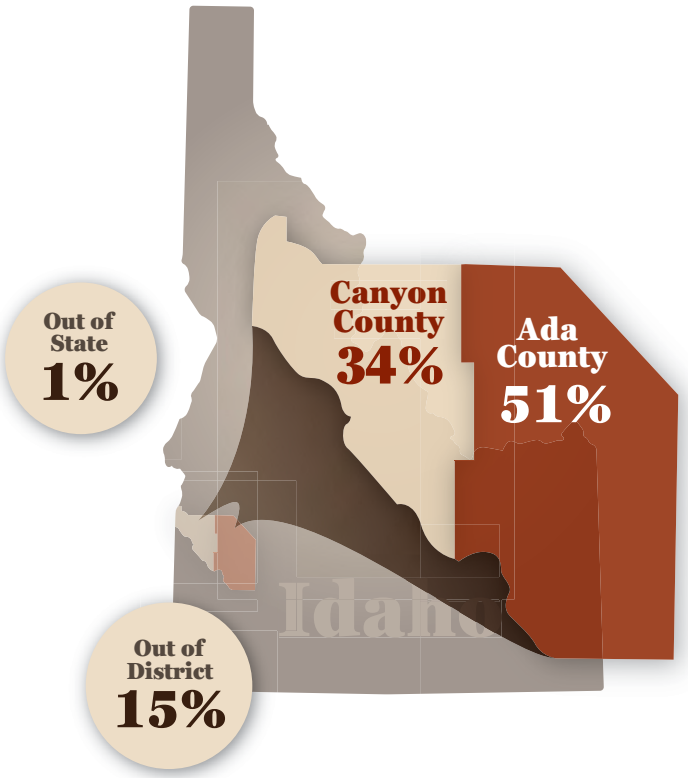
2017-2018 Degrees & Certificates Awarded



10 Information includes credit and Workforce Development student counts and may include duplicated headcount as students attend multiple locations. ***11*** Includes 2016-2017 graduates who are employed or seeking additional education. ***12*** Includes scholarships awarded to CWI students thru College of Western Idaho and the CWI Foundation.

CWI STUDENT DEMOGRAPHICS

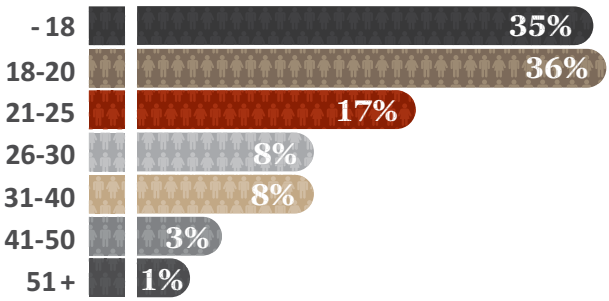
Residency[6]



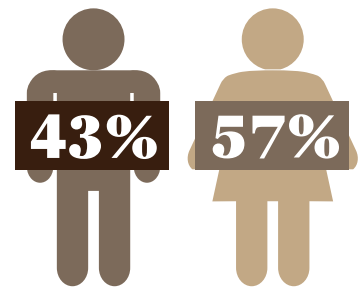
Serving a Diverse Population

Since its founding, the College of Western Idaho has embodied a culture that encourages full participation of all members of our campus community. CWI is committed to ensuring access and fair treatment to historically underrepresented populations, and promotes policies, programs, and actions that cultivate habits of inclusivity and equity. CWI is a place where multicultural competence is developed and effective and engaged citizenship is encouraged.

Age[6]



Gender[6]

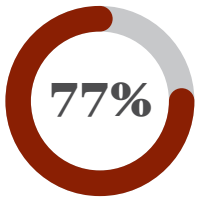


6 Age, Gender, Residency, and Status information based on Fiscal Year (FY) 2018 credit student enrollment.

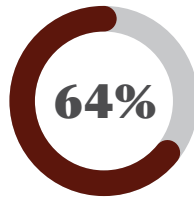
Ethnicity[13]

Ethnicity	Credit	Basic Skills Education	Percentage
American Indian	197	17	1%
Asian	385	290	3%
Black or African American	338	272	3%
Hawaiian/Pacific Islander	75	19	0%
Hispanic	3,090	1,093	19%
Multi-Racial	532	102	3%
Non-Resident Alien	61	—	0%
Not Reported	960	—	4%
White	13,963	1,092	67%

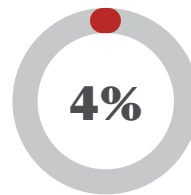
Financial Aid (2016-2017)[14]



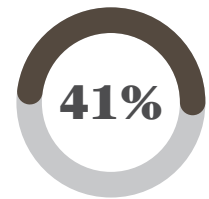
of CWI students receive some form of *financial aid* (including work-study and loans)



of CWI students receive *pell grants*



of CWI students receive some form of *state/local government grant or scholarship*



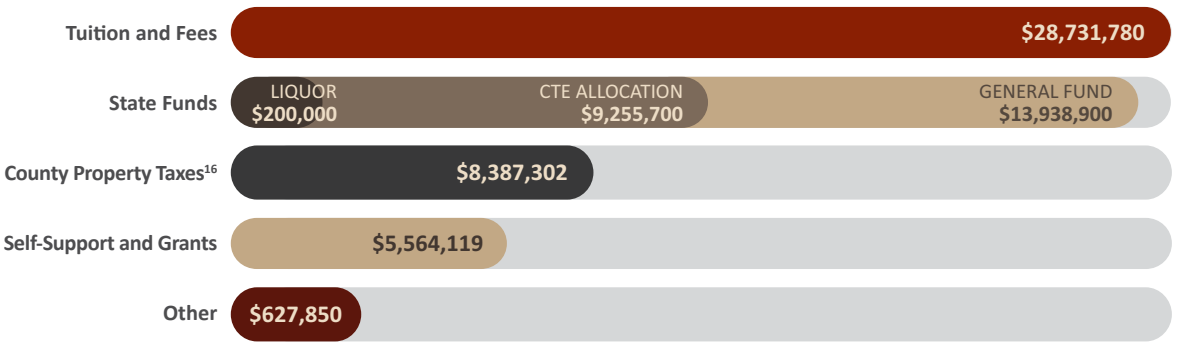
of CWI students receive *student loan aid* (borrowed funds that must be repaid)

13 Information shown is based on credit and Basic Skills Education student enrollment. Ethnicity is not currently collected on Workforce Development students. ***14*** IPEDS Student Financial Aid and Net Price Survey, 2016-2017. Full-time Beginning Undergraduate Students. Retrieved from https://nces.ed.gov/collegenavigator/?q=college+of+western+idaho&s=all&id=455114#finaid.

CWI COLLEGE OVERVIEW

Budget: Fiscal Year 2019[15]

43.1% OF CWI BUDGET COMES FROM TUITION & FEES



TOTAL:
$66,705,651

Employees[17]

57%
instruction

full-time faculty: ***159***

adjunct faculty: ***230***

teachers[18]: ***211***

43%
staff

student services, academic support, and staff: ***354***

student workers: ***97***

15 As approved by the CWI Trustees on September 4, 2018. ***16*** 2018 levy rate of $14.31 per $100,000 for Ada and Canyon County property owners. ***17*** Based on employee count as of Aug. 31, 2018. ***18*** Includes all non-credit teachers.

Locations:

BOISE/ADA COUNTY

Boise Center
(Formerly Ada County Campus)

Lynx Building (ALYN) –
9300 W. Overland Rd., Boise, Idaho[19]

Mallard Building (AMAL) –
9100 W. Black Eagle Dr., Boise, Idaho

Pintail Center (APIN) –
1360 S. Eagle Flight Way, Boise, Idaho

Quail Building (AQUL) –
1450 S. Eagle Flight Way, Boise, Idaho

CWI Horticulture (HORT)
2444 Old Penitentiary Rd., Boise, Idaho –

= CWI Owns Building

= CWI Leases Building

19 One Stop Student Services location.

NAMPA/CANYON COUNTY

Nampa Campus

Academic Building (NCAB) –
5500 E. Opportunity Dr., Nampa, Idaho

Administration Building (NADM) –
6056 Birch Lane, Nampa, Idaho

Aspen Classroom Building (NASP) –
6002 Birch Lane, Nampa, Idaho

Micron Education Center (NMEC) –
5725 E. Franklin Rd., Nampa, Idaho[19]

Multipurpose Building (NCMP) –
6042 Birch Lane, Nampa, Idaho

Proposed Health Science Building –
Selland Way, Nampa, Idaho

Canyon County Center (CYNC)
2407 Caldwell Blvd., Nampa, Idaho[19] –

CWI also offers classes at various community locations, including high schools, throughout the Treasure Valley area.

CWI COLLEGE OVERVIEW

Milestones

2007 — CWI is established by voters in Ada and Canyon Counties

2009 — First classes are held; career and technical programs transfer to CWI

2010 — CWI Foundation established and first graduation held on campus

2012 — Micron Education Center opens—a customized training and state-of-the-industry facility

2013 — Articulations expand with partner state institutions

2015 — Innovation in English and Math remediation introduced—co-requisite model

2016 — CWI achieves independent accreditation through NWCCU

2017 — 45,000+ dual credits earned; CWI becomes states largest provider and NACEP accredited

2018 — CWI Speech and Debate team wins sixth national title

Board of Trustees

Mark Dunham
markdunham@cwidaho.cc

Annie Pelletier Hightower
anniehightower@cwidaho.cc

Molly Lenty
mollylenty@cwidaho.cc

Mary Niland
mcniland@cwidaho.cc

C.A. "Skip" Smyser
skipsmyser@cwidaho.cc

President's Cabinet

Dr. Bert Glandon
President
208.562.3200
bertglandon@cwidaho.cc

David Shellberg
Executive Vice President
Instruction & Student Services
208.562.3257
davidshellberg@cwidaho.cc

Craig Brown
Vice President Resource Development
208.562.3412
craigbrown@cwidaho.cc

Mark Browning
Vice President Communications
& Government Relations
208.562.3508
markbrowning@cwidaho.cc

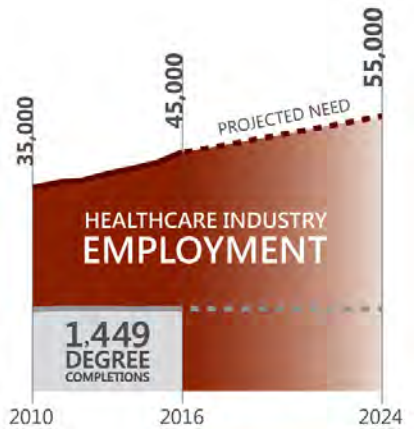
Tony Meatte
Vice President Finance
& Administration
208.562.2752
tonymeatte@cwidaho.cc

Lillian Talley
Executive Director Human Resources
208.562.3229
lilliantalley@cwidaho.cc

As the Treasure Valley experiences significant population growth and an aging demographic, we face a growing gap between the staffing needs of health- and science-related fields and the skilled workforce available to fill those jobs. A new Health Science Building is crucial to fulfilling this need.

Closing the Gap

According to the Idaho Department of Labor the state needs 10,000 healthcare professionals by 2024.



CWI is the connection between skilled workers and industry shortages.

Serving the entire Treasure Valley, CWI's new Health Science Building will provide a critical **increase in capacity** to address the skills gap – **an additional 2,500 students annually** will have access to credit and short-term training in nursing, natural and life sciences, medical and emergency responder professions, and additional healthcare careers.

CWI's primary goal is to ensure students receive the skills and career training they need to be workforce ready.

ATTACHMENT 1

College of Western Idaho

Achieve More

For More Information Regarding College & Student Facts

Contact CWI Communications & Marketing

208.562.2222
communications@cwidaho.cc
6056 Birch Lane, Nampa, Idaho 83687

Sign Up for CWI's eNewsletter
cwidaho.cc/subscribe

www.cwidaho.cc **208.562.3000**

112018-08

IDAHO WORKFORCE DEVELOPMENT COUNCIL

SUBJECT

Workforce Development Council/State Board of Education Discussion

REFERENCE

October 2017	The Board received an update from the Workforce Development Council Chair, Trent Clark, on the reorganization of the council and plans of the council moving forward.

APPLICABLE STATUTE, RULE, OR POLICY

Section 72-1201, Idaho Code, Creation of Workforce Development Council
Executive Order 2017-13, Continuing the Workforce Development Council for Planning and Oversight of the State's Workforce Development System

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Workforce Development Council was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with workforce development issues. The Workforce Development Council has served as the state workforce board under the Job Training Partnership Act, the Workforce Investment Act and currently under the Workforce Innovation and Opportunity Act. In 2018 the Workforce Development Council was reorganized through the enactment of Section 72-1201, Idaho Code and Executive Order 2017-13. The new Executive Order establishes the makeup of the 36 member council. The current structure of the council is made up of:

- 17 positions appointed by the Governor representing industry
- 7 positions appointed by the Governor representing workforce
- 9 positions appointed by the Governor representing government, including a representative from the State Board of Education
- 2 members from the legislature (one member from each chamber)
- The Governor or his designee

Through Executive Order 2017-13, the Council is charged with advising the Governor, Legislature and appropriate executive agencies on matters related to developing and implementing a comprehensive workforce development strategy for Idaho that:

a. Increases public awareness of and access to career education and training opportunities;
b. Improves the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce; and

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

The Executive Committee of the Workforce Development Council would like to discuss the following topics with the Board:

- Work-Based Learning Initiatives
- Outreach Efforts (including Adult Learner Scholarship Campaign)
- State Board of Education Legislative Priorities

IMPACT

The purpose of this agenda item is to generate discussion around areas of collaboration between the Workforce Development Council and the State Board of Education.

STAFF COMMENTS AND RECOMMENDATIONS

The Board office has a number of collaboration projects in the works with the Workforce Development Council staff, these include marketing of the Adult Learner Opportunity Scholarship, and the research and planning for expansion of the NextSteps Idaho Website. Additionally, Caty Solace, the Council's Communications and Outreach Manager is housed in the Board office and participates in various communication and outreach activities.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Idaho Teacher of Year – Becky Mitchell

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Becky Mitchell was named Idaho Teacher of the year in September 2018. Becky Mitchell has been a high school English and Physical Sciences teacher at Vision Charter School in Caldwell, Idaho for nine years. Ms. Mitchell's depth of experience, which spans a couple decades in the classroom, includes teaching everything from Spanish to kindergartners to chemistry at the community college as well as a number of dual credit courses. Ms. Mitchell has been recognized for her ability to integrate new online learning platforms into her classroom instruction and creating a classroom environment where differentiated learning is the norm. Mrs. Mitchell serves as Vision Charter School's English Language Arts department chair and Lead Teacher for Secondary Education. Her education includes a Bachelor's degree in Chemistry Education and English Education and she has a Master's degree in Science Education. Her science students have competed at Imagine Tomorrow at Washington State University, winning awards in two different categories.

Ms. Mitchell initiated the school's robotics program, which has grown into FIRST® LEGO® League and two FIRST Tech Challenge teams. In addition to her exemplary teaching and leadership at Vision Charter School, Ms. Mitchell also serves as a Teacher Mentor for the Idaho Science and Aerospace Scholars Program, guiding teams through their summer academy at Boise State University and NASA Ames Research Center.

During the summer, she has been a Teacher Mentor for the Idaho Science and Aerospace Scholars program, guiding teams through their summer academy at Boise State University and NASA Ames Research Center. She is also the Drama Director, and this year added a broadcasting class, which produced school news programs and advertising campaigns. Professionally, she has contributed to both English and Science education in the state as a member of those respective societies and as a presenter at regional conferences. She has also worked with State of Idaho Department of Education on the Chemistry end of course exam review committee and in the Master Teacher cohort.

IMPACT

This agenda item with give the Board the opportunity to discuss areas of success Ms. Mitchell has experienced during her teaching career.

STAFF COMMENTS AND RECOMMENDATIONS

Ms. Mitchell has shown marked success with her students going on to some form of postsecondary education and will share with the Board experiences with the PSAT and SAT as well as how her student use the senior project model to help them utilize their State Fast Forward fund to prepare for the future.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Public School Funding Formula Interim Committee Update

REFERENCE

December 2016	The Board received an update on the collaboration between the Board and the Idaho Legislature's Public School Funding Formula Interim Committee to collect public input from Idahoans on how the state's public schools are funded.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

House Concurrent Resolution (HCR) 33 (2016) created the Legislature's Public School Funding Formula Interim Committee (Interim Committee). In addition to members of the House and Senate, Interim Committee membership includes a member of the State Board of Education (Dr. Linda Clark) and the Superintendent of Public Instruction, Sherri Ybarra. The Interim Committee was tasked with studying the current public school funding structure and making recommendations to the Legislature on possible amendments to the public school funding structure. In 2017, the Interim Committee was reauthorized through HCR 12 to continue its work. Throughout FY 2017 and FY 2018 the Interim Committee gather feedback through regional meetings around the state on changes to the public school funding formula and presentations from national groups on work being done by other states to amend their funding formulas. In February 2018, the Interim Committee approved recommendations that the public school funding formula should be changed to:

- ensure local control and transparency
- be readily comprehensive, and
- equitable and focused on improving student outcomes.

In order to carry out these changes the Interim Committee further recommended the Legislature:

- implement year five of the career ladder compensation system;
- transition the Idaho public school funding formula from counting students based on average daily attendance to counting students based on enrollment;
- revise the timing, frequency and portion amounts of payment distributions to public school districts and charters schools;
- transition the funding formula from a resource allocation funding formula to a student-centered funding formula that includes a base funding amount per student with weights added thereto for special populations;
- provide public schools with more spending flexibility and fewer statutorily required programs and distributions;

- incorporate an accountability and fiscal transparency framework that focuses on student outcomes rather than on prescribed inputs; and
- ensure that public school districts and charter schools are held financially harmless in totality of state funds during the transition period.

The Interim Committee further resolved that careful consideration be given to:

- how and when to count students based on enrollment, fractional enrollment and students who are over one enrollment count (counted as more than one full time equivalent);
- how to address absenteeism;
- when, how often and in what amount payments should be distributed to public school districts and charter schools; a base funding amount per student;
- weights to be added to the base funding amount, the value of such weights and whether such weights should be compounded;
- which statutorily prescribed program distributions should be eliminated or consolidated; and
- the details of the accountability framework the Interim Committee should be reauthorized to make further recommendations.

In 2018, the Legislature passed HCR 49, extending the work of the Interim Committee through November 2018. In FY 2018, the Interim Committee was appropriated funds to hire a consultant to help with the work. The 2018 Legislature re-appropriated $300,000 of these funds for use in FY 2018. The Interim Committee contracted with Education Commission of the States (ECS) to gather public input and draft a funding formula model for the Interim Committee's consideration.

In 2018, the Interim Committee met seven time between March 27 and November 26. ECS staff held six public meetings, one in each region between June 7 and June 20. In September 2018, ECS provided their first draft of the proposed funding model to the Interim Committee. The proposed funding model was refined at subsequent meetings and made available to the public through the Legislature's website in early November. The early model, dated November 7, and the final model, dated November 21, and adopted by the Interim Committee are available at: https://legislature.idaho.gov/sessioninfo/2018/interim/psff/

At the Interim Committee's final meeting on November 26, the Interim Committee voted to accept the November 21st version of the funding formula model and recommend it positively to the First Regular Session of the 65th Idaho Legislature (2019 Legislature).

IMPACT

The Legislative Services Office is drafting legislation incorporating the funding model "accepted" by the Interim Committee at the November 26 meeting. The legislation will be forwarded to the Senate and House education committees for consideration during the 2018 Legislature with the proposed effective date of the 2019-2020 school year.

ATTACHMENTS

Attachment 1 – Education Commission of the States Description of Idaho Funding Formula Model

STAFF COMMENTS AND RECOMMENDATIONS

The Governor's Task Force for Improving Education recommended a change to the public school funding formula from Average Daily Attendance to Average Daily Enrollment/Membership. The Public School Funding Subcommittee of the Task Force for Improving Education was charged with further developing the recommendation concluded that rather than focus solely on funding based on attendance or enrollment, the entire funding formally needed to be addressed. The public school funding formula significantly changed between 1994 and 1996, in part as a response to "adequacy and equity" lawsuits filed in 1991. Since that time, various sections of Idaho Code that establish Idaho's public school foundation funding have been amended in an attempt to address isolated issues. A systemic look at how public schools are funded in Idaho has not been conducted since 1996. The Task Force subcommittee also concluded that a potential change of such magnitude would take significant legislative buy-in and support and would have the best chance of success if it were driven by the Legislature.

The proposed funding formula model would move to an student enrollment model providing a base amount per student with added student weights for:

- Economically Disadvantaged Students (Title I eligible)
- English Language Learners
- Gifted and Talented Students
- Special Education Students
- Students in Grades K-3 and 9-12

The formula would also make adjustments based on:

- Small District Size
- Remote School Building
- Large District Adjustment
- District Wealth

The funding formula model also includes a hold harmless option for three years and a funding increase cap of 7.5%. The intent of these two options is to manage the impact of moving to a new formula resulting in an annual funding cap for each school district or charter school between 0 and 7.5%.

The funding formula model available on the Legislature's website is a spreadsheet that allows individuals to adjust the various weights and school/district adjustments to see how the formula would affect school districts and charter schools in Idaho. It is important to note the available model uses 2017-2018 Average Daily Attendance and the FY 2019 public school appropriation. Results will be different if you applied the formula were applied to FY 2018 student counts and appropriation.

The overall funding model is based on a set appropriation that is then divided by the final student enrollment count after all weighting and school or district adjustments are applied. As the weights for any category of student are changed, funding will vary. As an example, increasing the weight for economically disadvantaged students and decreasing the weight for special education students would shift funding to schools with high populations of economically disadvantaged students and away from special education students. Likewise, an increase of both weights would shift funding away from schools that had low populations of students in these categories. The available funding model also allows individuals to increase the appropriation amount to estimate how additional funding would affect schools and districts based on the new funding model.

BOARD ACTION

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Description of the Idaho Funding Model

Many in the education community feel that Idaho's current system for funding public schools is overly complex, confusing, and does not direct funding to the students or schools that need it most. Because of this, the Idaho legislature authorized the "*Public School Funding Formula Interim Committee*" in 2016 to study the state's K-12 school funding formula and recommend changes. After two years of work with multiple meetings throughout the state, the committee reported that Idaho's "…funding formula should be changed to ensure local control and transparency, and that it be readily comprehensible, equitable and focused on improving student outcomes." In March, the legislature authorized the committee to develop a new funding formula for Idaho's public schools. To achieve this goal, the committee has contracted with Education Commission of the States (ECS).

ECS worked with the Interim Committee to develop a formula that is focused on the needs of different student groups and school districts in the state. The goal of the new formula is to help all students, regardless of where they attend school, to reach their educational potential.

The following are important points about the proposed new model:

- **The model is still in development it will continue to change as the process moves forward.**
- The Committee has yet to make **any** final decisions about how schools should be funded in Idaho – the proposed new model is based off of a set of recommendations and discussions with the committee.
- The Committee has recommended that any new formula not begin until the 2020-21 school year.
- The Committee has also recommended that if a new funding formula is adopted, all districts will be held harmless from any funding loss until at least the 2022-23 school year.
- The funding model shows how districts would be impacted by comparing 2017-18 funding amounts under the current formula to 2018-19 funding under the proposed new formula.

How does the new model work?

The formula starts by providing a "base" amount of funding per student (you can see this base number at the top of the front page). Every public-school student in the state would be funded at least at this level by the state. The new formula then provides additional funding to school districts and charter schools based on both their student and district/school needs. Below are the details about these adjustments.

Funding student needs:

- Additional Funding – You can add additional funding to the model to see how it would impact your local schools. As a reminder this would be in addition to the amount of extra funding that the state provided for the 2018-19 school year.
- At-risk students – Research has shown that "at-risk" students (often defined as students from low-income families) require additional resources to achieve their academic goals. ECS recommend that the additional weight for at-risk students in the first year of the new formula be an additional 10 percent. We further recommend that this weight increase to 20 percent in the second year of the formula and to 25 percent in the

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Your education policy team.

third year and beyond. Once fully implemented, this will provide approximately $1,000 in additional funding for each at-risk student.

- English Language Learners – According to public input received during the study, Idaho's current funding for English language learners is insufficient to meet the demands of this student population. We recommend that the state provide additional funding to English language learners to help them receive the services that they need to move off of the ELL designation as soon as possible. ECS recommends that the state provide an additional 10 percent in funding to these students in the first year of the new funding formula increasing it to 20 percent in 2nd year, 30 percent in 3rd year and finally 35 percent in the fourth year and beyond. Once fully implemented, this weight will provide approximately $1,500 in addition funding per each ELL student.
- Gifted and Talented Students – The state's current system for funding Gifted and Talented (G&T) students is limited in scope and does not allow schools to fund gifted and talented programming, only professional development for educators who teach G&T students. ECS recommends that the state assumes that each district/charter schools has 10 percent of their students identified as G&T and that these students are provided with 2 percent in additional funding. This weight provides approximately $100 per gifted and talented student.
- Special Education Students – The federal government requires that schools provide special education services that meet students' unique educational needs. The state's current system of funding special education does not provide an adequate amount of funding to charters and districts to provide federally required services. ECS recommends that the formula provide each special education student with 65 percent of additional funding and increase that amount until it reaches 100 percent of additional funding in the fifth year of the new formula.
- Students in Grades K-3 & 9-12 – Research shows that students in grades K-3 require smaller class sizes to receive a quality education. Because of this ECS has recommended that students in grades K-3 receive an additional 10 percent in funding. In addition, research shows that there is a higher cost of educating students in grades 9-12 because of the additional course requirements in high school. ECS recommends that students in these grades receive an additional 10 percent in funding to cover these additional costs.

Funding district/school needs:

- Small district adjustment – Research shows that small school districts have a higher per-pupil cost for delivering a high-quality education to their students. The state's current formula provides an adjustment to districts with 330 or fewer elementary students and 870 or fewer secondary students. ECS created a funding adjustment in the new formula that provides these small districts with additional funding.
- Remote school building adjustment – The state's current formula provides some small, remote school buildings additional funding to meet their unique needs. The new formula provides these individual school buildings with an "remote school adjustment".
- Large district adjustment – Research shows that very large school districts can have an increased cost in delivering services to their students. This is often referred to as a "diseconomy of scale". To address this issue ECS recommends a large district adjustment for districts with over 20,000 students. The current model provides an additional weight of 2 percent for districts with 20,000 or more students.
- District wealth adjustment – Some low-wealth districts in the state have difficulty in raising local funding for schools. To help off-set this funding disadvantage, the proposed formula provides additional funding to school districts when their average property wealth per student is below the state average. This funding advantage is capped at a maximum of 10 percent in the current version of the formula.

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Hold harmless and funding cap

As stated earlier, it is the intention of the Committee that no district or charter school will lose funding in the first three years of a new formula. In addition, ECS has recommended that the amount of additional funding that any district can receive from one year to the next in this new formula be capped at a 7.5 percent increase. Together, the hold harmless and funding cap mean that districts and charter schools in the states will see their annual funding change between 0 and 7.5 percent in the first three years of this new formula.

If you have any detailed question about the funding model please feel free to contact either Michael Griffith (mgriffith@ecs.org) or Emily Parker (eparker@ecs.org) at Education Commission of the States.

700 Broadway, Suite 810 • Denver, CO 80203-3442 • 303.299.3600 • Fax: 303.296.8332 | www.ecs.org | @EdCommission

SUBJECT

Code.org Update

REFERENCE

February 2015	Board approved Boise State University's computer science endorsement program as an approved educator preparation program.
November 2015	Board approved pending rule creating computer science educator endorsement.
November 2017	Board approved computer science content standards.
March 2, 2018	Board approved support of House Bill 648 requiring school districts to offer at least one computer science course during the school day.
August 2018	Board approved proposed rule expanding the eligibility of high school computer science courses to be used to meet the mathematics or science credit requirements for high school graduation.
November 2018	Board approved pending rule expanding the eligibility of high school computer science courses to be used to meet the mathematics or science credit requirements for high school graduation.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access
Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Code.org® is a nonprofit organization dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities. Their vision is that every student in every school has the opportunity to learn computer science, just like biology, chemistry or algebra. Code.org® was launched in 2013 by Hadi Partovi and his twin brother Ali. Code.org has established computer science classes reaching 30% of US students, created the most broadly used curriculum platform for K-12 computer science, and launched the global Hour of Code movement that has reached over 100 million students spanning every country in the world.

Code.org has a long history of collaboration in Idaho and has worked closely with the Idaho Digital Learning Academy and the Idaho STEM Action Center to bring training to Idaho teachers on how to teach computer science at all grade levels. Most recently Code.Org has recognized Idaho as a "Computer Science Leader." Idaho is the second state, behind Arkansas, to implement all nine of Code.Org's policy recommendation for moving computer science education forward.

IMPACT

This agenda item will provide the Board with an update on Code.org initiatives and their partnership with Idaho.

ATTACHEMENTS

Attachment 1 – Utah Example – Exploring CS Endorsement
Attachment 2 – Code.org Recognition of Idaho and Nine Policy Recommendations
Attachment 3 – Idaho Computer Science State Plan

STAFF COMMENTS AND RECOMMENDATIONS

Through Board and legislative action over the past few years, computer science and computing technologies have become much more available to Idaho public school students. From the approval of Boise State University's computer science educator endorsement program in 2015 to legislation enacted during the 2018 legislative session, Idaho has made steady progress in making computer science instruction available to students in Idaho's public schools and highlighting the benefits of some computer science instruction to all students. While the number of educators trained in providing computer science instruction is steadily increasing, the availability of teachers who are qualified to teach computer science at the different grade levels continues to be one of the barriers to access for students.

Idaho's educator certification requirements include the following pathways for individuals to add a computer science endorsement to their Standard Instructional Certificates:

(Administrative Code: IDAPA 08.02.02.021)

02. Alternative Authorization to Endorsement. Candidates shall meet all requirements of the chosen option for the endorsement as provided herein.
    a) Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university.
    b) Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area.
    c) Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate.
    d) Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held.
        i. Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area

closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component; or

ii. Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment.

In addition to these alternative authorization options for endorsement, individuals may follow a traditional path and earn the computer science endorsement through an approved educator preparation program.

It is also worth noting a computer science endorsement is not necessarily required to teach computer science courses in Idaho. Any educator with a Standard Instructional Certificate and All Subjects (K-8) endorsement would be considered endorsed to teach computer science in grades K through 8. Additionally, because computer science is not a required core subject, individuals with other endorsements may also teach computer science courses. As an example, at the high school level, someone with any of the math or science endorsements, or the computer science endorsement, could teach computer science at the high school level and the course credits could count toward the required mathematics or science credits needed for high school graduation. Instructional staff with other subject area endorsement could teach computer science as an elective.

BOARD ACTION

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ATTACHMENT 1

APPLICATION FOR ENDORSEMENT OR ENDORSEMENT PLAN (SAEP)

Exploring CS

This endorsement requires a minimum of a BS degree in a related area.

OFFICIAL transcripts and certifications must be attached to verify applicable course work and requirements

First Name	Middle Initial	Last Name	Date	CACTUS ID #

Home Address/City/State/Zip	Work Phone
Email Address	**Home Phone**

Current Teaching Status School District

❒ Not Teaching **OR** Teaching at:

Current License(s) Held

❒Secondary Education ❒Career and Technical ❒ CTE Speciality

Check only one

❒ I am requesting the **Exploring CS** endorsement. The required courses, certifications, and professional development have been completed and the appropriate documentation is attached and **an evaluation fee of $25.00 is enclosed.**

❒ I am requesting a State Approved Endorsement Plan (SAEP) for the **Exploring CS** endorsement. Course requirements will be completed within the timeframe indicated in the plan. (A minimum of an ECS workshop is required for an SAEP.) **An evaluation fee of $35.00 is enclosed**.

This endorsement authorizes the instructor to teach the following courses:

Creative Coding, Digital Literacy, Exploring Computer Science 1 & 2

Course Information (minimum grade of C required)	Dept. - Course #	Institution	Grade	Year	Credits
Content Coursework					
Required					
Degree:					
Code.org K-8 Intro to Computer Science online (20 hours)					
Exploring CS workshop					2.5
Methods Coursework					
Required – Exploring CS Ongoing PD					.5
Required – IT Summer or Winter Conference		USBE			1.0
Required – IT Summer or Winter Conference		USBE			.5
Industry Tests					
Required – Certiport IC3					
				Total Credits	

Signature of Applicant	**Date**
X	

Submit completed application and official transcripts and/or other documentation to: Stephanie Ferris, USBE Educator Licensing, 250 East 500 South, PO Box 144200, Salt Lake City, 84114-4200. Phone: (801) 538-7752

---------- ***Information below to be completed by USBE personnel*** ----------

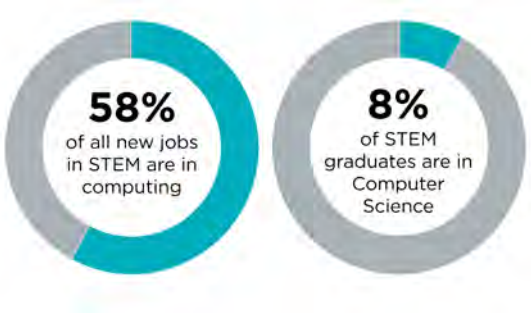
❒ Endorsement Awarded ❒ SAEP Approved for _____ years ❒ Not Approved

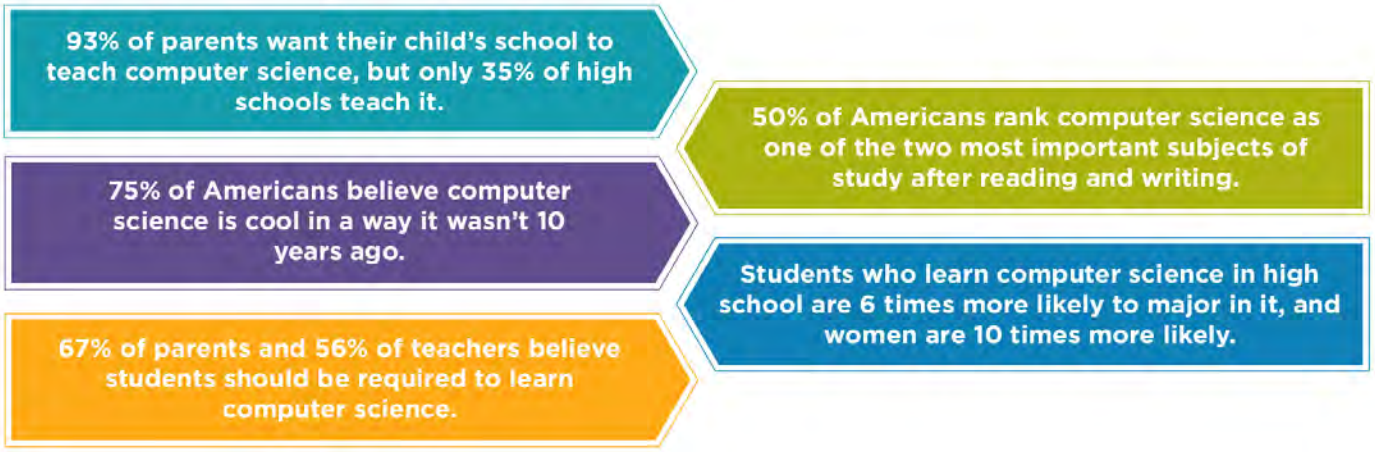
Specialist Signature Date

ADA Compliant: November 2018

Support K-12 Computer Science Education in Idaho

Computer science drives job growth and innovation throughout our economy and society. Computing occupations are the **number 1 source of all new wages in the U.S.** and make up over half of all projected new jobs in STEM fields, making Computer Science one of the most in-demand college degrees. And computing is used all around us and in virtually every field. It's foundational knowledge that all students need. But computer science is marginalized throughout education. Only 35% of U.S. high schools teach any computer science courses and only 8% of STEM graduates study it. We need to improve access for all students, including groups who have traditionally been underrepresented.

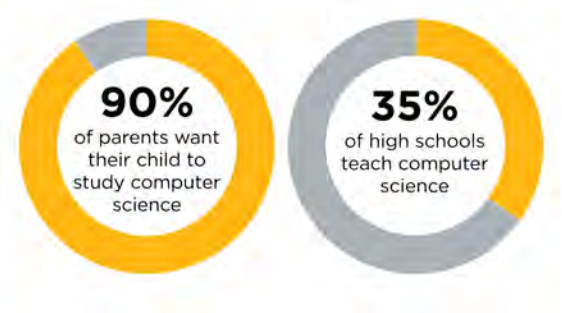




Computer science in Idaho

- Idaho currently has **1,532 open computing jobs** (3.3 times the average demand rate in Idaho).
- The average salary for a computing occupation in ID is **$72,497,** which is significantly higher than the average salary in the state ($42,240). The existing open jobs alone represent a **$111,065,726 opportunity** in terms of annual salaries.
- Idaho had only **333 computer science graduates** in 2015; only **13**% were female.
- Only **315 exams were taken in AP Computer Science by high school students in** Idaho in 2017 (123 took AP CS A and 192 took AP CSP).
- Only 29% were female (24% for AP CS A and 33% for AP CSP); only 39 exams were taken by Hispanic or Latino students (8 took AP CS A and 31 took AP CSP); no exams were taken by Black students; no exams were taken by American Indian or Alaska Native students; no exams were taken by Native Hawaiian or Pacific Islander students.
- Only **19 schools** in ID (19% of ID schools with AP programs) offered an AP Computer Science course in 2016-2017 (8% offered AP CS A and 16% offered AP CSP), which is 12 more than the previous year. There are fewer AP exams taken in computer science than in any other STEM subject area.
- Universities in Idaho did not graduate a single new teacher prepared to teach computer science in 2016.
- According to a representative survey from Google/Gallup, school administrators in ID support expanding computer science education opportunities: 66% of principals surveyed think CS is just as or more important

than required core classes. And one of their biggest barriers to offering computer science is the lack of funds for hiring and training teachers.



What can you do to improve K-12 CS education?

1. Call on your school to expand computer science offerings at every grade level.
2. Ask your local school district to allow computer science courses to satisfy a core math or science requirement.
3. Visit **www.code.org/educate/3rdparty** to find out about courses and curriculum from a variety of third parties, including Code.org.
4. Visit **www.code.org/promote/ID** to learn more about supporting computer science in your state.
5. Sign the petition at **www.change.org/computerscience** to join 100,000 Americans asking Congress to support computer science.

Code.org's Impact in Idaho

- In Idaho, Code.org's curriculum is used in
  - 25% of elementary schools
  - 22% of middle schools
  - 16% of high schools
- There are 2,593 teacher accounts and 106,620 student accounts on Code.org in Idaho.
- Of students in Idaho using Code.org curriculum last school year,
  - 56% attend high needs schools
  - 48% are in rural schools
  - 43% are female students
  - 33% are underrepresented minority students (Black/African American, Hispanic/Latino, American Indian, or Hawaiian)
- Code.org, its regional partner(s) Idaho Digital Learning Academy, and 9 facilitators have provided professional learning in Idaho for
  - 629 teachers in CS Fundamentals (K-5)
  - 65 teachers in Exploring Computer Science or Computer Science Discoveries
  - 29 teachers in Computer Science Principles

"Computer Science is a liberal art: it's something that everybody should be exposed to and everyone should have a mastery of to some extent."

— Steve Jobs

What can your state do to improve computer science education?

States and local school districts need to adopt a broad policy framework to provide all students with access to computer science. The following nine recommendations are a menu of best practices that states can choose from to support and expand computer science. Not all states will be in a position to adopt all of the policies. Read more about these 9 policy ideas at **https://code.org/files/Making_CS_Fundamental.pdf** and see our rubric for describing state policies at **http://bit.ly/9policiesrubric**.

- ☑ Idaho has created a state plan for K-12 computer science.
- ☑ Idaho has established K-12 computer science standards.
- ☑ Idaho has allocated funding for rigorous computer science professional development and course support.
- ☑ Idaho has clear certification pathways for computer science teachers.
- ☑ Idaho has established programs at institutions of higher education to offer computer science to preservice teachers.
- ☑ Idaho has a dedicated computer science position in the state education agency.
- ☑ Idaho requires that all secondary schools offer computer science.
- ☑ Idaho allows computer science to count for a core graduation requirement. Find out how Idaho allows computer science to count towards graduation at **http://bit.ly/9policies**.
- ☑ Idaho allows computer science to count as a core admission requirement at institutions of higher education.

Follow us!

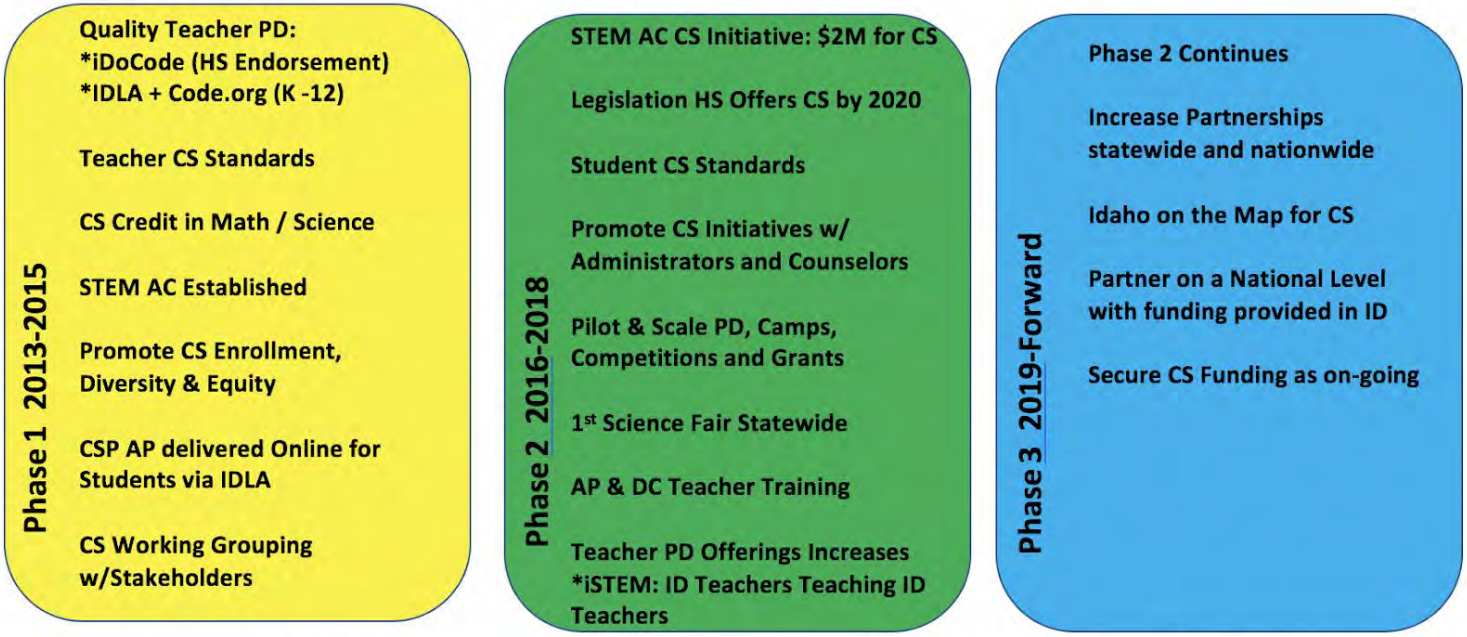
Join our efforts to give every student in every school the opportunity to learn computer science. Learn more at **code.org**, or follow us on **Facebook** and **Twitter**.

Launched in 2013, Code.org® is a non-profit dedicated to expanding access to computer science, and increasing participation by women and underrepresented students of color. Our vision is that every student in every school should have the opportunity to learn computer science.

Data is from the Conference Board for job demand, the Bureau of Labor Statistics for state salary and national job projections data, the College Board for AP exam data, the National Center for Education Statistics for university graduate data, the Gallup and Google research study Education Trends in the State of Computer Science in U.S. K-12 Schools for schools that offer computer science and parent demand, and Code.org for its own courses, professional learning programs, and participation data.

ATTACHMENT 3

Idaho Computing Technology
K-12 CS State Plan



Idaho will be the leader among states in preparing its educators & students to succeed in today's knowledge-based economy, by providing equity & access to computing technology, education & training for all Idahoans.

1

Vision: Idaho will be a national leader in preparing its educators and students to succeed in today's knowledge based economy, by providing equity & access to computing technology, education, and training for all Idahoans.

This plan is the framework by which the leadership team will document both its strategic goals and the progress towards realizing them.

Admission Requirements - Allow computer science to satisfy post-secondary admissions requirements.
Certification and Licensure - Goals for endorsing/certifying every instructor teaching computer science in Idaho's schools.
Curriculum - Recommend courses and curriculum aligned to the state standards.
Diversity - Goals to increase the number of underrepresented groups passing the AP Computer Science Principles exam.
Funding- Secure funding from state and federal government, and private industries to pay for professional development, curriculum, and technology needs.
Knowledge Report - The Idaho KNOWLEDGE Report evaluates various key performance indicators for industries that are cognitive and complex. It considers a variety of factors that influence technology economic development, including wages, education, and public policy, giving Idaho policymakers and industry leaders valuable data to help them better understand how to shape and nurture Idaho's technology ecosystem.
Landscape Report - A survey of the current state of computer science education in the state of Idaho.
Outreach -Strategies to increase awareness of the current computer science work in the state, communicate the state plan, and receive feedback from a variety of stakeholders.
Preservice Programs - Integrating computer science into every elementary education program at our institutions of higher education.
Professional Development - Strategies to establish qualified computer science instruction in every Idaho school.
Standards - Goals to develop voluntary standards with a resource guide to help district's implement the standards.
Strategic Goals - The list of top line goals that, when completed, will achieve the vision.

Landscape and Goals

Landscape Report					
Goals 1. Understand and measure the current state of computer science education in the state across a variety of areas to inform the state's goals and ensure successful outcomes.					
Strategies	**Start/End**	**Responsible Party/Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Planning	**Acting**	
Build collaborative team to define data to collect, develop survey, collect data and write landscape report.	Fall 2018/ Spring 2019	Idaho Digital Learning, STEM AC, IETA, Higher Ed, SDE, OSBE, ITC	X	X	Team of 5 people identified as key leaders on landscape report development
High School Students					
Opportunity: Survey should include all computer science courses offered at each Idaho high school, listed in their course catalog, even if offered through a virtual entity (i.e. Idaho Digital Learning).	Spring 2019	Landscape committee	X	X	In 2018, the Idaho legislature enacted a bill requiring all HS in Idaho to offer CS in their catalogue, whether it is face-to-face or offered virtually (i.e. IDLA) by 2020.

Enrollment: Collect statewide data annually, by high school, of number of students enrolled in computer science courses, including student demographics i.e. (i.e. grade level, gender).	Spring 2019	Landscape committee	X		Survey deployed and participation for responses
Effectiveness: Collect statewide data annually to measure the effectiveness of courses taught including dual credit, AP, and CTE. Examples: How many students completed the course, by letter grade, by gender? How many students passed one of the two Computer Science AP exams? How many students received college credit for a computer science course?	Spring 2019	Landscape committee	X		Present data in landscape report
Middle School Students					
Opportunity: Survey should include the number of students receiving specific computer science instruction through computer science or integrated computer science courses (curriculum integrated into mathematics or science courses).	Spring 2019	Landscape committee	X		Present data in landscape report
Elementary School Students					
Opportunity: Survey should include the number of students receiving integrated computer science curriculum through media arts or computer lab time in every elementary school. Report should include an estimate of the number of instructional hours in a year-long period students receive.	Spring 2019	Landscape committee	X		Present data in landscape report
Teachers					

Opportunity: Survey should ask for number of teachers certified to teach computer science courses (i.e. AP certified, dual credit enrollment certified, State CS Standards certified, other)	Spring 2019	Landscape committee	X		Present data in landscape report
Outreach					
Effectiveness: Survey should ask questions to ascertain district's awareness of CS standards and curriculum, access to remote learning courses (IDLA), teacher development courses, STEM action center grants, and dual credit opportunities.	Spring 2019	Landscape committee	X		Present data in landscape report
Funding					
Survey questions should ascertain funding needed to close any gaps between the district's current state and the state's strategic goals.	Spring 2019	Landscape committee	X		Survey data from all districts
Create and deliver landscape survey to all districts in the state. IETA to deliver survey to superintendents and technology directors.	Spring 2019	Landscape committee/State Dept of Education	X		Survey data from all districts
Write report. Establish baseline from data and create metrics to evaluate goals and strategy.	Spring 2019	Landscape committee	X		A publicly available report that drives / enhances the state's strategic plan

ATTACHMENT 3

Strategic Goals

Vision
By 2020, all High Schools schools in Idaho will offer computer science and have a qualified/trained computer science teacher. This can be offered face-to-face, blended, or online through entities such as Idaho Digital Learning Alliance.

By 2022, all Elementary and Middle Schools in Idaho will offer computer science to students K - 8.

By 2025, Computer Science is a stand alone High School graduation requirement.

The Computing Technologies Working Group envisions a future in which students:

- critically engage in public discussion on computer science topics;
- develop as learners, users, and creators of computer science knowledge and artifacts;
- better understand the role of computing in the world around them; and
- learn, perform, and express themselves in other subjects and interests.

(K–12 Computer Science Framework, 2016)

Goals	**Related Subsection of Strategic Plan**	**Start/End**	**Responsible Party/ Partners**	**Progress**	
				Acting	**Done**
Every high school will offer Computer Science Principles or an equivalent concurrent enrollment (DC) computer science course, either with local, certified teachers or through IDLA.	Curriculum/ Professional Development	Spring 2018/ Summer 2021	IDLA, STEM AC, LEAs	X	

ATTACHMENT 3

Establish at least one teacher teaching either computer science or integrated computer science courses within science and/or mathematics in every middle school. Or determine how to offer virtually.	Professional Development	Spring 2017/ Summer 2021	LEAs, STEM AC, IDLA	X	
Establish at least one teacher teaching either computer science or integrated computer science courses within media arts or computer lab time in every elementary school. Or determine how to offer virtually.	Professional Development	Summer 2017/ Summer 2021	LEAs, STEM AC, IDLA	X	
All teachers teaching computer science will be certified or endorsed.	Certification and Licensure	Fall 2017/ Fall 2022	OSBE, SDE, LEAs, CTE	X	
Establish full certification and teacher endorsements for computer science.	Certification and Licensure	Spring 2017/ Summer 2017	OSBE, SDE, LEAs, CTE		X
Secure state-level funding dedicated to computer science professional development for existing teachers. Convert to ongoing.	Funding	Summer 2017/ Spring 2018	Legislature, STEM AC	X	X
Secure funding from federal programs, local and national industry and other funders.	Funding	Summer 2017/Summer 2019 and Ongoing	STEM AC, SDE, IDLA, CTE, OSBE	X	X
Allow computer science to satisfy a core admissions requirement at institutions of higher education.	Admissions Requirement	WHEN? Spring 2025?	Legislature		X

ATTACHMENT 3

Double the percentage of students including underrepresented groups (females, diverse races/ethnicities, rural students, low SES) taking CS courses in high school.	Diversity	Summer 2017/ Summer 2024	LEAs	X	
Double the percentage of students including underrepresented groups (females, diverse races/ethnicities, rural students, low SES) passing the AP Computer Science Principles exam or receiving Dual Credit in CS.*	Diversity	Summer 2017/ Summer 2024	LEAs	X	
By 2022, all Elementary and Middle Schools in Idaho will offer computer science to students K - 8.	Curriculum/ Professional Development	Spring 2018/July 2022	OSBE, SDE, CTE, IDLA, STEM AC	X	
By 2025, Computer Science is a stand alone High School graduation requirement.	Graduation Requirement	Fall 2022/Fall 2025	OSBE		

* See https://research.collegeboard.org/programs/ap/data for data.

Teacher Pipeline

Professional Development					
Goals 1. Establish at least one teacher teaching high-quality computer science courses in every high school. 2. Establish at least one teacher teaching either computer science or integrated computer science courses within science and/or mathematics in every middle school. 3. Establish at least one teacher teaching either computer science or integrated computer science courses within media arts or computer lab time in every elementary school.					
Strategies	**Start/End**	**Responsible Party/Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Create three regional hubs (North, Southwest, East) for professional development. Examples include, IDLA's Code.org PD and IDoCode at Boise State University (Southwest region).	Spring 2019	Higher education, IDLA	X		Three hubs exist to cover 100% of the state's teachers
Secure professional development funding through grants or other means. Inventory and communicate professional development opportunities to school district leaders at Superintendent's meetings and through STEM Action Center and IDLA newsletters.	Spring 2018	STEM AC, IDLA, Superintendents	X	X	Funding is accessible by districts for professional development and stipends. Multiple meetings held with CTE directors, principals, IDLA, STEM AC.
Host local, regional, statewide and/or online professional development trainings across the state	Summer 2017, ongoing	Higher education, STEM AC, IDLA	X	X	Multiple workshops across state that include teachers who

					can't attend in-person.
Create professional development provider selection rubric. Use the rubric to select high-quality statewide computer science professional development.	Fall 2018	STEM AC	X		Professional development rubric has been developed and grant award is open through STEM AC for providers via STEMworks; to be implemented by summer 2019
Create online endorsement options with post-secondary partners.	Fall 2018/Fall 2021	STEM AC, IDLA, Higher Ed	X		Creation of online endorsement option

Certification and Licensure

Goals

1. Establish full certification and teacher endorsements for computer science.
2. All middle and high schools teachers teaching computer science will be certified or endorsed.

Strategies	**Start/End**	**Responsible Party/Potential Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Allow teachers to teach computer science under temporary approval after receiving professional learning.	Fall 2017/ Summer 2018	Certification at SDE/ superintendents, principals		X	A policy is created that identifies the requirements, provides an approval code, and sets up a publicly-accessible

					approval form allowing teachers to teach out of subject
Create computer science teacher standards.	Completed in Fall 2017	SDE, STEM AC, OSBE, IDLA, educators, higher education, industry		X	Teacher standards based on national models (including multi-state teacher cert exams) have been created
Create a secondary/high school add-on endorsement.	Completed in Fall 2017	Certification at SDE, OSBE, higher education		X	A grades 7-12 endorsement for computer science has been added to the state's list of endorsements
Create a secondary/high school full certification pathway by developing requirements to guide initial computer science certification for preservice teachers.	Completed in Fall 2017	Certification at SDE, OSBE, higher education		X	The computer science certification pathway mirrors the initial full certifications in other areas and includes general education pedagogy, student teaching, methods, and content.
Adopt an assessment for teacher certification in computer science.	Spring 2016/Fall 2017	OSBE, SDE Certification,		X	A subject matter exam for computer science teachers, PRAXIS

ATTACHMENT 3

Preservice Programs					
Goals 1. Integrate computer science education into all elementary education programs. 2. Develop computer science preservice programs for secondary educators at the institutions of higher education in the state that account for 75% of the state's new teacher graduates.					
Strategies	**Start/End**	**Responsible Party/Potential Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Update existing preservice educational technology courses to include modern computer science content.	Spring 2018/Spring 2019	Higher education, OSBE, educators	X		A sample syllabus and course materials are provided to embed a unit on computer science and computational thinking.
Work with higher education partner to craft state expectations for computer science pre-service programs based on a nationally-recognized model.	Fall 2017/ Spring 2018	OSBE, CS State coordinator, Higher education	X		Recommendations are incorporated into the state's approval process for school of ed programs.
Set up approval process for preservice programs, including existing math and science programs.	Spring 2018/Summer 2019	OSBE, Higher ed	X		Schools of education are submitting approvals for STEM education

					programs that include a computer science offering and integrate computer science into other STEM areas.

Curriculum and Courses

Standards					
Goals 1. Develop a discrete set of voluntary standards at each grade level, with standards integrated into other subjects in elementary. 2. Create resources to guide district implementation of the standards.					
Strategies	**Start/End**	**Responsible Party/Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Get board approval of development timeline and composition of development committee. Secure budget for development committee meetings.	Completed Spring 2017	Director of Curriculum and Instruction at SDE, CTE Coordinator		X	Board voted to move forward on standards development and approval of the committee.
Review existing Idaho Science standards for similarities/alignment with K-12 Computer Science Framework.	Completed Spring 2017	Director of Curriculum and Instruction at SDE, CTE, industry representatives; higher education		X	A crosswalk between Idaho Science Standards and K-12 computer science concepts and practices.

Set up public review period.	Completed Fall 2017	SDE and OSBE		X	A web survey with background, draft standards, contact info is shared with districts, advocacy groups, and teacher associations.
Revise standards based on public review and present to Board for adoption	Fall 2017/ Spring 2018	Standards committee		X	A revised draft with the major themes from the public review identified and responded to.
Standards added to school accountability system.	Fall 2018	Districts		X	Schools use the standards.
Revise standards based on accelerated revision cycle.	Spring 2021	Curriculum and Instruction at SDE, CTE	X		A set of revised standards

ATTACHMENT 3

Curriculum					
Goals 1. Recommend courses, resources, and curriculum aligned to the state standards.					
Strategies	**Start/End**	**Responsible Party/Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Publish assortment of resources on STEM AC's resources portal.	Fall 2018	STEM AC and IDLA	X	X	The STEM AC resources webpage includes curriculum resources and includes integration ideas for K-8 and lesson plans.
Create state level course codes and communicate them to LEAs.	Spring 2019	OSBE, SDE Curriculum and Instruction, CTE LEAs	X		Shared course codes between CTE and Academic pathways.
Publish curriculum alignment rubric for LEAs selecting curricula and update resources list with approved, suggested curriculum resources on the SEA's computer science web page	Summer 2019	Curriculum and Instruction at SDE	X		Revise computer science webpage to show alignment between recommended curriculum resources. Include alignment rubric.

ATTACHMENT 3

Admissions Requirements					
Goals 1. Allow computer science to satisfy post-secondary admissions requirements.					
Strategies	**Start/End**	**Responsible Party/Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Work with higher education to allow computer science to satisfy an admissions requirement	Spring 2017	OSBE, Higher education		X	Specific computer science courses satisfy core admissions requirements for Math and Science.

Outreach

Outreach					
Goals 1. Increase awareness of the current computer science work in the state, communicate the state plan, and receive feedback from a variety of stakeholders, increase awareness of the need for CS education.					
Strategies	**Start/End**	**Responsible Party/Potential Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Get feedback on draft plan from stakeholders (teachers, district leaders, parents, researchers, etc.)	Summer 2017/Fall 2018	Computing Technologies Working Group; CS State coordinator, OSBE, SDE, CTE, educators and administrators, LEAs, industry	X		Arrange and hold at least XXX local or regional meetings to review the plan
Create computer science education portal/website/social media/PR presence to keep stakeholders informed	Fall 2017/ Fall 2018	STEM AC, media, LEAs, higher ed, teachers	X		State or partner website page created to house all state computer science effort materials
Publish state plan on state computer science web page. Include information such as the state's vision, key implementation milestones, standards, certification	Fall 2018	State CS coordinator	X		State plan available on STEM AC website

requirements, advocacy materials, curriculum resources, and a constantly updated FAQ.					
Computing Technologies Working Group members will announce/discuss/request feedback on draft state plan at statewide conferences including: at statewide technology conference, superintendents and administrators conference, and statewide education association conference.	Spring 2019	CT Working Group Members	X		Event, press release, one-pager, and a video
Marketing to include school librarians and out-of-school programs as many now support CS activities.			X		
Create and offer an Idaho CS Summit.	Spring 2019/Fall 2019	STEM AC / IDLA	X		Educators throughout Idaho attend CS Summit
Increase the opportunities for internships, externships, mentorships, and apprenticeships for educators and students to connect education to industry.	Ongoing	STEM AC, WDC, Higher Ed, OSBE, SDE, CTE	X		

Funding

Funding					
Goal 1. Secure ongoing state-level funding dedicated to computer science professional development for existing teachers. 2. Secure funding from federal programs and local industry.					
Strategies	**Start/End**	**Responsible Party/Potential Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Identify and work with legislative champions in the house or senate education committee to propose/support a bill/appropriation to secure ongoing funding for computer science professional development.	Summer 2017/ Spring 2019	Computing Technologies Working Group, Legislators	X		A bill signed by the governor providing ongoing funding for computer science initiatives including professional development.
Work with the state's economic development commission and workforce development council to provide funding for CS professional development.	Spring 2018/ Spring 2019	Computing Technologies Working Group,Economic development groups, WDC	X		A line item and/or grant in the economic development budgets for K-12 computer science initiatives.
Create a dual-coded CTE/academic pathway of four computer science courses, including an introductory course, AP courses, and a course in cybersecurity, robotics, or mobile app/game design.	Summer 2017/ Fall 2018	OSBE, CTE, SDE Curriculum and Instruction, other educational stakeholders	X		Dual-coded pathway that allows funds to apply to computer science.

Work with the state's ESSA planning committee to include computer science funding in Title I, II, or IV.	Spring 2017/ Summer 2017	Computing Technologies Working Group, STEM AC, SDE	X		ESSA funding is provided to support CS professional development.
Partner with researchers and apply for various NSF grant to implement an introductory computer science course in districts with high rate of students receiving free and reduced price meals and/or to support CS professional development	Spring 2017/ Summer 2019	Higher ed, CS State coordinator	X	X	Secure a multi-year NSF grant.

Diversity

Diversity					
Goals 1. Double the number of rural, female, African American and Hispanic students scoring 3 or higher on the AP Computer Science Principles exam by 2022. 2. Continue to provide and expand professional development opportunities to educators who serve traditionally underrepresented populations in STEM/CS.					
Strategies	**Start/End**	**Responsible Party/Potential Partners**	**Progress**		**Specific Evidence of Success or Completion**
			Acting	**Done**	
Identify states that are working to identify successful strategies for increasing diversity in K-12 computer science education.	Spring 2017/Fall 2019	CS and SDE State coordinators	X	X	Gleaned 1-2 ideas from multiple states that can be incorporated
Identify and build partnerships with state diversity and equity initiatives to inform the development and implementation of the state plan.	Summer/Fall 2017	CS State coordinator, Diversity advocates	X		Partnerships built with state agencies that represent underrepresented groups
Identify the difference between statewide student demographics and current representation in computer science classes. Create district-by-district profile.	Fall 2017/Fall 2018	OSBE, CS State coordinator, Computing technologies workgroup	X		Strategic plan to increase equitable access to computer science in K-12

Create a district guide focused on recruiting underrepresented groups and train administrators and counselors at summer meetings.	Fall 2018/Fall 2019	STEM AC, Diversity advocates	X		Guide created, shared, and administrators and counselors trained.

ATTACHMENT 3

IDAHO STEM ACTION CENTER

SUBJECT

STEM School Designation Recommendations and STEM Action Center Update

REFERENCE

December 2016	Board approved legislation to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation.
April 2018	Board approved STEM School Designation standards for public schools and public school programs.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4701, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Section 33-4701, Idaho Code, was enacted by the legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the Board in collaboration with the STEM Action Center.

The Board approved STEM School Designation Standards at the Regular April 2018 Board meeting. As provided in the information at the April Board meeting, the new STEM School Designation Standards (Attachment 1) aligned with AdvancED STEM School Certification Standards and Indicators (Attachment 2). In June 2018 the STEM Action Center in collaboration with Board staff began planning for the Idaho STEM School Designation application process. Schools submitted materials to the AdvancED platform between August – October 2018. School site visits were conducted November 1 – 6, 2018 with AdvancED STEM Certification awarded at the conclusion of the visit based on the AdvancED STEM School Criteria. Due to the alignment between the AdvancED STEM School Certification requirements and the Idaho STEM School Designation Standards any school receiving AdvancED STEM School Certification will have also met Idaho's standards for STEM School Designation.

Four schools applied for the Idaho STEM School Designation, and all were certified through the AdvancED process: Galileo STEM Academy and Barbara Morgan STEM Academy in West Ada, Temple View Elementary in Idaho Falls, and

Bingham Academy in Blackfoot. The STEM Action Center Board is recommending the State Board of Education approve of all four schools for Idaho STEM School Designation. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

IMPACT

There is no fiscal impact to the State Board of Education. The STEM Action Center will award $10,000 from its general fund appropriation in FY19 to each designated school. The STEM Action Center is anticipating this annual $10,000 award for the duration of the designation, up to four additional years, pending annual appropriation. The Center is also seeking external sponsors to increase the award amount. The Center will also utilize data collected during the designation process to build a best practices database to share tools and resources with other emerging and promising STEM schools throughout Idaho.

ATTACHMENTS

Attachment 1 – Board approved STEM School Designation Standards
Attachment 2 – AdvancED STEM School Criteria
Attachment 3 – STEM School Designation Recommendation

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-4701, Idaho Code:

(2) The state board of education shall award STEM school and STEM schools and public school programs that meet the standards established by the state board of education in collaboration with the STEM action center.

(3) To be eligible to apply for a STEM designation, the school must meet the standards and application requirements established by the state board of education and the STEM action center, including the following:

(a) Be a current public school in Idaho that serves students in kindergarten through grade 12, or a subset of grades between kindergarten and grade 12;

(b) Apply to the STEM action center for a STEM school designation review to include evaluation of the following:

(i) STEM instruction and curriculum focused on problem- solving, student involvement in team-driven project-based learning, and engineering design process;
(ii) College and career exposure, exploration and advising;
(iii) Relevant professional learning opportunities for staff;
(iv) Community and family involvement;
(v) Integration of technology and physical resources to support STEM instruction;

(vi) Collaboration with institutions of higher education and industry;
(vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center; and
(viii) Support of nontraditional and historically underserved student populations in STEM program areas.

(c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.

(4) The STEM Action Center Board shall make recommendations annually to the State Board of Education for the award of a STEM school designation.

(5) STEM designations shall be valid for a term of five (5) school years. At the end of each designation term, a school may apply to renew its STEM designation. Schools may apply to expand a STEM program designation to a STEM school designation, in alignment with established deadlines, at any time during the term of the STEM program designation.

(6) The STEM action center and the state board of education shall provide a report annual on the implementation of this chapter.

Staff Recommends Approval

BOARD ACTION

I move to approve the request by the STEM Action Center to designation Galileo STEM Academy and Barbara Morgan STEM Academy in West Ada School District #2, Temple View Elementary School in the Idaho Falls School District #91, and Bingham Academy Charter High School in Blackfoot Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho STEM School Designation

Standards and Criteria

(Approved by the State Board of Education April 2018)

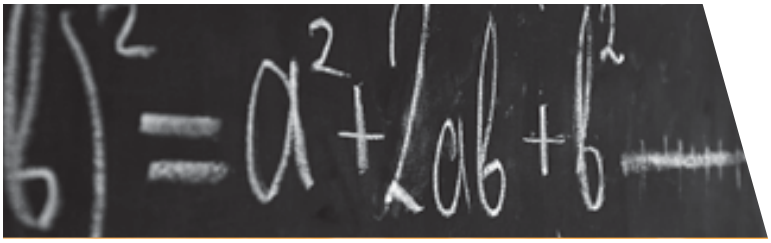
STEM School/Program Designation Standards and Criteria	Aligned to Advanced Ed Rubric	Aligned Idaho Code 33-4701(3)(b)
1. School-/Program-wide STEM Instruction and Curriculum Focused on Problem-Solving, Student Involvement in Team-Driven Project-Based Learning, and Engineering Design Process a. Students participate in rigorous and relevant interdisciplinary instructional practices b. Students practice collaboration, communication, creativity, and critical thinking c. Students engage in scientific and engineering practices and processes d. Students demonstrate their learning through performance-based assessments characterized by elaborated explanations of their thinking. e. Students are empowered to personalize and self-direct their STEM learning experiences	1.1 1.2 1.3 1.4 1.5	(i)STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process;
2. College and Career Exposure, Exploration, and Advising a. STEM Career exposure and exploration b. Students are supported in STEM learning through extended day opportunities **c.** Advising provides knowledge and resources to access various pathways to STEM careers (*secondary only)*	1.8 1.11	(ii)College and career exposure, exploration and advising;
3. Relevant STEM Professional Learning Opportunities for Staff a. Educator engagement in relevant, high quality STEM professional learning opportunities that focus on real world applications b. Educators have access to and are engagement in relevant, high quality STEM professional learning resources c. Educators support and facilitate personalized student learning d. STEM educators collaborate as an interdisciplinary team to improve integrated STEM learning experiences.	1.6 1.7 1.9	(iii)Relevant professional learning opportunities for staff;

4. Community and Family Involvement a. Family involvement and outreach b. Community resource awareness	1.10	(iv)Community and family involvement;
5. Integration of Technology and Physical Resources to Support STEM a. Allocation for physical resources to support STEM learning for students b. Technology use and acquisition plan		(v)Integration of technology and physical resources to support STEM instruction;
6. Collaboration with Institutions of Higher Education and Industry (Strategic Alliances) a. Develops a STEM advisory team with members from partners like industry, education, and community. b. Schools solicit partner (industry, university, advisory boards) support for instruction and resources	1.10	(vi) Collaboration with institutions of higher education and industry;
7. School Leadership a. STEM instructional team leaders support instruction b. All staff participates in decision making c. Culture of the school reflects a priority for STEM d. Program shows evidence of Sustainability		
8. Support of Nontraditional and Historically Underserved Student Populations in STEM Program Areas a. Equitable access to extracurricular STEM activities/opportunities b. School population is representative of school service area	1.11	(viii) Support of nontraditional and historically underserved student populations in STEM program areas.

AdvancED®

STEM CERTIFICATION

An overview of the STEM Standard and Indicators



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STEM CERTIFICATION

Overview

AdvancED STEM Certification provides a proven, research-based framework and criteria from which to assess and validate the quality, rigor and substance of STEM educational programs. Through this certification protocol, institutions and programs build awareness, increase expectations and demonstrate a commitment and ability to deliver high-quality STEM education.

AdvancED STEM Certification is a mark of STEM distinction and excellence for those institutions that are granted the certification.

AdvancED STEM Certification:

- Combines a data-driven internal review process and an external diagnostic review process to provide educators with detailed findings and a clear roadmap to stimulate and sustain dramatic improvement.
- Demonstrates a school's ongoing commitment and capacity to prepare students for STEM fields of study and work.
- Communicates to postsecondary business and industry leaders that the school is committed to driving higher levels of student achievement.
- Requires STEM school leadership to engage stakeholders in an honest and continual evaluation of policies, strategies and learning conditions in order to achieve desired outcomes.

Contact us to learn more about AdvancED STEM Certification:

STEMcertification@advanc-ed.org

AdvancED STEM Standard and Indicators

STANDARD: STEM students have the skills, knowledge, and thinking strategies that prepare them to be innovative, creative, and systematic problem-solvers in STEM fields of study and work.

STEM LEARNERS

ST1.1 The STEM school/program supports non-traditional student participation through outreach to groups often underrepresented in STEM program areas.

ST1.2 Students work independently and collaboratively in an inquiry-based learning environment that encourages finding creative solutions to authentic and complex problems.

ST1.3 Students are empowered to personalize and self-direct their STEM learning experiences supported by STEM educators who facilitate their learning.

ST1.4 Students use technology resources to conduct research, demonstrate creative and critical thinking, and communicate and work collaboratively.

ST1.5 Students demonstrate their learning through performance-based assessments and express their conclusions through elaborated explanations of their thinking.

STEM EDUCATORS

ST1.6 The interdisciplinary problem-based curriculum includes a focus on real world applications.

ST1.7 STEM educators collaborate as an interdisciplinary team to plan, implement, and improve integrated STEM learning experiences.

ST1.8 STEM learning outcomes demonstrate students' STEM literacy necessary for the next level of STEM learning and for post- secondary and workforce readiness.

ST1.9 STEM teachers and leaders participate in a continuous program of STEM-specific professional learning.

STEM EXPERIENCES

ST1.10 Community, post-secondary, business/industry partners and/or families actively support and are engaged with teachers and students in the STEM program.

ST1.11 Students are supported in their STEM learning through adult-world connections and extended day opportunities.


Contact us to learn more about
AdvancED STEM Certification:
STEMcertification@advanc-ed.org
AdvancED®
9115 Westside Parkway
Alpharetta, GA 30009

Idaho STEM Certification Review Summaries
Prepared by AdvancED for
The Idaho STEM Action Center

Galileo STEM Academy, West Ada, Grades K-8

The AdvancED STEM Certification Review Team conducted an on-site review of Galileo STEM Academy on November 1-2, 2018. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 41 stakeholders and formally observed 24 classrooms using the eleot®. The team also informally visited numerous classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the AdvancED Standard for STEM Certification. The Galileo team's average rating of the 11 STEM Indicators was 3.50 compared to the AdvancED average of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified four Powerful Practices. These Powerful Practices were related to positive school climate, collaboration opportunities for teachers, support of cross grade level activities, a STEM Advisory committee consisting of community business partnerships, and the opportunity for student interactions with STEM professionals.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. One area identified as an Opportunity for Improvement was development of an assessment rubric with common components for all grade levels. The team also mentioned that the school might want to consider expanding the PLCs (Professional Learning Communities) for the staff. While PLCs are already in place, the staff and administration stated that this was an area of focus for improvement to sustain the work that is occurring.

In closing, the AdvancED STEM Certification Review Team commended all of the Galileo STEM Academy stakeholders for their hard work and dedication to implementing a high-quality STEM program for all students.

Barbara Morgan STEM Academy, West Ada, Grades K-5

The AdvancED STEM Certification Review Team conducted an on-site review of Barbara Morgan STEM Academy on November 5-6, 2018. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 64 stakeholders and formally observed 23 classrooms using the eleot®. The team also informally visited numerous classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the AdvancED Standard for STEM Certification. The BMSA team's average rating of the 11 STEM Indicators was 3.38 compared to the AdvancED average of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified four Powerful Practices. These Powerful Practices were related to the collaboration that has created a "culture of curiosity", common planning periods of 60 minutes for teachers to collaborate and develop interdisciplinary STEM projects and the support of EL (English Learner)program. In addition, the review team also found that the staff made a concerted effort to "get to know" the students and give the students a "voice" in school decision making with the development of a Student Leadership Team.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. Two areas identified as Opportunities for Improvement were the development of more systematic protocols for the use of performance-based assessments and increasing the opportunities for students to participate in internships, mentorships, and job shadowing. The team also mentioned that the school might want to consider formalizing some of their processes for sustainability, increasing the use of differentiation in the classroom, developing a consistent engineering design model that could be used on a school-wide basis, and continuing to search for grant opportunities to support the STEM program.

In closing, the AdvancED STEM Certification Review Team commended all of the Barbara Morgan STEM Academy stakeholders for their hard work and dedication to implementing a high quality STEM program for all students.

Temple View Elementary School, Idaho Falls, Grades PK-6

The AdvancED STEM Certification Review Team conducted an on-site review of Temple View Elementary School on November 1-2, 2018. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 64 stakeholders and formally observed 17 classrooms using the eleot®. The team also informally visited multiple classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the AdvancED Standard for STEM Certification. The team's average rating of the 11 STEM Indicators was 3.27 with an average of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified four Powerful Practices. These Powerful Practices were related to collaboration opportunities for teachers, professional development activities directly related to STEM implementation, community partnerships, and student interactions with STEM professionals.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. One area identified as an Opportunity for Improvement was related to the alignment of performance-based assessments with the curriculum being taught. The team also mentioned that the school might want to consider formalizing some of their processes for sustainability, expanding the range of technology tools used to support student learning, and developing a consistent engineering design model that could be used on a school-wide basis.

In closing, the AdvancED STEM Certification Review Team commended all of the Temple View Elementary School stakeholders for their hard work and dedication to implementing a high-quality STEM program for all students.

Bingham Academy, Blackfoot, Grades 9 – 11 (currently)

The AdvancED STEM Certification Review Team conducted an on-site review of Bingham Academy on November 5-6, 2018. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 51 stakeholders and formally observed 24 classrooms using the eleot®. The team also informally visited multiple classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the AdvancED Standard for STEM Certification. The team's average rating of the 11 STEM Indicators was 3.0 with an average of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified two Powerful Practices. These Powerful Practices were related to the collaborative culture that has led to many opportunities for inquiry-based learning for students and the structured opportunities for teachers to collaborate and develop interdisciplinary STEM projects. In addition to the Powerful Practices, the team also found that the staff made a concerted effort to "get to know" the students and meet the individual needs of all students.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. Two areas identified as Opportunities for Improvement were the development of more systematic protocols for the use of performance-based assessments and increasing the opportunities for students to participate in internships, mentorships, and job shadowing. The team also mentioned that the school might want to consider formalizing some of their processes for sustainability, increasing the use of differentiation in the classroom, developing a consistent engineering design model that could be used on a school-wide basis, and continuing to search for grant opportunities to support the STEM program.

In closing, the AdvancED STEM Certification Review Team commended all of the Bingham Academy stakeholders for their hard work and dedication to implementing a high-quality STEM program for all students.

PRESIDENTS COUNCIL

SUBJECT

Mental health demands and resources on campus

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective A: Higher Level of Education Attainment and Objective B: Timely Degree Completion.

BACKGROUND/DISCUSSION

On October 16, 2018, the Presidents Council met for a retreat. One of the topics that emerged from the retreat discussion is increased awareness and instances of mental health issues among postsecondary students, and the resulting demand for mental health counseling at under-resourced student health centers. The presidents want to apprise the Board of this system-wide issue and discuss methods for addressing student needs.

IMPACT

This agenda item will provide an opportunity to discuss with the institution presidents the need for increased resources at the institution level for addressing the increasing student mental needs.

STAFF COMMENTS AND RECOMMENDATIONS

The increase in postsecondary student identified with mental health needs is not an Idaho specific issue. Nationally, postsecondary institutions are seeing an increase of student with instances of mental health issues. Recent studies have indicated growing numbers of students reporting mental health issues far exceeding the resources of most college and university counseling centers, resulting in many students needs going unmet. The Center for Collegiate Mental Health reports conducts an annual survey of institution counseling centers. For their 2017 survey, they received responses from 147 school counseling centers responses. Those responses indicated 52.7% of their clients (students) attended counseling for mental health concerns, with anxiety and depression being the top two primary concerns.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Idaho State University Faculty Senate Constitution

REFERENCE

June 2010	Board directed President Vailas to evaluate the existing faculty governance system.
October 2010	ISU updated the Board on the progress of the Faculty Governance Review.
February 2011	Board approved the suspension of the operation and bylaws of the ISU Faculty Senate and authorized President Vailas to implement an interim faculty advisory structure.
April 2011	Board approved the election of an interim, provisional faculty senate to develop a faculty constitution and senate bylaws for approval by the University President and the Board.
February 2012	An update was provided to Board indicating that the administration had not approved a new faculty constitution and senate bylaws from a speaker during open forum.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.S.2

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

BACKGROUND/DISCUSSION

President Satterlee and the faculty senate at Idaho State University led a collaborative effort to draft a new faculty constitution. Idaho State University has been operating without an approved faculty senate constitution since 2011.

The faculty senate created a constitution committee that held an all faculty open forum and responded to all comments and feedback. The chair of the constitution committee and co-chair of faculty senate met with President Satterlee for feedback and support. An all-faculty vote was held in October of 2018 with 97.8% of the faculty voting in favor of adopting the constitution. 42% of university faculty participated in the vote. Following faculty senate ratification, President Satterlee approved the draft to be submitted to the State Board of Education for approval.

IMPACT

A faculty constitution will establish procedures for shared governance and the process for making recommendations to the President and Provost of Idaho State University.

ATTACHMENTS

Attachment 1 – Proposed Faculty Constitution

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.S. Institution Governance, subsection 2. Faculty Senate, provides that: "The faculty may establish written bylaws, a constitution, or necessary procedures for making recommendation to the Chief Executive Officer as a part of the decision making process of the institution. Such procedures are subject to approval by the Chief Executive Officer. Written bylaws or constitution must be approved by the Board. All policies and procedures must be consistent with the Board's Governing Policies and Procedures". The Board policy does not require the Faculty Senate have a constitution.

The State Board of Education approved the suspension of the Idaho State University Faculty Senate on February 17, 2011, and the election of a new provisional faculty senate April 21, 2011. Initial work by the institution administration appeared to be moving toward a resolution between the faculty and the institution administration. The institution was scheduled to bring a progress report forward to the Board at the regular June 2011 Board meeting. Following the Board action in April 2011 work between the two groups came to an impasse and an agreement between the institution faculty and administration on the Faculty Constitution was not been able to be brought forward to the Board for consideration until this time.

BOARD ACTION

I move to approve the request by Idaho State University to approve the proposed Faculty Senate Constitution as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State University
Proposed Faculty Constitution
Adopted by ISU Faculty Senate October 8, 2018

Preamble

To facilitate communication, understanding, and cooperation among the officers of Idaho State University, and to ensure the orderly development of educational programs and policies committed to our trust, we, the President and faculty of Idaho State University, do hereby subscribe to this Constitution establishing principles of organization, authority, and responsibility of the Idaho State University faculty. In adopting this Constitution the President and faculty of Idaho State University affirm our belief in academic freedom and responsibility as specified in the Idaho State Board of Education Governing Policies and Procedures and the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure.

Institutions of higher education are established for the common good and not to further the interest of either the individual faculty member or the institution as a whole, and the common good depends upon the free search for truth and its free exposition through scholarship.

Academic freedom is essential to these purposes and applies to teaching, research (including scholarly and creative activities), and service. Academic freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. Academic freedom in research is fundamental to the advancement of truth. Academic freedom in service is fundamental to the advancement of the common good and the development of educational programs and policies. Academic freedom should not be abridged or abused. Academic freedom carries with it duties correlative with rights.

Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Faculty are entitled to speak or write freely without institutional discipline or restraint on matters pertaining to faculty governance and development of educational programs and policies.

College and university faculty members are citizens, members of a learned profession, and officers of the educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for

the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Article I: Name

The Idaho State University faculty is comprised of two categories as defined by Article II.

Article II: Membership

Section 1: University Faculty

The University Faculty includes all tenure-track and tenured faculty, as well as non-tenure track faculty with clinical, research, lecturer, and professional-technical appointments at 0.5 FTE or greater. This includes faculty at the rank of professor, associate professor, assistant professor, senior lecturer, associate lecturer, assistant lecturer, and instructors (all levels and designations), or the equivalent of any of these ranks.

Section 2: Adjunct, Affiliate, and Visiting Faculty

The Adjunct, Affiliate, and Visiting Faculty include those faculty with a limited contractual relationship with the University, including part-time (adjunct), non-compensatory (affiliate), and visiting faculty. These faculty have the privilege of participation without vote in meetings of the University Faculty.

Article III: Powers and Authority

Section 1: University Faculty Governance

Subject to the power of review or final decision lodged in the governing Board or delegated by it to the President, the University Faculty accepts its responsibility for establishing academic policies in the following areas:

a. The University Faculty has primary responsibility on matters of educational policy within the limits prescribed by federal and state law and the regulations of the Idaho State Board of Education. Educational policy pertains to such matters as curricula, methods of instruction, facilities and materials for instruction, standards for admission and retention of students, and criteria for the granting of degrees. It also includes those aspects of student life that relate directly to the educational process including the establishment of regulations concerning financial aid, academic performance, extracurricular activities, and freedom of action and expression.

b. The University Faculty has primary responsibility for policies and procedures governing the performance of research, scholarship and creative activities.

c. The University Faculty has primary responsibility for policies and procedures governing faculty appointment, tenure, and promotion.

d. The University Faculty has primary responsibility for policies and procedures governing the performance of faculty service.

On matters described in a. through d. above, the power of review or final decision lodged in the governing Board or delegated by it to the President should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the President or Board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set justifiable limits to the realization of faculty advice.

e. The University Faculty will carry out the responsibilities described in a. through d. above through its representative body, the Faculty Senate, or through the councils and committees established and maintained by the Senate (see Article V). (The governance responsibilities of the Graduate Faculty, a subset of the University Faculty, will be carried out by the Graduate Council.) However, University Faculty will also have the rights of initiative and referendum, as specified in Article IV: Section 2.e and Section 3, Article V: Section 3.d, and in Article VI: Section 1.

Section 2: College, School, Division, Department, and the Library

Within the limits of policies approved by the Idaho State Board of Education, the policies and practices within the particular college, school, division, department, or the library will be determined by the members of the University Faculty of the specific college, school, division, department, or the library and will normally be implemented by the interested dean or chairperson.

Article IV: Organization of the University Faculty

Section 1: Presiding Officer

The Chair of the Faculty Senate is the presiding officer of the University Faculty. The Chair of the Faculty Senate or that person's designee will preside at the meetings of the University Faculty, and will oversee the reporting and distribution of the non-transcripted summary of the meetings.

Section 2: Meetings of the University Faculty

a. Schedule

Meetings of the University Faculty may be called by the President of the University or by the Chair of the Faculty Senate. The Chair of the Faculty Senate must call a meeting at the written petition of ten percent (10%) of the University Faculty or a majority vote of the Senate.

b. Notice

Written notice of each meeting shall be circulated to the University Faculty at least five business days prior to the date of the meeting. The agenda for each meeting will be attached to the notice.

c. Quorum

Official business calling for a vote requires a quorum. Twenty percent (20%) of the University Faculty constitutes a quorum. Members must be physically present at designated meeting sites. Proxy votes will not be recognized for absent individuals. The Office of the Provost and Vice President for Academic Affairs will provide the Chair of the Faculty Senate, no later than September 15th annually, the number of University Faculty as described in Article II.

d. Procedure

Each member of the University Faculty will have a free and equal voice in all deliberations. University Faculty members will be entitled to one vote each. In the absence of special regulations to the contrary, the most recent edition of Robert's Rules of Order as designated by the Chair of the Faculty Senate shall govern the procedure of all meetings of the University Faculty.

e. Faculty Review of Senate or Presidential Action

(1) The University Faculty may override an action taken by the Faculty Senate. To override a specific action of the Faculty Senate, the University Faculty may conduct a vote. A majority of those present and voting at a meeting of the University Faculty may call for a vote of the University Faculty. According to the provisions of Article V: Section 3.d, such ballot will be accompanied by the minutes of the meeting sent to each member of the University Faculty. The Faculty Ombudsperson will administer, record and report the vote within the period of time specified in the Faculty Senate bylaws for faculty-wide referendums. A vote of the University Faculty requires a two-thirds majority of those casting a vote (with abstentions not counting as votes) to override a Faculty Senate action.

(2) The University Faculty may formally oppose a University Presidential action following the procedure specified in Article IV: Section 2.e.(1). A vote of the faculty requires a two-thirds majority of those casting votes (with abstentions not counting as votes) to formally oppose an action of the University President. The Chair of the Faculty Senate will communicate the results of such a vote to all faculty and to the Idaho State Board of Education if a two-thirds margin is achieved.

f. Financial Support

Financial support for meetings of the University Faculty will be provided by the Office of the Provost and Vice President for Academic Affairs.

Section 3: Faculty Referenda

An alternate means to initiate a vote of the University Faculty is a petition signed by at least twenty percent (20%) of the University Faculty. Such a petition must conform to procedures specified in the Faculty Senate bylaws.

Attachment 1

Article V: The Faculty Senate

Section 1: Membership

a. Composition

(1) University Faculty; Voting Members

(a) Each division, and each college that is not within a division, will be entitled to at least two University Faculty representatives to the Faculty Senate. The library, as well as regional sites with 15 or more University Faculty in residence, will each be entitled to at least one University Faculty representative. University Faculty representatives will be elected by the University Faculty in the unit, college or division of the University.

(b) Senate representation for each college, division, regional site, and the library will be determined on the ratio of one Senator per 25 University Faculty in the unit. (Units with 51 University Faculty receive 2 Senators; units with 75 University Faculty receive 3 Senators, and so on.) No faculty member may be counted more than once in assigning representation to these units.

(c) Every January at the first meeting of the spring semester, the Provost and Vice President for Academic Affairs will provide the Faculty Senate data on faculty membership. The Faculty Senate will review the apportionment of the faculty from each college, division, or unit as specified in the bylaws of the Faculty Senate.

(2) Nonvoting Members

(a) The President of ASISU or that person's designee.

(b) The President of the University or that person's designee.

(c) The Provost and Vice President for Academic Affairs or that person's designee.

(d) Additional non-voting members may be specified in the Faculty Senate Bylaws.

b. Selection

University Faculty Senators will be elected by each college, division, or unit of the University. Faculty with administrative appointments at the level of department chairperson or above are not eligible to serve as Senators.

c. Term of Office

Elected members normally will serve for three years. Initially, provision shall be made for rotating terms of office so that one-third of the Senate seats will be vacated each year.

d. Responsibility
Senators are encouraged and expected to consult their constituencies; however, they are free to exercise their own judgment when voting.

e. Restructuring
Newly created colleges and divisions of the University will be represented as provided in Article V: Section l.a.(1). Implementation will be in accordance with the bylaws of the Faculty Senate.

Section 2: Authority and Functions of the Faculty Senate

a. Authority
The Faculty Senate will have the authority and responsibility to act on behalf of the University Faculty. Actions of the Faculty Senate will be effective without approval of the University Faculty, except that such actions will be subject to challenge by the University Faculty (as specified in Article IV: Section 2, Paragraph e.).

b. Functions
Within the framework established by the Idaho State Board of Education, the Faculty Senate will, as the representative body of the University Faculty:

(1) Recommend to the President and Provost and Vice President for Academic Affairs requirements for admission and for degrees.

(2) Make recommendations to the President and Provost and Vice President for Academic Affairs regarding all proposals for new courses and curricula, changes in established curricula, and curricular policies involving relationships between colleges, divisions, or units.

(3) Recommend to the President and Provost and Vice President for Academic Affairs criteria for academic rank, tenure, and professional welfare.

(4) Provide for the review and mediation of disputes involving professional ethics and grievances.

(5) Recommend to the President and Provost and Vice President for Academic Affairs policies and procedures governing the performance of research, scholarship and creative activities.

(6) Establish and maintain such committees and councils as are necessary for the implementation of Article III: Section 1 of this Constitution.

(7) Receive and consider reports from committees and councils and take appropriate action thereon.

(8) Inform the University Faculty of its actions.

Attachment 1

Section 3: Organization of the Senate

a. Officers

The Senate shall elect annually from among its voting members a Chair and Vice Chair.

b. Meetings

(1) Regular and special meetings of the Faculty Senate will be held throughout the academic year at times specified in the bylaws.

(2) Regular and special meetings of the Faculty Senate are open.

c. Rules

The Faculty Senate is empowered to make rules governing its own organization and procedures subject to the conditions of this Constitution.

d. Agenda

At least three business days prior to any Senate meeting, the Chair of the Faculty Senate will have an agenda published and distributed to the University Faculty. Any item submitted by at least ten percent (10%) of the University Faculty through petition must be placed on the agenda for the next regular Senate meeting. Items not on the agenda of a given meeting may not be brought to formal vote at that meeting without unanimous consent of those voting members present.

Article VI: Amendment

Section 1: Of the Constitution

Amendments may be proposed by either:

a. A two-thirds vote of the Senate present and voting, or

b. Twenty percent (20%) of the University Faculty through initiative petition presented to the Chair of the Senate.

The proposed amendment to the Constitution will be placed on the agenda of the next regular meeting of the Senate for open discussion. A written copy of the proposed amendment, including explanation and justification, will be distributed to each member of the University Faculty, after which it will be submitted to a special meeting of the University Faculty for discussion. An amendment thus submitted will become part of the Constitution when approved by secret ballot by a two-thirds majority of those University Faculty voting (with abstentions not counting as votes). The vote will be held in accordance with the Faculty Senate bylaws regarding university-wide referendums.

Section 2: Of the Bylaws

The bylaws may be amended by a two-thirds vote of the Senate, present and voting.

SUBJECT

FY18 Teacher Pipeline Report – Findings and Recommendations

REFERENCE

August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendations to the Board regarding educator pipeline barriers and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	Board reviewed FY17 Teacher Pipeline Report and Recommendations

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers.

On June 6, 2017, and then again on October 12, 2017, the full committee convened to form recommendations identified as critical to developing Idaho's Educator Pipeline. These recommendations included:

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

2. Begin developing a coherent policy dialogue

3. Define recommendations in the areas outlined below:

a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages

b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching

c. Retain: Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY18 Pipeline report explores new data collected through the 2017-2018 school year, identifies areas of concern, and provides an update on progress related to the recommendations presented in the FY17 report.

IMPACT

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

ATTACHMENTS

Attachment 1 – Idaho State Board of Education 2018 Teacher Pipeline Report
Attachment 2 – Idaho Pipeline Report Detail and District Classification
Attachment 3 – Idaho Public Educator Preparation Program Retention Report

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest from other state policymakers to find solutions to Idaho's apparent teacher shortage. While there has been a general understanding that school districts and charter schools struggle for a variety of reasons commonly found across the nation, the 2017 Teacher Pipeline Report and the updated 2018 Teacher Pipeline Report inform policy and define next steps based upon the workgroup's final recommendations. While school districts and charter schools experience varying

degrees of difficulty in filling open positions depending on the geographical location, the content area, or type of pupil services and staff, the primary issue identified is retention; not only retention at a specific school but retention in the education profession. Areas identified both nationally as well as by Idaho educators that would help retain teachers are in the areas of teacher supports at the school and district level. These include the need for strong mentoring and professional development programs for educators once they enter the workforce.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Idaho State Board of Education
2018 Teacher Pipeline Report

Christina Linder
Educator Effectiveness Program Manager
Idaho State Board of Education

Cathleen M. McHugh, Ph.D.
Chief Research Officer
Idaho State Board of Education

Introduction

In response to reports from school districts regarding the difficulty to fill certain teaching positions, in December of 2015 and then again in August 2016, the Board reviewed data and reports on educator supply and demand in Idaho. Because early reports were inconsistent and insufficient to guide policy, Board staff were directed to bring together a broad group of education stakeholders to make recommendations on ways to increase and strengthen the educator pipeline.

The initial meeting of the workgroup was held in February 2017, followed by three subgroup convenings. The group formalized early recommendations which were sent to the Board in April 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs, recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. In June of 2017, and then again in October, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline. The following final recommendations were identified in the Teacher Pipeline Report presented to the Board in December 2017:

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

2. Begin developing a coherent policy dialogue

3. Further explore workgroup proposals falling into three categories: Attract/Recruit; Prepare/Certify, and; Retain.

The inaugural 2017 Teacher Pipeline Report explored multiple data points with the goal of establishing baseline data answering the following questions:

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

- How do district leaders perceive teacher shortage areas in their own districts?

Some significant findings from the 2017 report identified previously unexplored characteristics of the teacher workforce, and revealed retention challenges in Idaho that are even greater than those found nationally:

- Approximately 1,873 Idaho instructional certificates are issued annually; of those certificated individuals, approximately 33% do not serve in an Idaho public school
- The attrition rate for Idaho teachers remains at a steady 10% annually, compared to approximately 8% nationally

According to the 2018 data, little has changed; the overall attrition remains at 10%. The practical translation is that well over 1,000 teachers **who are not of retirement age** leave Idaho classrooms every year. While some of the workgroup recommendations have been implemented in the last year, the 2018 report that follows makes clear that there is still much work to do. In summary, until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year, costing the state approximately 7 million dollars annually. *

Discussion

As with the 2017 report, the sources of data used to compile this report include the Teacher Certification Database, School Staffing Reports, Title II Reports and information supplied by the Idaho Department of Labor. Data through FY18 was analyzed for inclusion in this report, building upon the findings from the 2017 report. Additionally, after undergoing significant revisions from 2017, a survey to capture the perception of district leaders regarding teacher shortages was also conducted this year. Due to low response rates, the survey will be resent and data will be available on the State Board website in spring 2019.

All of the information that follows is based upon instructional staff certifications, including CTE, and excluding certificates with **only** Administrator or Pupil Personnel Services endorsements. See Appendix I located in *Attachment 2- Idaho Pipeline Report Detail* for a list of endorsements included, and how they were classified for the purpose of this report. Additionally, to distinguish between urban and rural districts, the NCES Urban-Centric Locale Definitions were used throughout. Those definitions and the classification for each Idaho district is included here as Attachment 3.

*On average, 1,550 teachers leave Idaho public schools each year. Using the lowest replacement cost estimate (*from a decade ago*) at $4,400 per teacher, we can conclude that Idaho districts spend $6,820,000.00 every year replacing teachers lost to attrition. The actual cost is likely two to three times higher.

Findings

Part One: Teacher Supply in Idaho

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

"Completer" data from Title II reports on those candidates graduating from Idaho's teacher programs, with the ability to certify, is consistent and reliable for the last three years:

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

Year	Completers by Program							Totals
	Boise State	BYU Idaho	Idaho State	College of Idaho	LCSC	NNU	U of Idaho	
2014-15	196	320	83	12	48	54	108	821
2015-16	172	384	92	20	49	56	99	872
2016-17	178	348	70	11	44	53	88	792

Though there appears to be a slight decrease in the number of completers exiting Idaho preparation programs, this may be a reporting issue. Trainings took place in 2018 to improve reporting procedures and eliminate duplication. However, even if this is a drop in production, it would be safe to say that in the last three years our preparation programs are exiting around 800 candidates ready for teacher certification. Going forward, firm reporting definitions will ensure consistent, accurate preparation program data to identify trends. Detailed information on enrollment and subject area preparation is available in the FY18 Title II report, posted on the Board's website.

The tables that follow break down the approximately 16,000 active instructional staff by content area endorsement. Total certificates issued include teachers receiving full certification as well as interim certification. Interim certification is temporary, and can only be utilized for a maximum of three years while a candidate is meeting the state's requirements for full certification (with the exception of the Provisional and Alternate Authorization to Endorsement). Interim certification that is renewable for up to three years encompasses all Board-approved alternative pathways. Alternative pathways include American Board Certified Teachers of Excellence (ABCTE), Teach for America (TFA), Content-Specialist Alternative Authorization, and Teacher to New Certificate. Alternative Authorization to Endorsement and Provisional certificate routes are valid for a period of one year.

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

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292
2017-2018	328

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

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

Year	Total CTE certificates issued
2013-2014	33
2014-2015	51
2015-2016	61
2016-2017	56
2017-2018	41

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

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

STEM Content Areas

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14
2017-2018	209	176	27

Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

	Social Science	Fine and Performing Arts	Other: Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

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

The most notable change in 2017-18 is the slight increase in special education teachers and a significant jump in computer and informational science teachers. The number of career technical education certificates appears to be on the decline, which should be an issue for further study within the State Career and Technical Education Department.

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

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

	Total certificates issued	Certificates issued to those who were employed in Idaho				Share not employed in Idaho
		Academic Certificates			CTE Certificates	
		Total	*State of first certification*			
			Idaho	*Other state*		
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

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

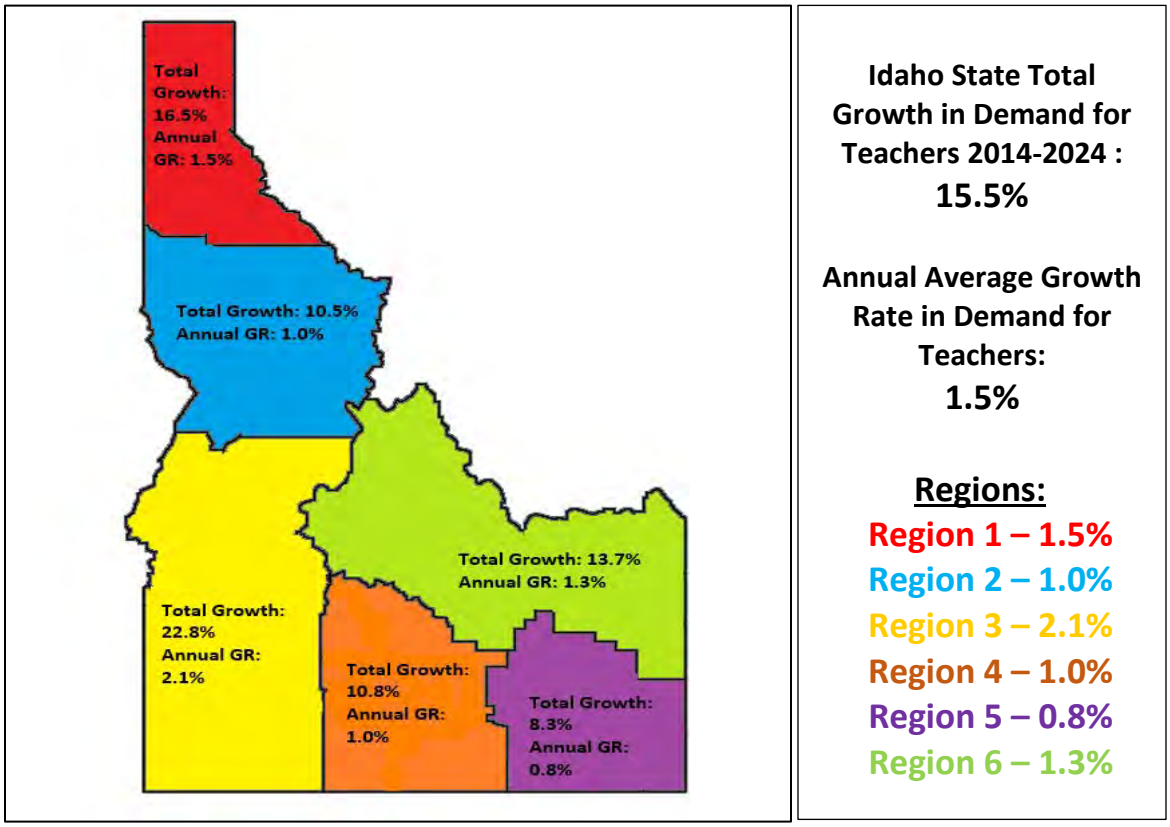
Once again, it is significant to note that more than *one third* of the teachers who certified in 2017-2018 are not employed in Idaho public schools. Ways to capture exactly what is happening with this population are being explored. It will be critical to eventually determine if these potential Idaho teachers using their teaching certificates in border states, unable to find jobs in the content area in which they were prepared, the geographic locations they desire, or are choosing other professions.

Part Two: Teacher Demand in Idaho

Growth Projections

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

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



The number of instructional staff working in Idaho's public schools averages about 15,500 over the last five years. After accounting for Idaho's steady attrition rate that results in the loss of approximately 1,550 teachers annually, an additional 233 must be hired in various districts across the state to counter growth of student populations. The following tables illustrate attrition patterns of teachers with instructional teaching assignments. Until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year.

Attrition of Idaho Teachers Statewide

In the following tables, Idaho's attrition rates are examined according to a number of factors; age, years of experience, by cohort, and by region. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.

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

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

In summary, approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments in the next year. Of those, only one percent left to become full-time administrators. The national average for teacher attrition is 8%; attrition in Idaho is consistently higher.

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

	Attrition Rate – Age of those who leave the profession			
	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	5%	6%	5%	5%
Age 25 to 29	12%	12%	14%	12%
Age 30 to 34	13%	11%	13%	13%
Age 35 to 39	10%	10%	9%	12%
Age 40 to 44	11%	9%	9%	9%
Age 45 to 49	7%	8%	9%	9%
Age 50 to 54	8%	9%	8%	7%
Age 55 to 59	16%	14%	15%	14%
Age 60 to 64	15%	17%	13%	14%
Age 65 and older	4%	5%	5%	6%
Overall Attrition	10%	11%	10%	10%

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

In summary, attrition rates in the Idaho teaching population are highest for those under the age of 35 and those over the age of 54. Of the 10% who leave the profession annually, those teachers aged 55 years or older account for about 33% of Idaho's annual attrition on average, with 66% clearly leaving for reasons other than retirement. Considering that Idaho's annual rate of attrition is consistently 10%, we can assume that next year 1,600 teachers will leave; approximately 500 of them will retire ***but 1,100 will leave the classroom due to other compelling factors***. Though attrition for those under the age of 35 decreased slightly in 2016-2017, Idaho is still losing teachers for reasons other than retirement at a rate that is higher than the national average.

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

	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
No prior experience	14%	17%	15%	15%
0.1 to 3.9 years of experience	10%	12%	11%	11%
4.0 to 7.9 years of experience	10%	9%	11%	9%
8 to 10 years of experience	7%	8%	8%	7%
More than 10 years of experience	10%	10%	10%	9%
Overall	10%	11%	10%	10%

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

The most current attrition data indicates that, once again, 15 percent of new teachers leave after the first year of teaching. The 2018 report looks at this statistic to better understand if the bulk of those teachers leaving the profession within the first year hold interim certificates or full standard certificates. Next year's report will compare the rates at which they are exiting voluntarily vs. non-renewal of teaching contract.

Beyond the first year, national estimates have suggested that "new teachers leave at rates of somewhere between 19% and 30% over their first five years of teaching" (Sutcher, et al., 2016, p.7). Using available data to follow cohorts of new Idaho teachers, statewide attrition is at the high end of national estimates after three years, climbing even higher after four.

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

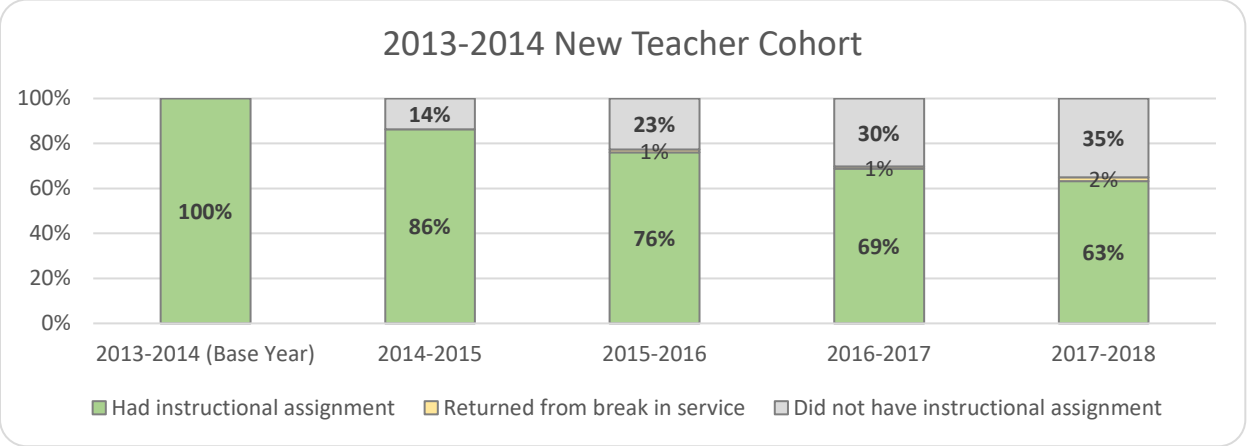
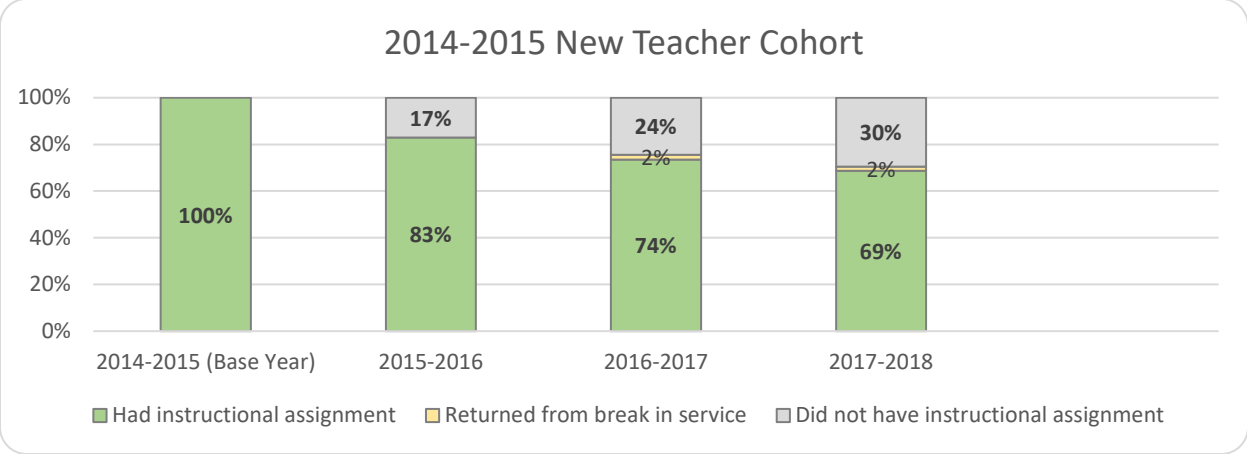
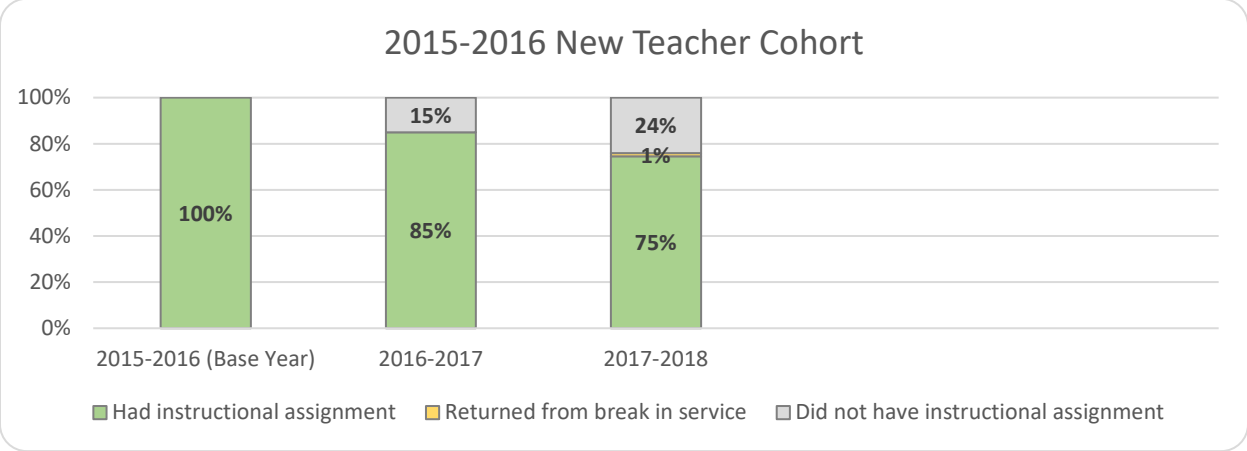
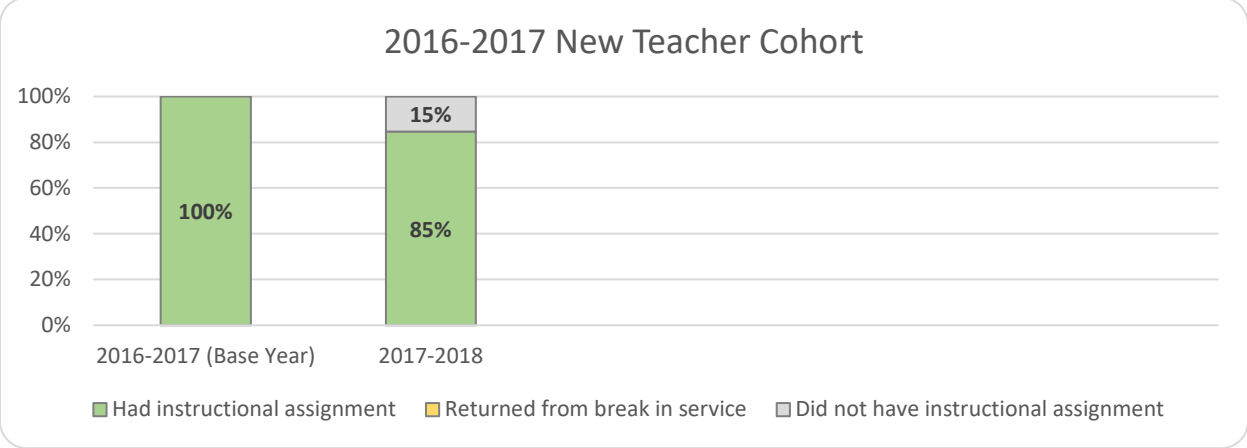


Table 9: Share of new teachers, by cohort, who leave in subsequent year (continued)







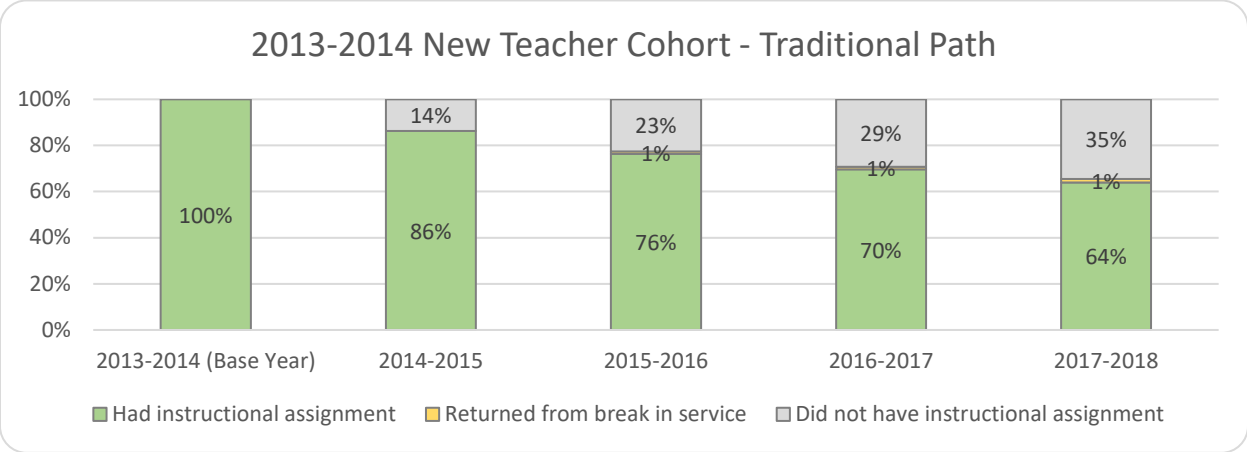
ATTACHMENT 1

Table 9 Detail	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
Did not have instructional assignment		**192**	**317**	**422**	**491**
	2014-2015 (Base Year)	2015-2016	2016-2017	2017-2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
Did not have instructional assignment		**232**	**333**	**403**	
	2015-2016 (Base Year)	2016-2017	2017-2018		
Had instructional assignment	1,469	1,249	1,096		
Returned from break in service			20		
Did not have instructional assignment		**220**	**353**		
	2016-2017 (Base Year)	2017-2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
Did not have instructional assignment		**251**			

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

To better understand if type of certification, and therefore method of preparation, played a significant role in teacher attrition. Data for the 2013-2014 cohort was disaggregated into two categories: Those prepared through a traditional path and entering the field fully certified, and those prepared through an approved alternative route or granted a provisional who enter the field on an interim certificate without having met certification requirements.

Table 10: Share of new teachers, by method of preparation, who leave in subsequent years



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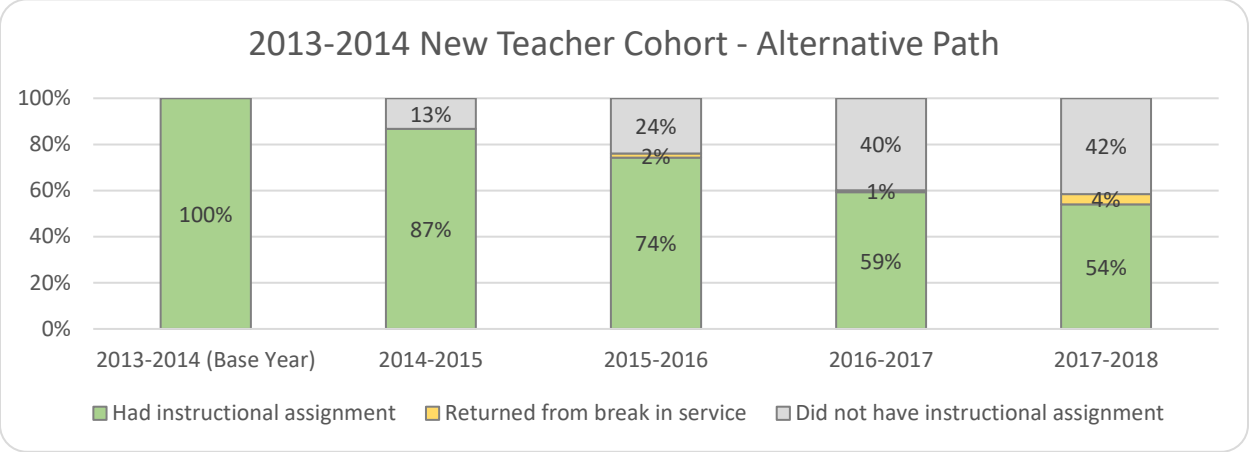


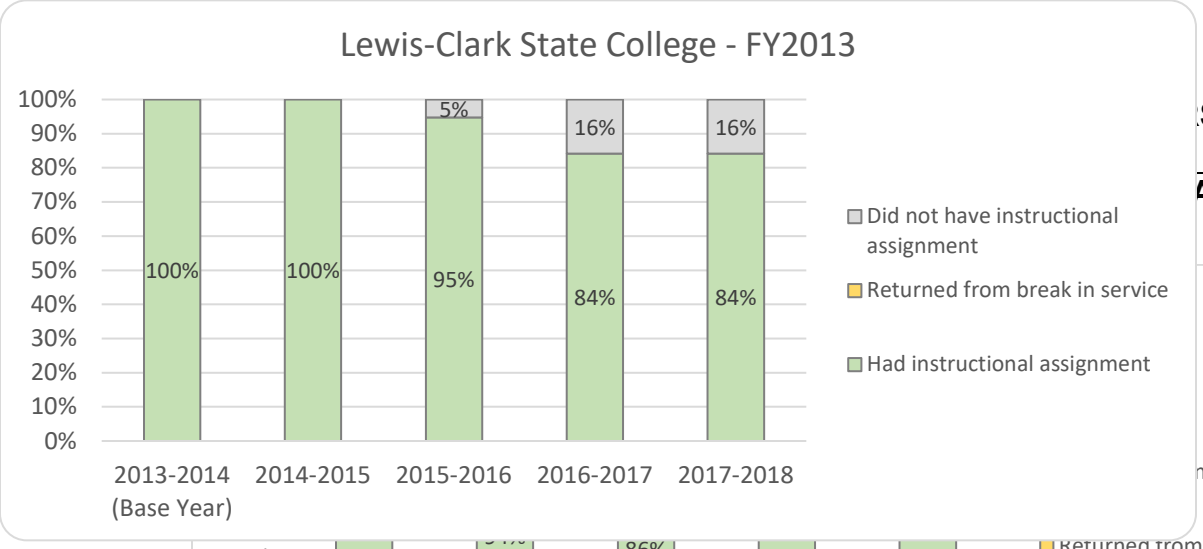
Alternative Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47

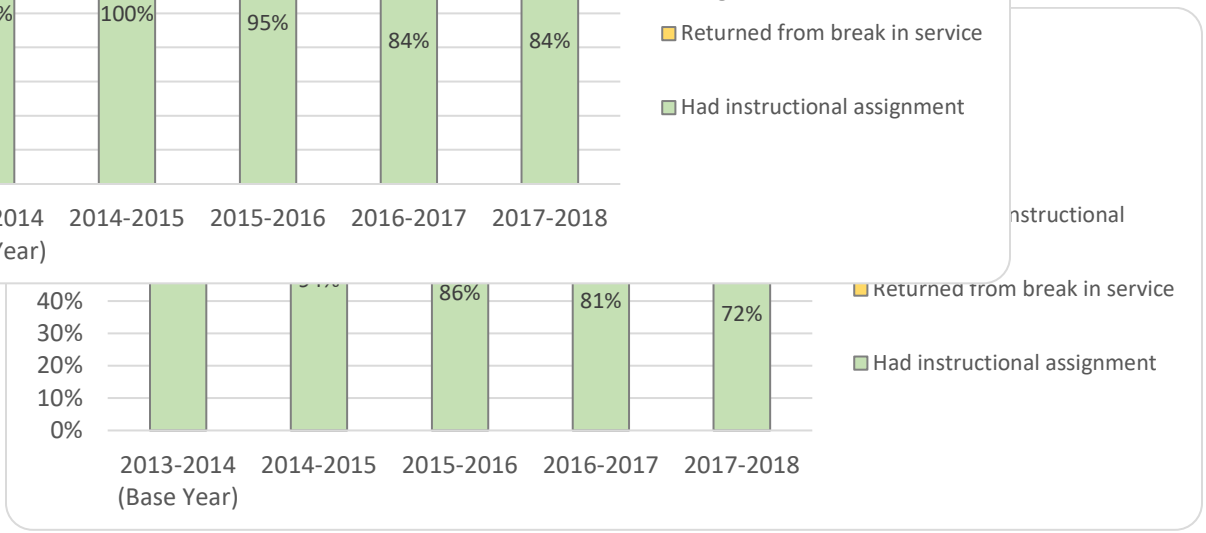
It is interesting to note that attrition rates within the first three years are not significantly different between the two groups. Alternatively prepared teachers leave at significantly higher rates in the fourth year, which correlates with the end of the validity period of the interim certificate. It is likely that many of the those teaching on an interim certificate are unable to meet all of the certification requirements within the three year validity period, and are unable to remain in teaching.

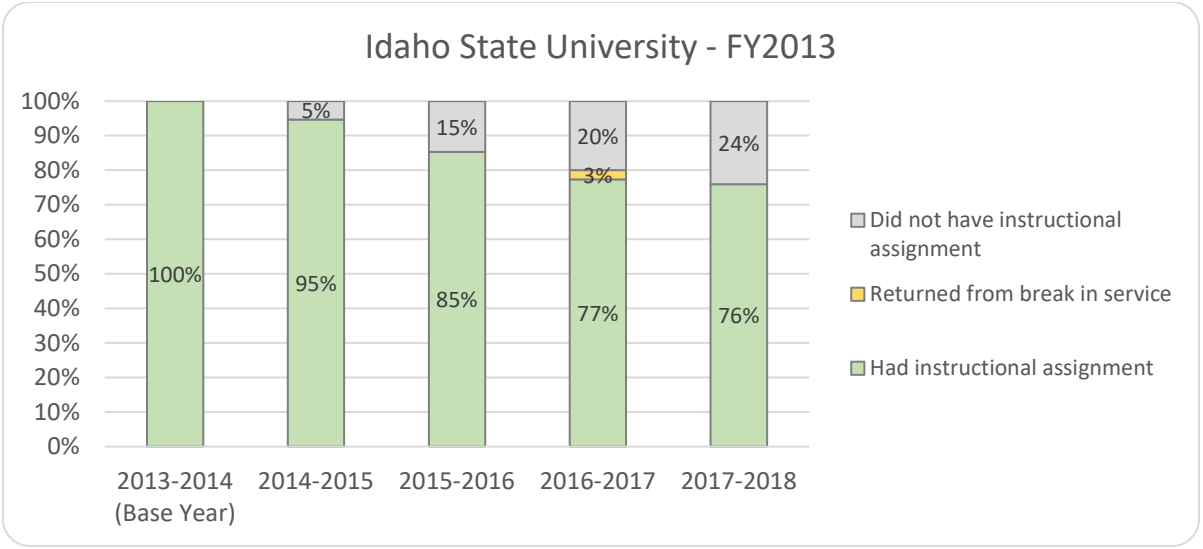
Finally, attrition according to preparation program was explored. Using completer data provided

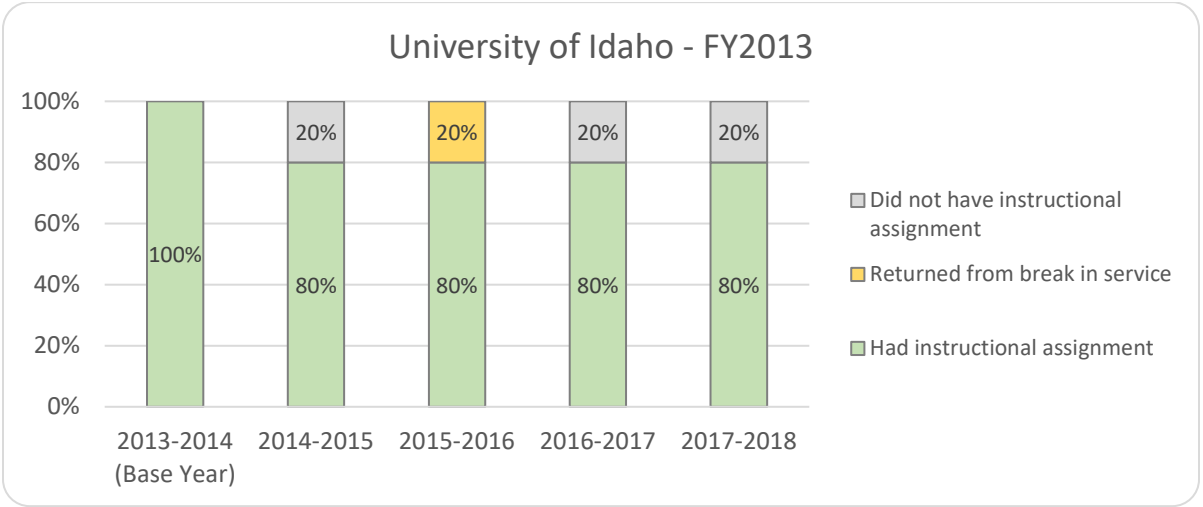
Table 10 Detail Traditional Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444

by each of the public preparation programs, FY 2013 graduates of Idaho's public teacher preparation programs were followed through FY18. Full detail of attrition in subsequent cohorts, disaggregated according to institution, is included as Attachment 3.


Lewis-Clark State College - FY2013
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
100%
100%
5%
95%
16%
84%
16%
84%
2013-2014 (Base Year)
2014-2015
2015-2016
2016-2017
2017-2018
Did not have instructional assignment
Returned from break in service
Had instructional assignment


nstructional
40%
30%
20%
10%
0%
86%
81%
72%
2013-2014 (Base Year)
2014-2015
2015-2016
2016-2017
2017-2018
Returned from break in service
Had instructional assignment


Idaho State University - FY2013
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
100%
5%
95%
15%
85%
20%
3%
77%
24%
76%
2013-2014 (Base Year)
2014-2015
2015-2016
2016-2017
2017-2018
Did not have instructional assignment
Returned from break in service
Had instructional assignment


University of Idaho - FY2013
100%
80%
60%
40%
20%
0%
100%
20%
80%
20%
80%
20%
80%
20%
80%
2013-2014 (Base Year)
2014-2015
2015-2016
2016-2017
2017-2018
Did not have instructional assignment
Returned from break in service
Had instructional assignment

With the exception of Lewis Clark State University, traditionally prepared teachers appear to leave in predictable increments, with at least 20% attrition. Overall, cohort attrition appears to be steady and predictable, with at least a third of new teachers exiting from teaching in an Idaho public school after three years, regardless of type of preparation. As noted earlier, it will be critical to understand the percentage of teachers exiting the profession voluntarily compared to those who are dismissed within each new teaching cohort. In either exit scenario, voluntary or not, a strong case can be made for induction programs and mentor support.

Attrition of Idaho Teachers by District Type and Region

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

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

The number of teachers with a teaching assignment in each group is tabulated, as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 11: District-level attrition rates by locale

	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
City/Suburb	8,160	14%	8,232	13%	8,383	12%
Town	4,605	15%	4,595	14%	4,668	15%
Rural, Fringe & Distant	2,273	17%	2,310	16%	2,311	16%
Rural, Remote	1,047	15%	1,051	16%	1,076	13%
Virtual	429	10%	459	11%	479	13%

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

Table 12: District-level attrition rates by region

Region	2014-2015 Number of teachers with instructional assignments	2014-2015 District-level Attrition Rate	2015-2016 Number of teachers with instructional assignments	2015-2016 District-level Attrition Rate	2016-2017 Number of teachers with instructional assignments	2016-2017 District-level Attrition Rate
1	1,764	13%	1,779	13%	1,798	13%
2	927	11%	940	13%	939	11%
3	6,964	14%	7,058	13%	7,150	13%
4	2,307	17%	2,310	15%	2,382	16%
5	1,480	17%	1,438	13%	1,454	11%
6	2,635	16%	2,654	16%	2,705	14%
Virtual	453	10%	484	11%	505	12%

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

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

	2013-2014 Number of first-year teachers with instructional assignments	2013-2014 District-level attrition rate	2014-2015 Number of first-year teachers with instructional assignments	2014-2015 District-level attrition rate
City/Suburb	637	22%	723	25%
Town	452	22%	398	22%
Rural, Fringe & Distant	242	21%	211	20%
Rural, Remote	116	27%	86	23%
Virtual	56	14%	23	26%

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

	2015-2016		2016-2017	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	778	18%	818	21%
Town	439	21%	529	19%
Rural, Fringe & Distant	197	32%	208	27%
Rural, Remote	88	20%	133	21%
Virtual	30	17%	18	22%

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

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

Prevalence of Alternative Pathways to Certification

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

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

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1		5	4	16		**2%**
Region 2		3	4	29		**4%**
Region 3	38	14	57	79		**3%**
Region 4	19	11	17	42		**4%**
Region 5	17	3	22	29		**5%**
Region 6	25	3	43	27		**4%**
Charter/Virtual	15	3	16	20		**6%**
Total	**114**	**42**	**163**	**242**		

ATTACHMENT 1

2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1		1	6	24		**2%**
Region 2	1	5	3	16		**3%**
Region 3	28	23	41	84		**3%**
Region 4	9	10	35	37		**4%**
Region 5	4	9	15	21		**4%**
Region 6	12	7	36	32		**4%**
Charter/Virtual	11	5	23	30		**7%**
Total	65	60	159	244		

2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1	2	22		29		**3%**
Region 2		16		22		**5%**
Region 3	41	106		72	14	**4%**
Region 4	26	102		38		**8%**
Region 5	7	50		24		**6%**
Region 6	30	57		34		**5%**
Charter/Virtual	13	46		23		**8%**
Total	119	399	0	242	14	

2016-2017	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Region 1	10	25	1	30		**4%**
Region 2	10	24		16		**6%**
Region 3	82	103	11	79	14	**4%**
Region 4	49	117	7	48		**10%**
Region 5	19	55	8	25		**8%**
Region 6	24	80	6	30		**6%**
Charter/Virtual	33	54	4	35	2	**9%**
Total	227	458	37	263	16	

ATTACHMENT 1

2017-2018	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Region 1	22	31	8	29		**5%**
Region 2	5	20		23		**6%**
Region 3	115	135	6	69	25	**5%**
Region 4	44	161	16	40		**12%**
Region 5	36	64	3	28		**10%**
Region 6	54	124	5	46	1	**9%**
Charter/Virtual	46	68	5	17	2	**10%**
Total	322	603	43	252	28	

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

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	50	12	37	70		**2%**
Town	35	19	71	66		**5%**
Rural, Fringe & Distant	7	5	16	42		**4%**
Rural, Remote	7	3	23	44		**8%**
Charter schools	15	3	16	20		**5%**
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	30	21	46	74		**2%**
Town	11	22	56	61		**4%**
Rural, Fringe & Distant	7	5	21	48		**4%**
Rural, Remote	6	7	13	31		**6%**
Charter schools	11	5	23	30		**6%**
Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	44	104		59	12	**3%**
Town	44	147		70	2	**6%**
Rural, Fringe & Distant	11	57		54	0	**6%**
Rural, Remote	7	45		36	0	**9%**
Charter schools	13	46		23	0	**6%**
Total	119	399		242	14	

ATTACHMENT 1

2016-2017	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	86	98	3	82	6	**4%**
Town	65	170	13	74	5	**8%**
Rural, Fringe & Distant	21	65	2	44	3	**7%**
Rural, Remote	22	71	15	28		**14%**
Charter/Virtual schools	33	54	4	35	2	**9%**
Total	227	458	37	263	16	
2017-2018	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	131	148	5	66	15	**5%**
Town	78	219	17	84	8	**10%**
Rural, Fringe & Distant	32	93	9	43	3	**9%**
Rural, Remote	35	75	7	42		16%
Charter/Virtual schools	46	68	5	17	2	10%
Total	322	603	43	252	28	

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

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

Conclusion

Retention is clearly the primary issue facing Idaho's supply of highly effective teachers. Idaho's traditional educator preparation programs are steadily producing an average of 800 teachers annually and Idaho issues approximately 400 certificates to teachers from other states; this should be more than enough newly certified teachers to replace the average 500 teachers who retire and the 233 needed annually to address student population growth with hundreds to spare. However, five years of staffing data illustrates that at least 1,500 teachers leave the profession every year prior to retirement age.

Though a number of the recommendations put forth in the 2017 Teacher Pipeline Report have been enacted, the lack of attention to, or funding for, a robust mentoring and induction program is likely a major contributor to Idaho's glaring rates of attrition. As part of a support program, Idaho policymakers may also want to consider developing a research agenda with the goal of more clearly identifying the causes of teacher attrition throughout the state by following cohorts of teachers from preparation through their first five years of teaching: How many new teachers leave the classroom voluntarily? How many are not offered continuing contracts? How can these novice teachers be better supported?

Another critical area for research would be to understand why well over 30% of the teachers who receive an initial Idaho teaching certificate choose not to serve in our public schools. Are these potential Idaho teachers using their teaching certificates in border states? Are they choosing other professions within the state? Are these potential educators choosing to stay home with young families rather than teach and could they be enticed with part-time opportunities and job sharing?

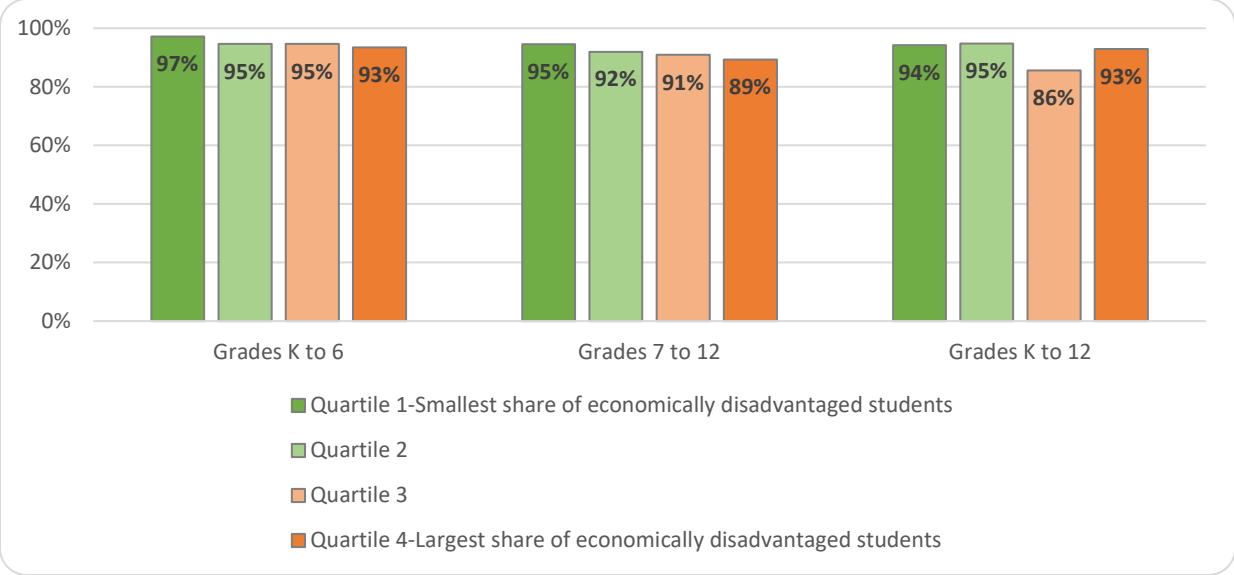
Until policymakers become urgent in their efforts to retain Idaho teachers, shortages will have a constant presence in our education landscape, draining district resources and negatively impacting student learning.

ATTACHMENT 2

Distribution of Teachers with Standard Instructional Certificate Across Schools[1]

Research question – Are schools with more economically disadvantaged[2] students more likely to have teachers[3] without a standard instructional certificate? Figure 1 shows the share of teachers with a standard instructional certificate by level of school. For schools that serve grades K-6 and schools that serve grades 7-12, an increase in the share of students who are economically disadvantaged is associated with a decrease in the share of teachers with a Standard Instructional Certificate. There is no such relationship for schools that serve grades K to 12.

Figure 1: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students



Some of differences shown in Figure 1 could be due to differences in education regions in terms of economic disadvantage and in terms of the teacher labor market. Figure 2 shows the same data but broken down by education region. Quartiles are re-calculated for each combination of region and level of school control.

For schools that serve grades K through 6, Regions 1, 2, and 3 generally have higher rates of teachers with standard instructional certificates than Regions 4, 5, and 6. In Regions 1, 2, and 3, schools with a relatively high percentage of economically disadvantaged students have a lower percentage of teachers

[1] Cathleen M. McHugh, Ph.D.
Chief Research Officer
Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

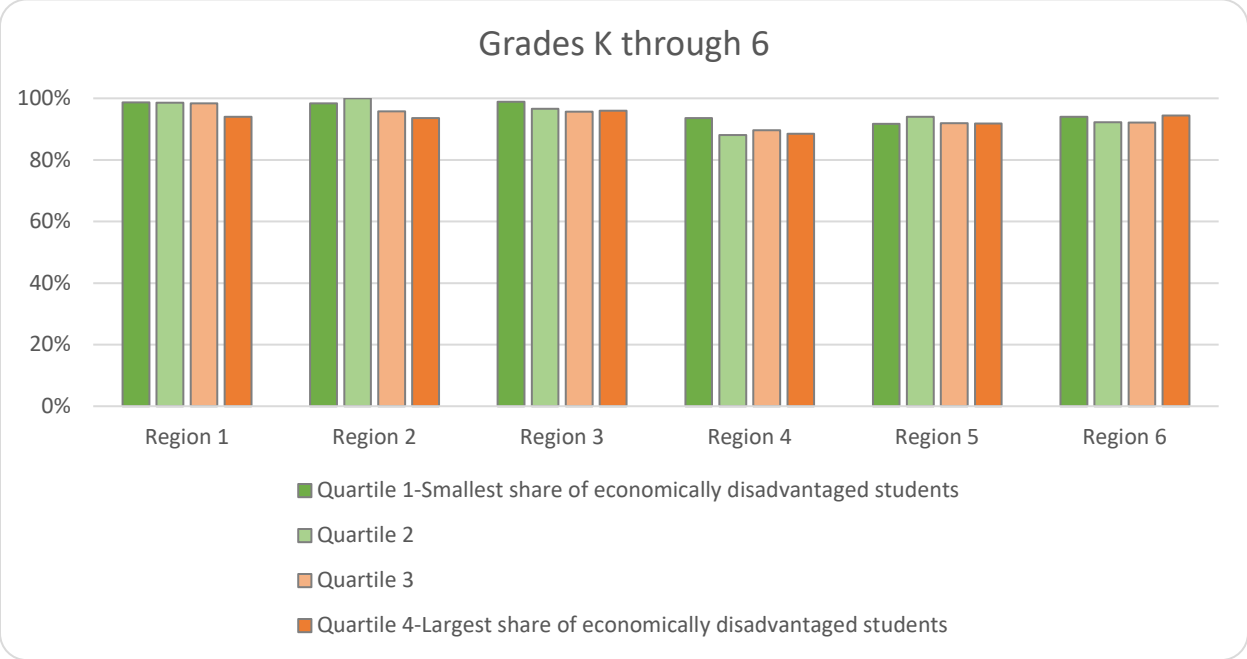
[2] Economic disadvantage is calculated by the Idaho State Department of Education. For this paper, I averaged the measure over 3 years (2015-16, 2016-17, and 2017-18). I then calculated quartiles for each level of school control (Grades K to 6, Grades 7 to 12, Grades K to 12).

[3] Only teachers with an instructional assignment in 2017-18 were included in this analysis.

with standard instructional certificates than schools with a relatively low percentage of economically disadvantaged students. In Region 4, the schools with the smallest share of economically disadvantaged students have a higher percentage of teachers with standard instructional certificates than schools with larger shares of economically disadvantaged students.

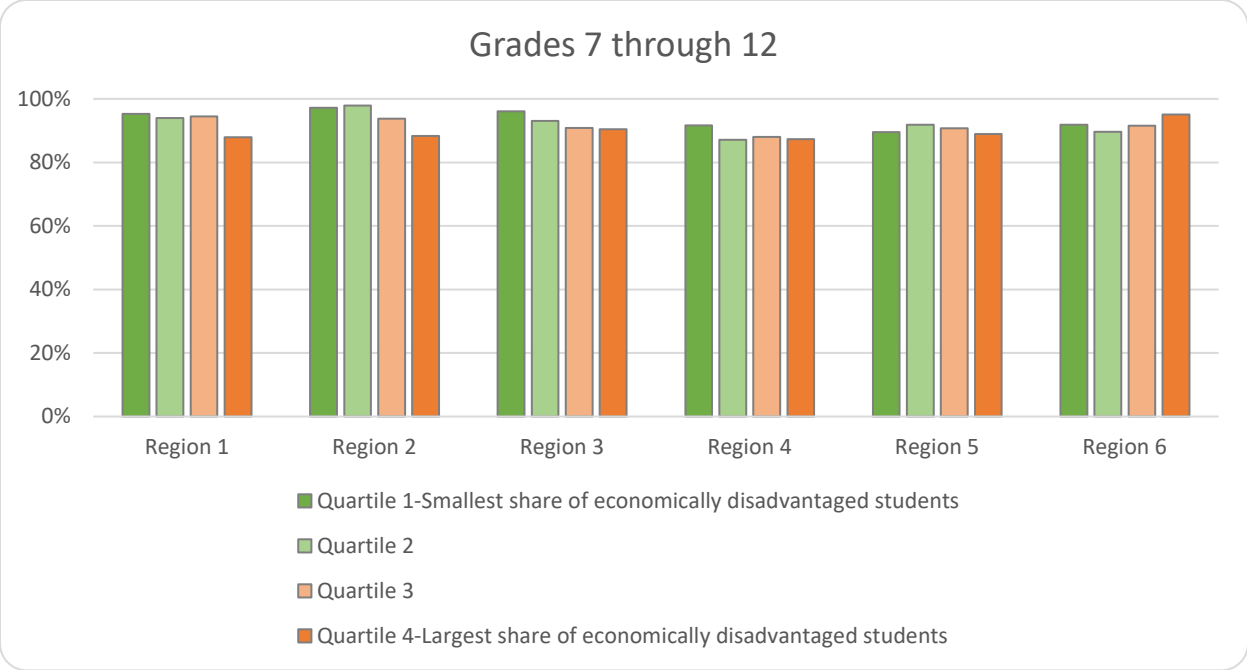
For schools that serve grades 7 to 12, there also appears to be a relationship between economically disadvantaged students and teachers with standard instructional certificates in Regions 1, 2, 3, and 4. In those regions, schools with relatively large shares of economically disadvantaged students generally have the smallest percentage of teachers with a standard instructional certificate. A relationship is not as apparent in Regions 5 and 6.

Figure 2: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students by region – Grades K through 6



Grades K through 6	Share of instructional staff with a 101:Standard Instructional Certificate			
	Quartile 1-Smallest share of economically disadvantaged students	Quartile 2	Quartile 3	Quartile 4-Largest share of economically disadvantaged students
Region 1	99%	99%	98%	94%
Region 2	98%	100%	96%	94%
Region 3	99%	97%	96%	96%
Region 4	94%	88%	90%	89%
Region 5	92%	94%	92%	92%
Region 6	94%	92%	92%	94%

Figure 3: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students by region – Grades 7 through 12



Grades 7 through 12	Share of instructional staff with a 101:Standard Instructional Certificate			
	Quartile 1-Smallest share of economically disadvantaged students	Quartile 2	Quartile 3	Quartile 4-Largest share of economically disadvantaged students
Region 1	95%	94%	94%	88%
Region 2	97%	98%	94%	88%
Region 3	96%	93%	91%	90%
Region 4	92%	87%	88%	87%
Region 5	90%	92%	91%	89%
Region 6	92%	90%	92%	95%

ATTACHMENT 2

2018 Teacher Pipeline Report

Table 1: New teachers produced by Idaho colleges of education

This table is found in the main body of the Teacher Pipeline report.

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

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

	Total certificates issued	Certificates issued to those who were employed in Idaho				Share not employed in Idaho
		Academic Certificates				
		Total	State of first certification		CTE Certificates	
			Idaho	Other state		
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

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

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

Significant fact: There has been an approximate 12 percent increase in the number of Secondary certifications issued.

	Elementary	Secondary
2013-2014	1,044	831
2014-2015	866	735
2015-2016	1,049	780
2016-2017	1,042	829
2017-2018	1,157	927

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

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

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292
2017-2018	328

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

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

STEM

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14
2017-2018	209	176	27

Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

Other

	Social Science	Fine and Performing Arts	Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

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

ATTACHMENT 2

What are the demographic characteristics of teachers?

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

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

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

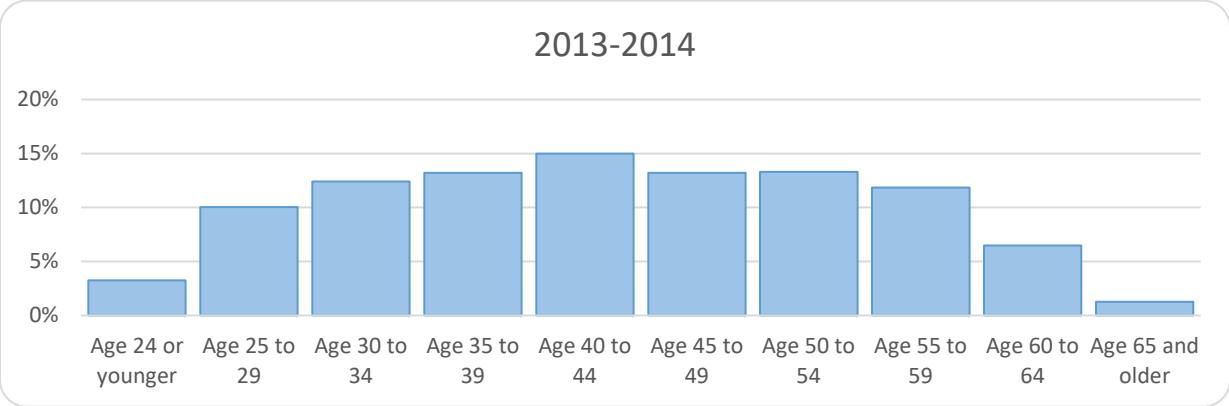
- 22 & 72: Miscellaneous/Elective Course Only
- 31: Teacher Support – Certified
- 32: Pupil Personnel Services - Certified
- 33: Education Media – Certified
- 4X: Administration – Certified
- 86: Early Graduation

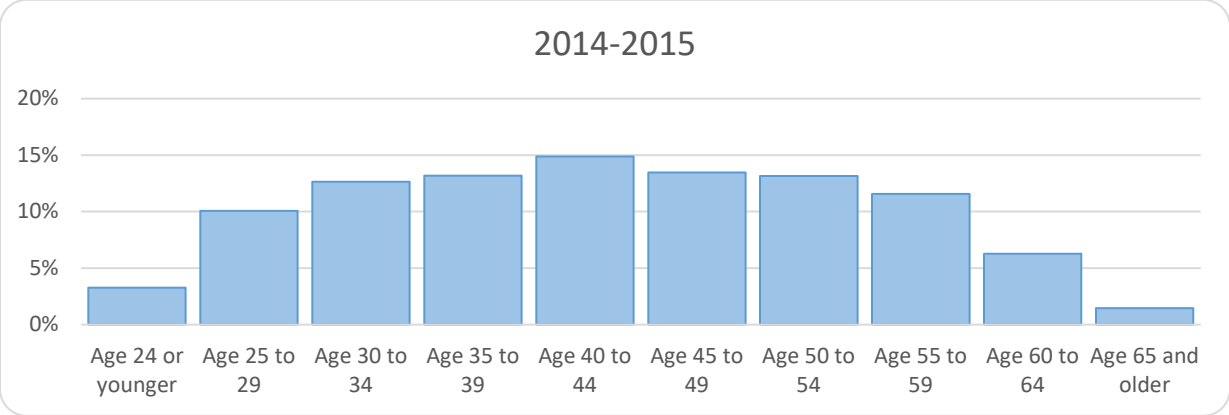
Assignments that were restricted or only served Pre-Kindergarten were also excluded.

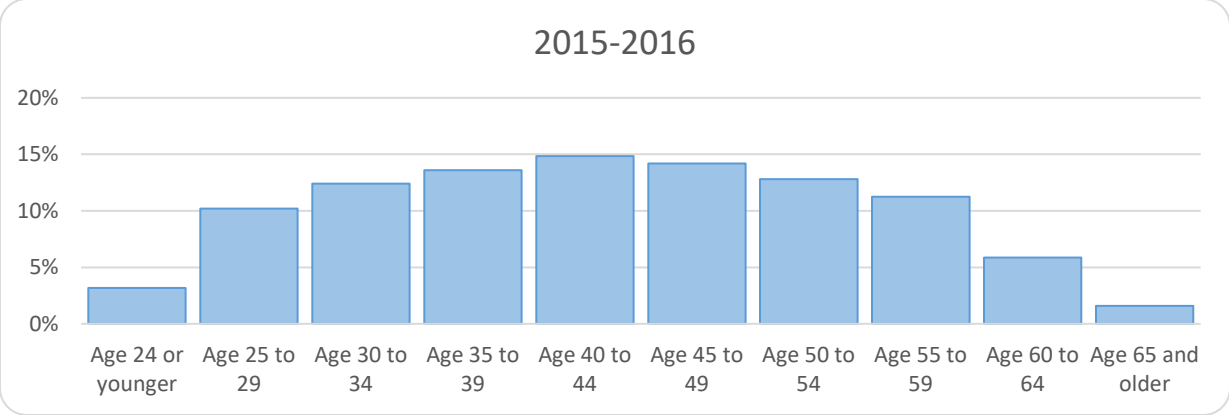
ATTACHMENT 2

Table 6: Age

Significant fact: The age distribution of teachers with instructional assignments is fairly constant across years. About one-third of teachers are between the age of 25 to 39, about 40 percent are between the age of 40 and 54, and about 20 percent are older than 55.







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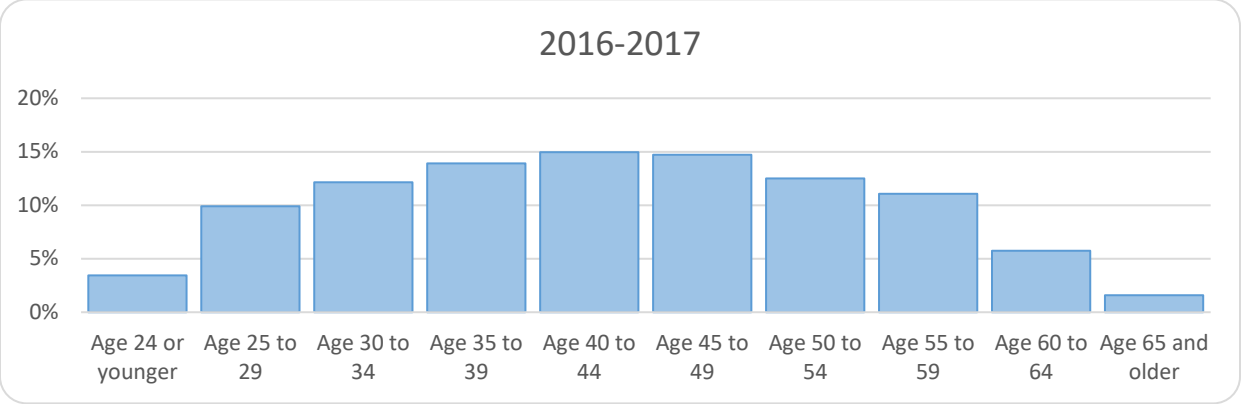
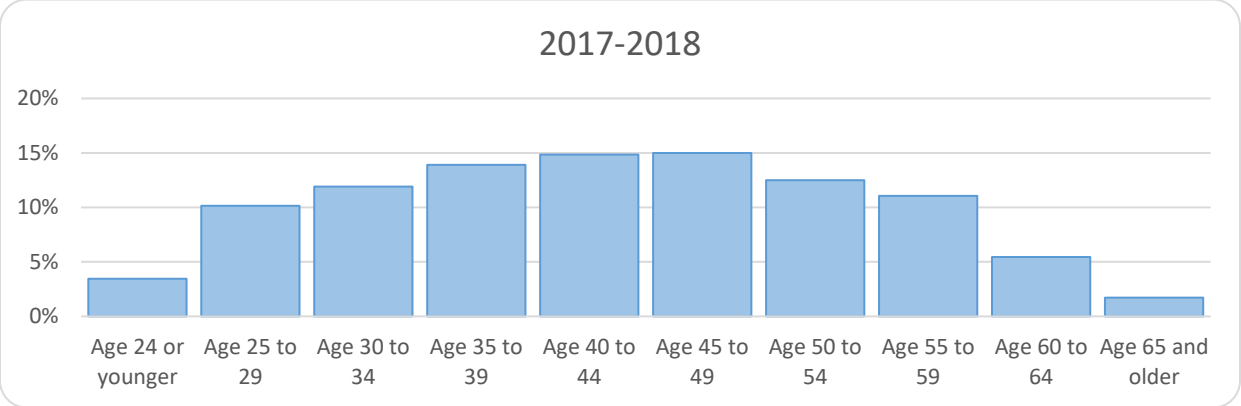


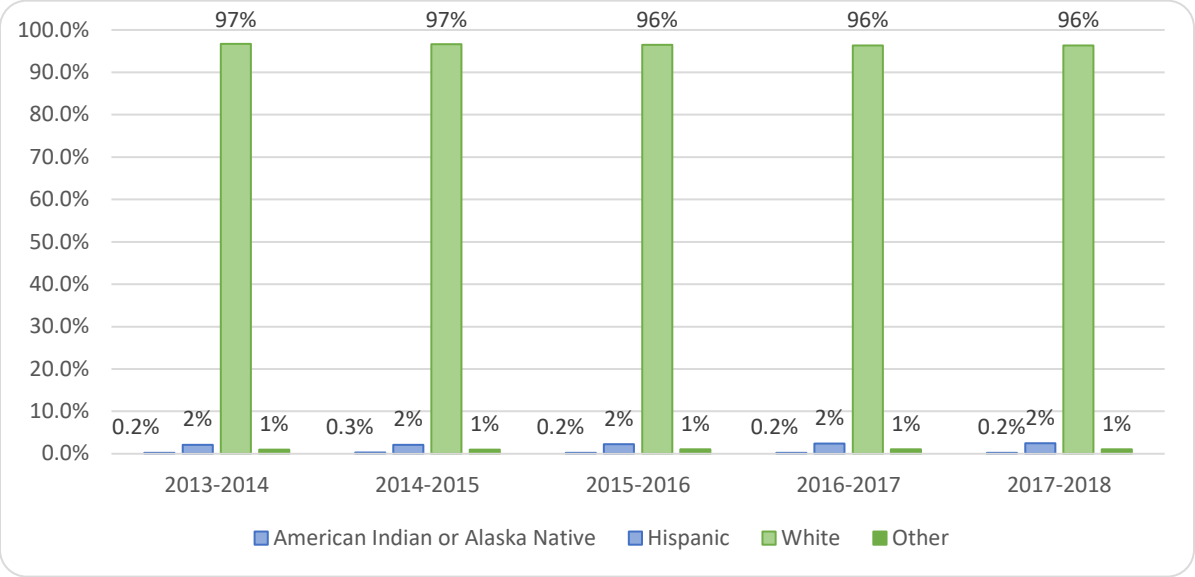


	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Age 24 or younger	3%	3%	3%	3%	3%
	499	508	501	552	561
Age 25 to 29	10%	10%	10%	10%	10%
	1,540	1,561	1,606	1,590	1,652
Age 30 to 34	12%	13%	12%	12%	12%
	1,902	1,963	1,957	1,946	1,938
Age 35 to 39	13%	13%	14%	14%	14%
	2,022	2,044	2,145	2,230	2,263
Age 40 to 44	15%	15%	15%	15%	15%
	2,295	2,309	2,340	2,398	2,416
Age 45 to 49	13%	13%	14%	15%	15%
	2,025	2,090	2,236	2,362	2,439
Age 50 to 54	13%	13%	13%	13%	13%
	2,036	2,039	2,020	2,007	2,035
Age 55 to 59	12%	12%	11%	11%	11%
	1,813	1,793	1,771	1,775	1,801
Age 60 to 64	6%	6%	6%	6%	5%
	995	974	926	921	889
Age 65 and older	1%	1%	2%	2%	2%
	194	225	252	253	278

ATTACHMENT 2

Table 8: Race/ethnicity

Significant fact: There has been an increase in the number (but not share) of Hispanic teachers with instructional assignments. However, the vast majority of teachers with instructional assignments are White.



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
American Indian or Alaska Native	0.2%	0.3%	0.2%	0.2%	0.2%
	35	40	36	35	36
Hispanic	2%	2%	2%	2%	2%
	325	332	357	387	398
White	97%	97%	96%	96%	96%
	14,817	14,989	15,208	15,447	15,671
Other	1%	1%	1%	1%	1%
	145	146	166	166	167

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

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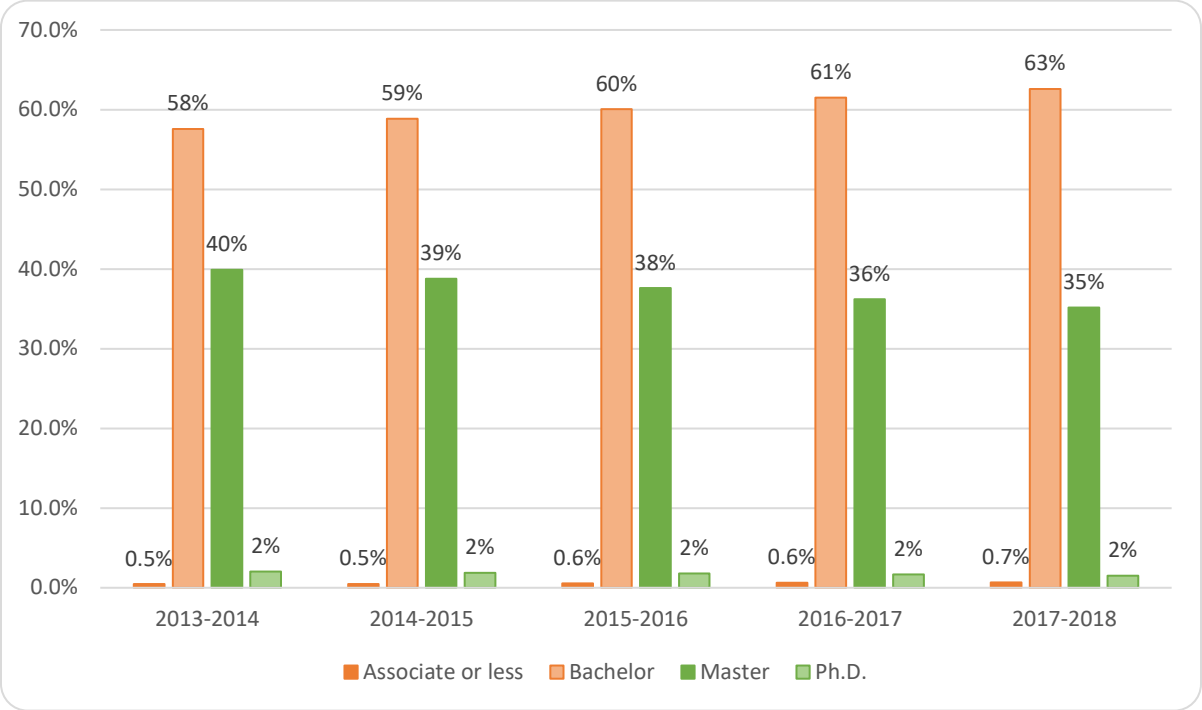
Table 9: Highest Degree Earned

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

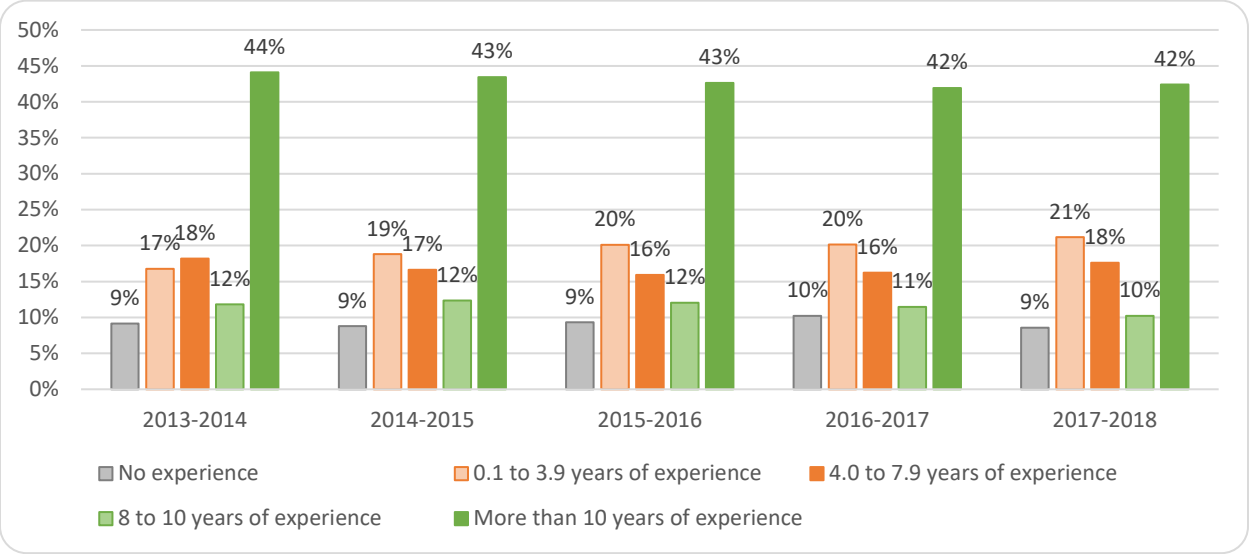


	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associate or less	0.5%	0.5%	0.6%	0.6%	0.7%
	70	74	88	102	111
Bachelor	58%	59%	60%	61%	63%
	8,823	9,126	9,470	9,859	10,188
Master	40%	39%	38%	36%	35%
	6,115	6,016	5,929	5,807	5,725
Ph.D.	2%	2%	2%	2%	2%
	314	291	280	266	248

ATTACHMENT 2

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

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



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
No experience	9%	9%	9%	10%	9%
	1,399	1,363	1,469	1,637	1,396
0.1 to 3.9 years of experience	17%	19%	20%	20%	21%
	2,570	2,914	3,167	3,233	3,446
4.0 to 7.9 years of experience	18%	17%	16%	16%	18%
	2,786	2,577	2,506	2,604	2,868
8 to 10 years of experience	12%	12%	12%	11%	10%
	1,811	1,916	1,894	1,838	1,664
More than 10 years of experience	44%	43%	43%	42%	42%
	6,755	6,736	6,718	6,722	6,898

Patterns of teacher attrition

This section of the report examines attrition patterns of teachers with instructional teaching assignments. The same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.[4]

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

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

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

[4] One district did not properly enter data for the 2014-2015 school year. The data they entered indicated that all of their teachers left that year. For this section, I coded that district's teachers as being present in 2014-2015 if that teacher was present in the district in 2013-3014 and also present in 2015-2016.

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

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

	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	16%	18%	18%	15%
Age 25 to 29	11%	13%	14%	12%
Age 30 to 34	10%	9%	11%	10%
Age 35 to 39	7%	8%	7%	9%
Age 40 to 44	7%	6%	6%	6%
Age 45 to 49	5%	6%	7%	6%
Age 50 to 54	6%	7%	6%	5%
Age 55 to 59	13%	13%	14%	12%
Age 60 to 64	23%	28%	24%	25%
Age 65 and older	31%	35%	36%	36%
Overall	10%	11%	10%	10%

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

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

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

	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
No prior experience	14%	17%	15%	15%
0.1 to 3.9 years of experience	10%	12%	11%	11%
4.0 to 7.9 years of experience	10%	9%	11%	9%
8 to 10 years of experience	7%	8%	8%	7%
More than 10 years of experience	10%	10%	10%	9%
Overall	10%	11%	10%	10%

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

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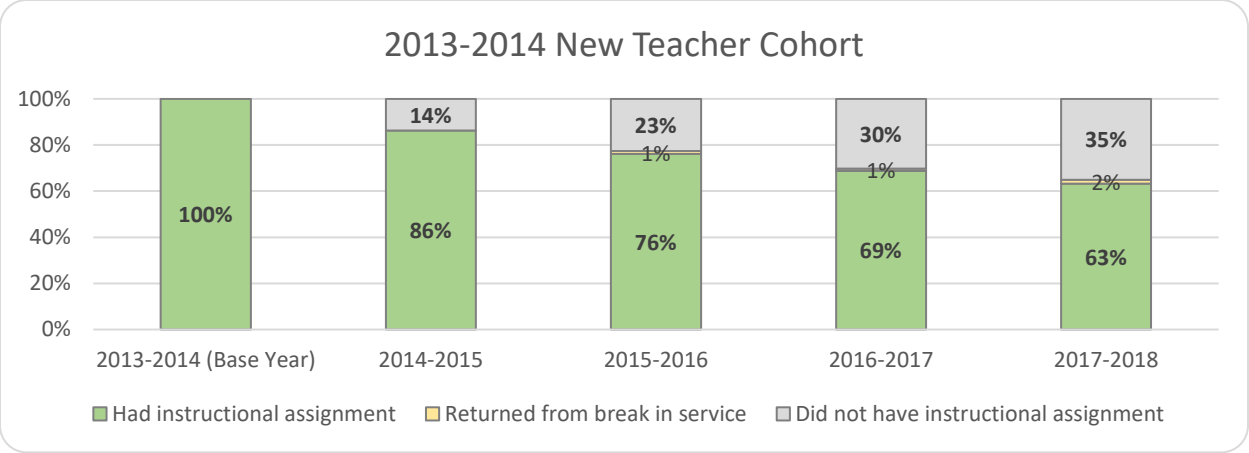
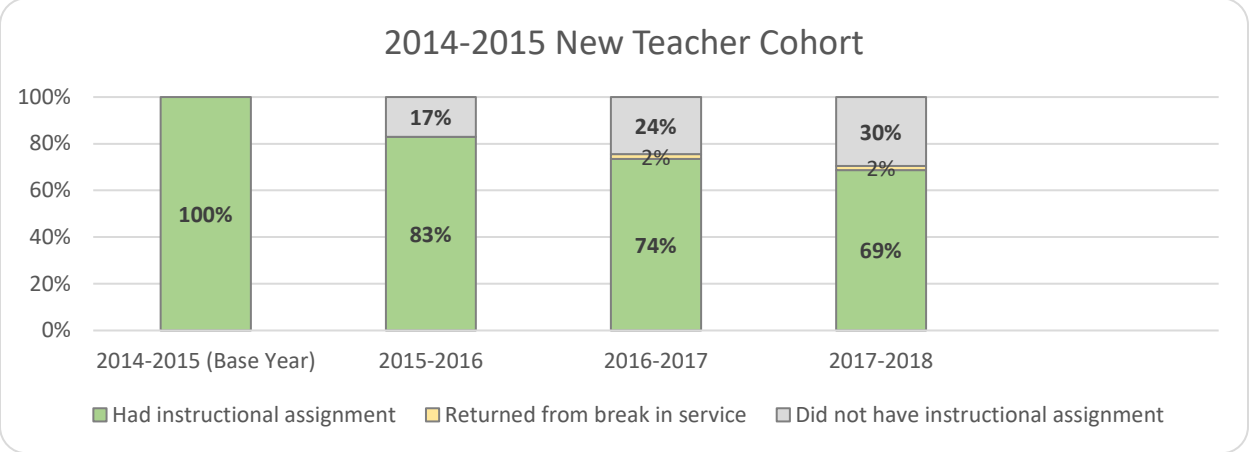
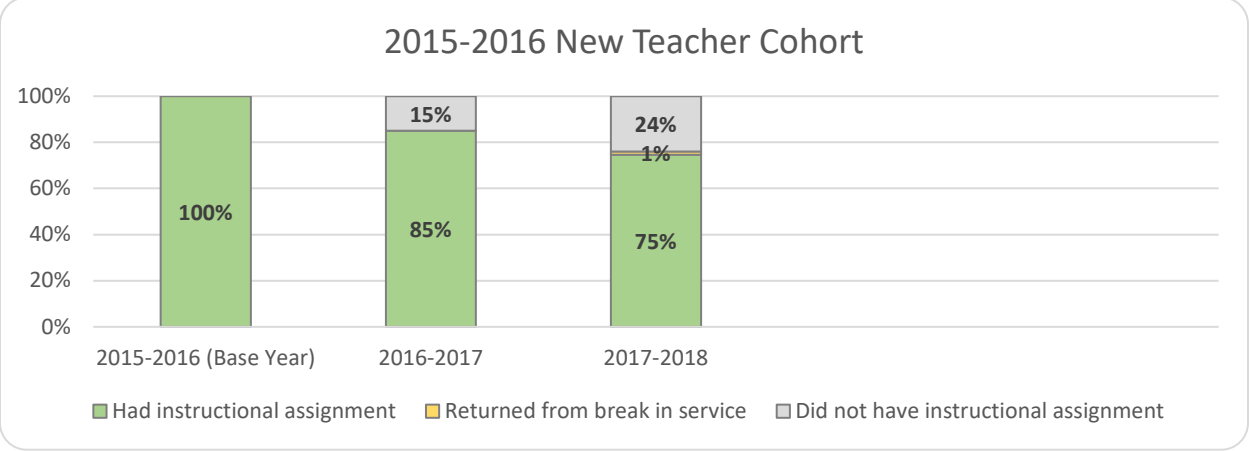
Table 14: Share of new teacher cohort who leave in subsequent years

Significant fact: Approximately 65 percent of teachers who started teaching in 2013-2014 were still teaching in 2017-2018. The trends look similar for teachers who started teaching in 2014-2015.







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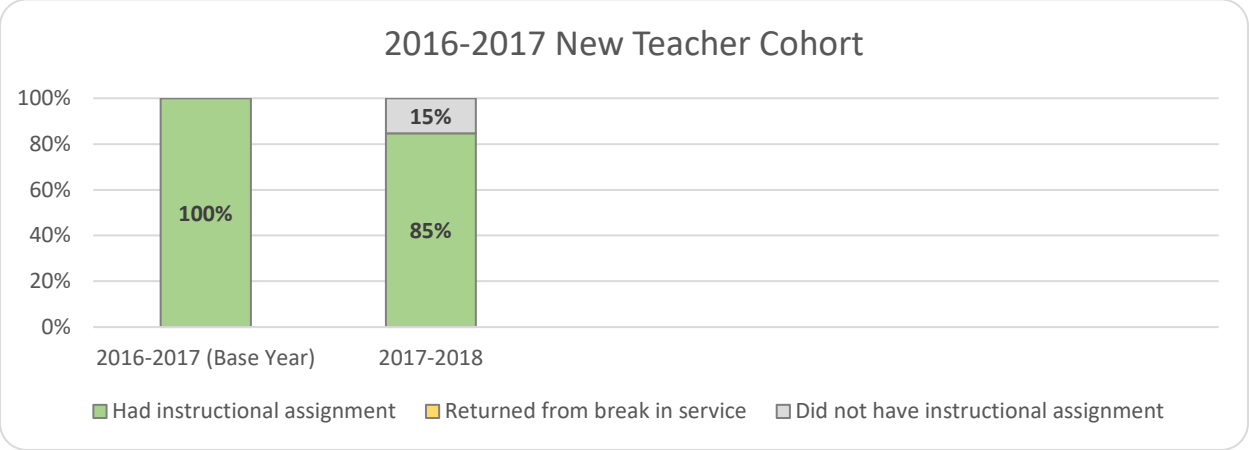

	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
Did not have instructional assignment		192	317	422	491
	2014-2015 (Base Year)	2015-2016	2016-2017	2017-2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
Did not have instructional assignment		232	333	403	
	2015-2016 (Base Year)	2016-2017	2017-2018		
Had instructional assignment	1,469	1,249	1,096		
Returned from break in service			20		
Did not have instructional assignment		220	353		
	2016-2017 (Base Year)	2017-2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
Did not have instructional assignment		251			

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

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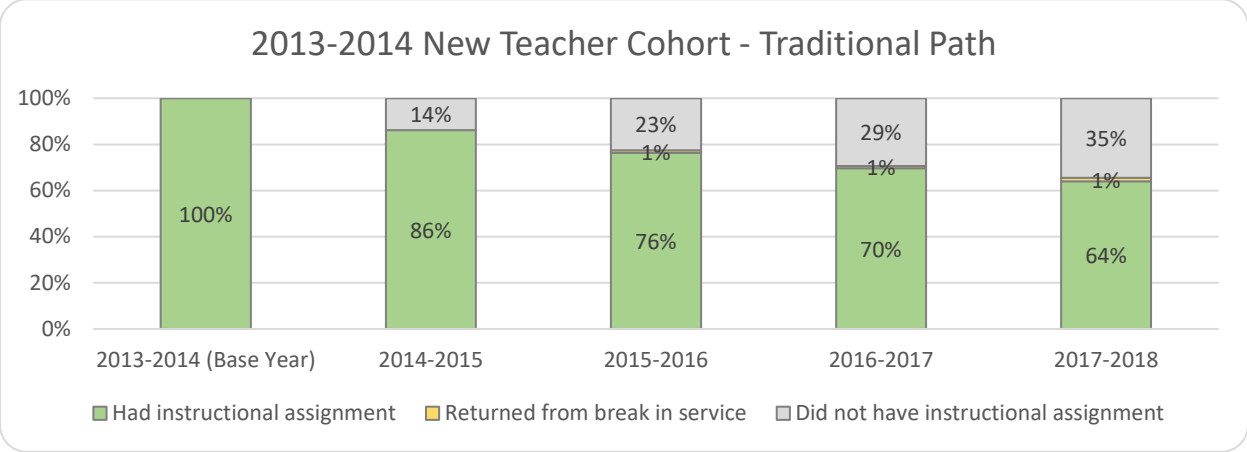

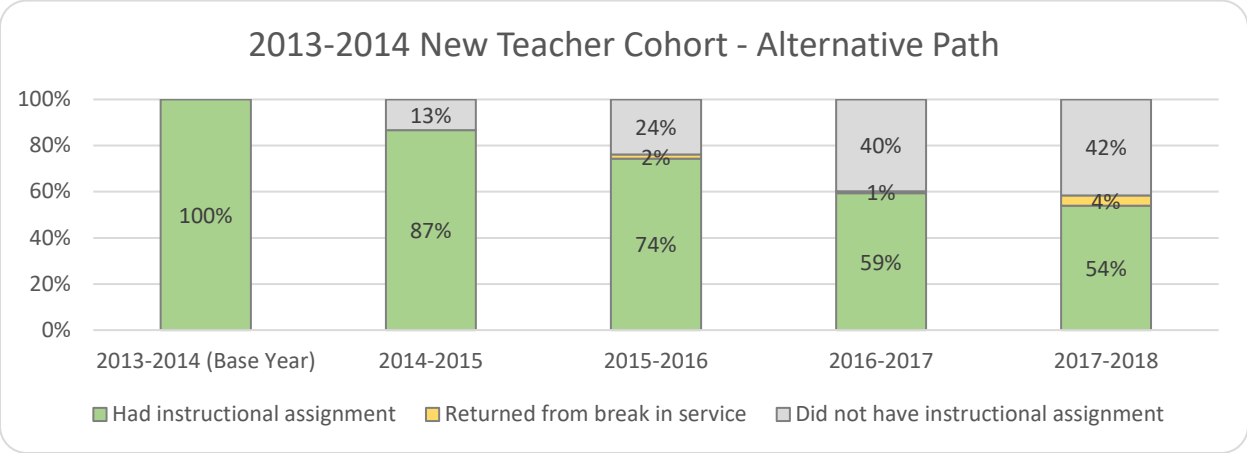

Traditional Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444

Alternative Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47

ATTACHMENT 2

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

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

Table 15: District-level attrition rates by locale

Significant fact: There is not a lot of variation between locales in terms of district-level attrition.

	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
City/Suburb	8,160	14%	8,232	13%	8,383	12%
Town	4,605	15%	4,595	14%	4,668	15%
Rural, Fringe & Distant	2,273	17%	2,310	16%	2,311	16%
Rural, Remote	1,047	15%	1,051	16%	1,076	13%
Virtual	429	10%	459	11%	479	13%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES). Where available, the locales were defined using the 2017-18 Locale codes.

Table 16: District-level attrition rates by region

Significant fact: There is not a lot of variation between regions in terms of district-level attrition.

	2014-2015		2015-2016		2016-2017	
Region	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,764	13%	1,779	13%	1,798	13%
2	927	11%	940	13%	939	11%
3	6,964	14%	7,058	13%	7,150	13%
4	2,307	17%	2,310	15%	2,382	16%
5	1,480	17%	1,438	13%	1,454	11%
6	2,635	16%	2,654	16%	2,705	14%
Virtual	453	10%	484	11%	505	12%

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

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

	2013-2014		2014-2015	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	637	22%	723	25%
Town	452	22%	398	22%
Rural, Fringe & Distant	242	21%	211	20%
Rural, Remote	116	27%	86	23%
Virtual	56	14%	23	26%

	2015-2016		2016-2017	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	778	18%	818	21%
Town	439	21%	529	19%
Rural, Fringe & Distant	197	32%	208	27%
Rural, Remote	88	20%	133	21%
Virtual	30	17%	18	22%

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

ATTACHMENT 2

How prevalent are the use of alternative paths?

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

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1		5	4	16		2%
2		3	4	29		4%
3	38	14	57	79		3%
4	19	11	17	42		4%
5	17	3	22	29		5%
6	25	3	43	27		4%
Charter/Virtual	15	3	16	20		5%
Total	114	42	163	242		

2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1		1	6	24		2%
2	1	5	3	16		3%
3	28	23	41	84		3%
4	9	10	35	37		4%
5	4	9	15	21		4%
6	12	7	36	32		4%
Charter/Virtual	11	5	23	30		6%
Total	65	60	159	244		

2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1	2	22		29		3%
2		16		22		5%
3	41	106		72	14	4%
4	26	102		38		8%
5	7	50		24		6%
6	30	57		34		5%
Charter/Virtual	13	46		23		6%
Total	119	399	0	242	14	

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2016-2017	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1	10	25	1	30		4%
2	10	24		16		6%
3	82	103	11	79	14	4%
4	49	117	7	48		10%
5	19	55	8	25		8%
6	24	80	6	30		6%
Charter/Virtual	33	54	4	35	2	9%
Total	227	458	37	263	16	

2017-2018	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1	22	31	8	29		5%
2	5	20		23		6%
3	115	135	6	69	25	5%
4	44	161	16	40		12%
5	36	64	3	28		10%
6	54	124	5	46	1	9%
Charter/Virtual	46	68	5	17	2	10%
Total	322	603	43	252	28	

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2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	50	12	37	70		2%
Town	35	19	71	66		5%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Charter schools	15	3	16	20		5%
Total	114	42	163	242		

2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	30	21	46	74		2%
Town	11	22	56	61		4%
Rural, Fringe & Distant	7	5	21	48		4%
Rural, Remote	6	7	13	31		6%
Charter schools	11	5	23	30		6%
Total	65	60	159	244		

2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	44	104		59	12	3%
Town	44	147		70	2	6%
Rural, Fringe & Distant	11	57		54	0	6%
Rural, Remote	7	45		36	0	9%
Charter schools	13	46		23	0	6%
Total	119	399		242	14	

2016-2017	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	86	98	3	82	6	4%
Town	65	170	13	74	5	8%
Rural, Fringe & Distant	21	65	2	44	3	7%
Rural, Remote	22	71	15	28		14%
Charter/Virtual schools	33	54	4	35	2	9%
Total	227	458	37	263	16	

2017-2018	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	131	148	5	66	15	5%
Town	78	219	17	84	8	10%
Rural, Fringe & Distant	32	93	9	43	3	9%
Rural, Remote	35	75	7	42		16%
Charter/Virtual schools	46	68	5	17	2	10%
Total	322	603	43	252	28	

Appendix I: Classification of endorsements

Classification of endorsements to assignment areas

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

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

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

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

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

ATTACHMENT 2

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

ATTACHMENT 2

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

ATTACHMENT 2

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

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

ATTACHMENT 2

Classification of endorsements: CTE, Special Education, Grade Range

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

ATTACHMENT 2

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

ATTACHMENT 2

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

ATTACHMENT 2

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

ATTACHMENT 2

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

ATTACHMENT 2

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

ATTACHMENT 2

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

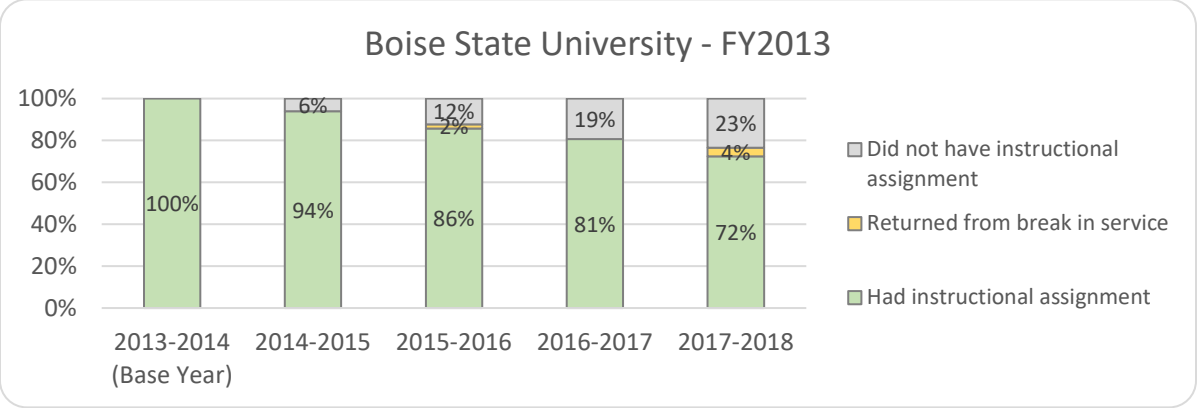
ATTACHMENT 2

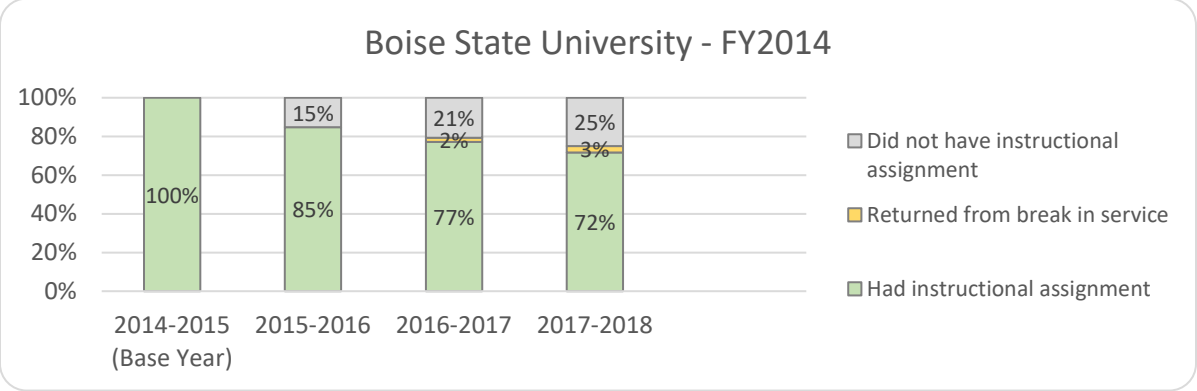
Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7920: General Agriculture 6/12	-	-	Secondary
7921: Agricultural Science and Technolog	-	-	Secondary
7924: Driver Education	-	-	Secondary
7930: Business Ed-Office Occupation	-	-	Secondary
7933: Secretarial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

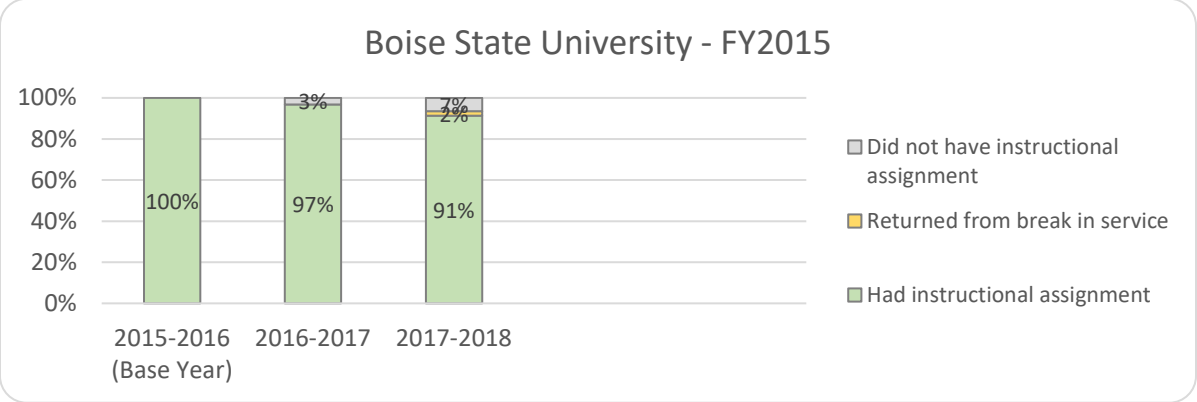
ATTACHMENT 2

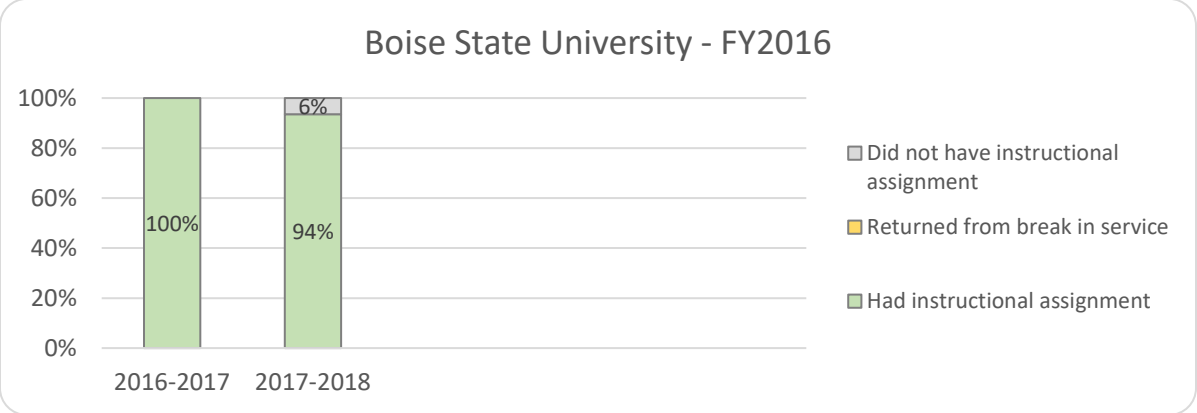
Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
8229: Sociology (5-9)	-	-	Secondary
8230: Philosophy 6/9	-	-	Secondary
8231: Psychology (5-9)	-	-	Secondary
8234: Anthropology 6/9	-	-	Secondary
8236: Sociology/Anthropology (5-9)	-	-	Secondary
8244: Motel/Hotel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

ATTACHMENT 3









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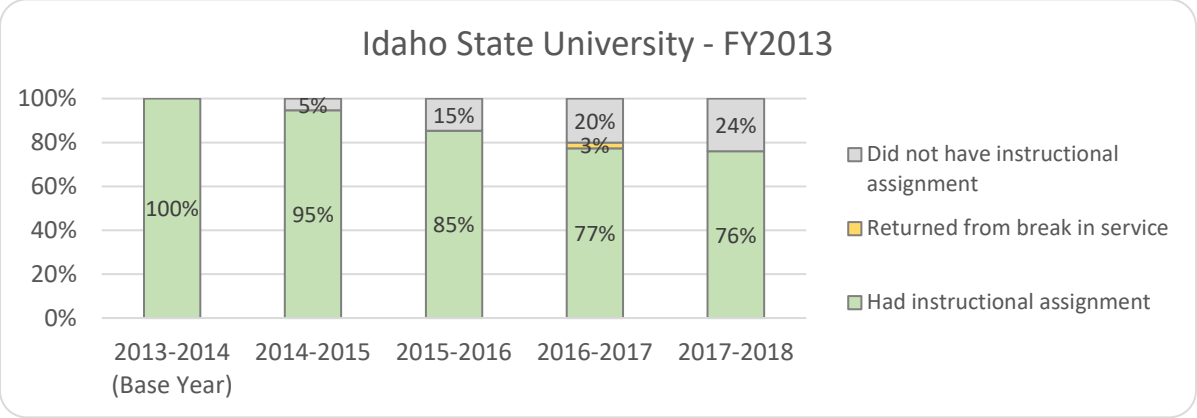

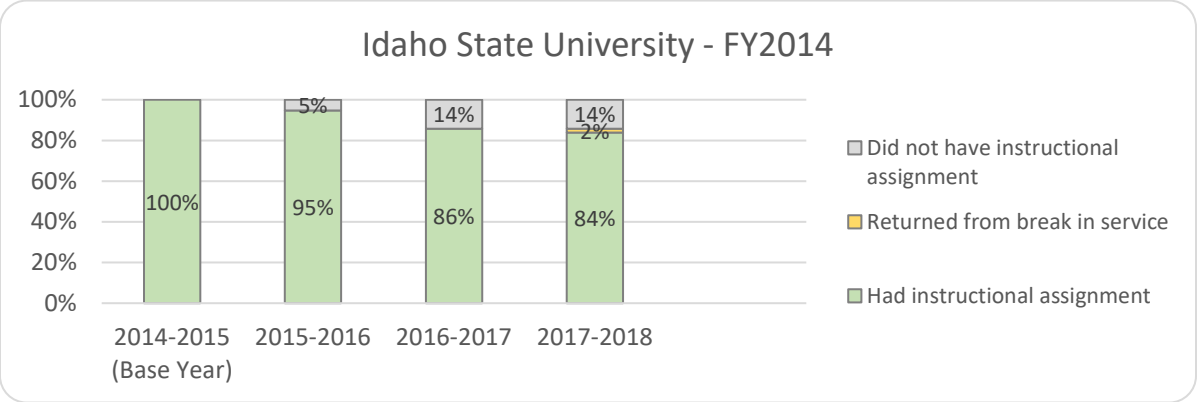

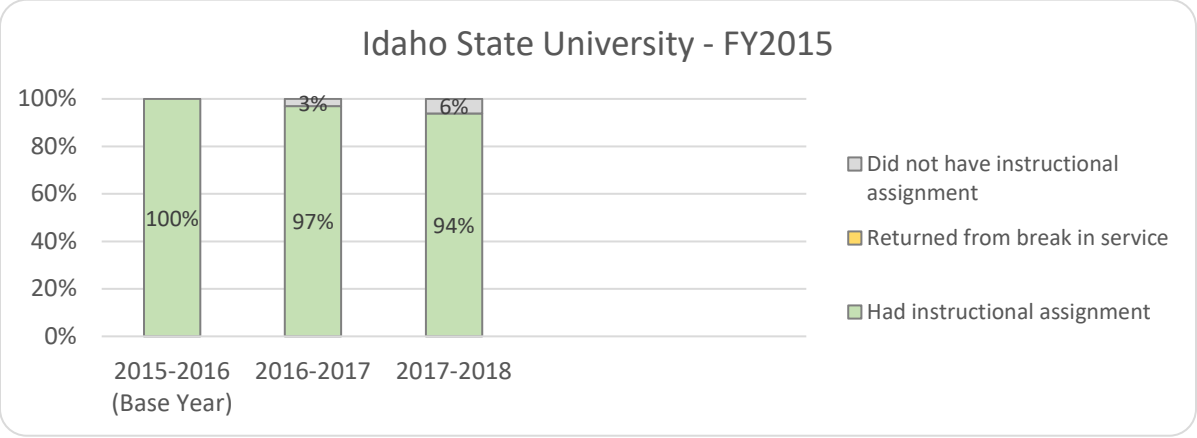

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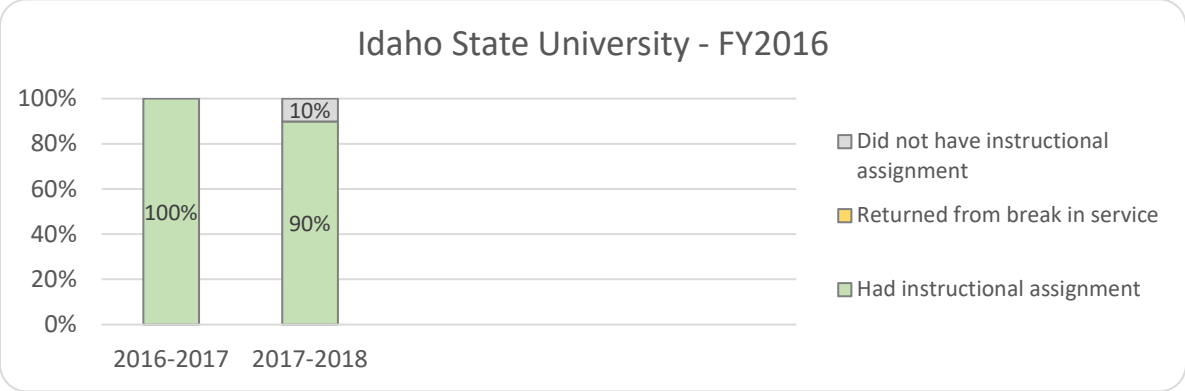

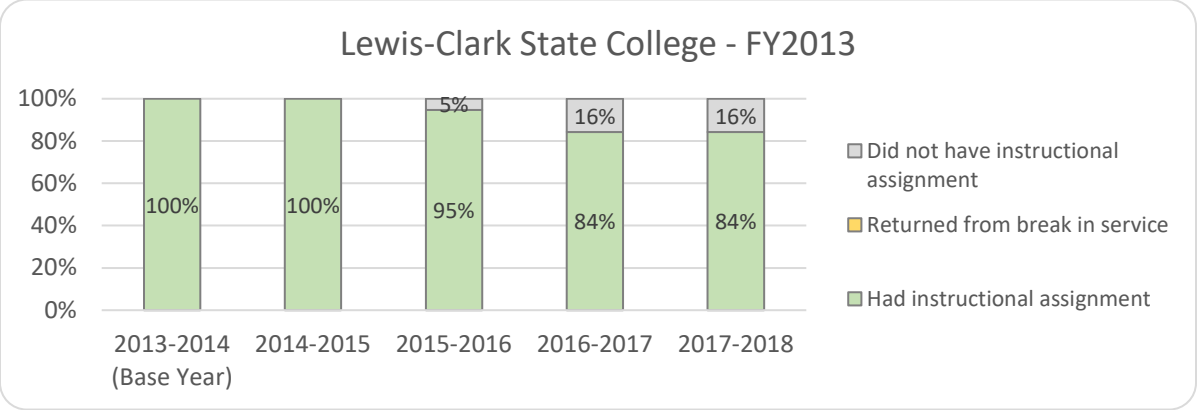

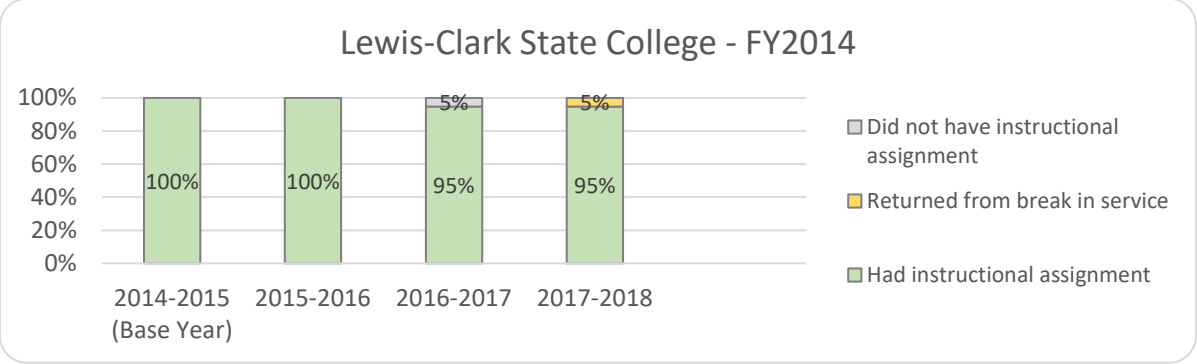

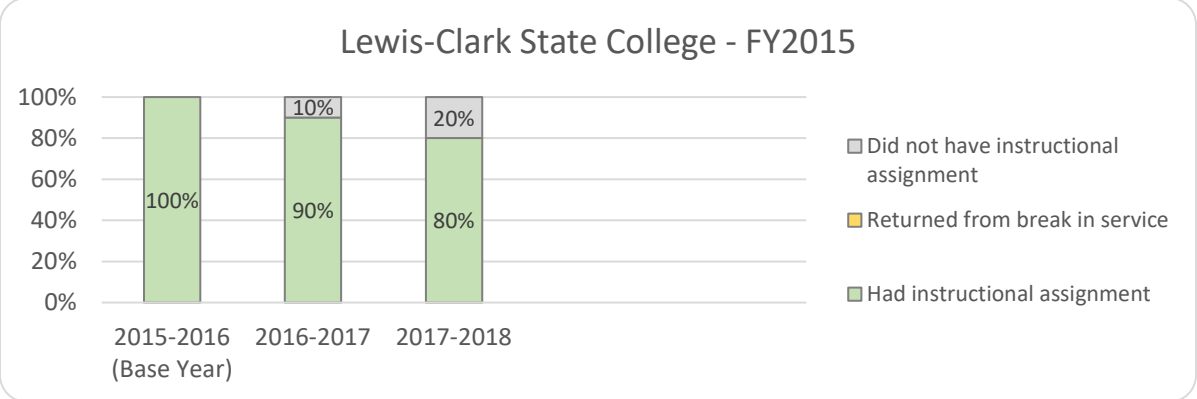

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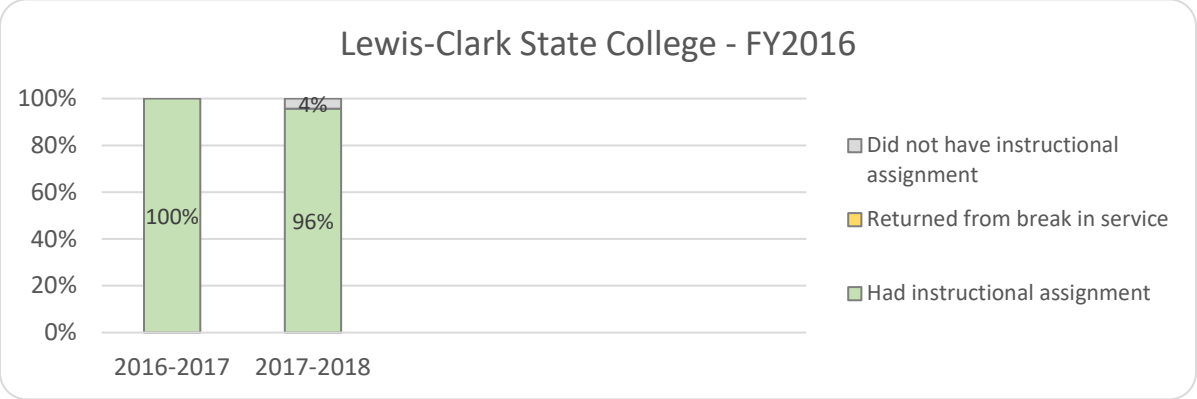

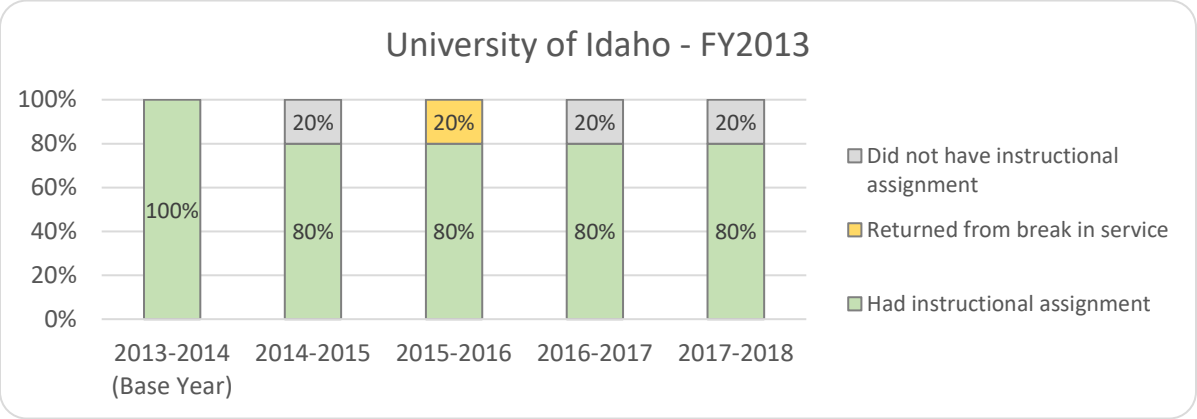

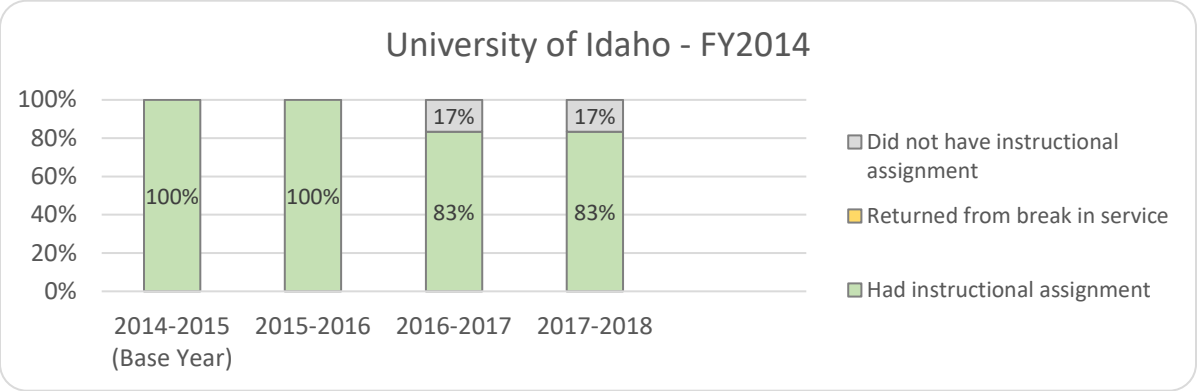

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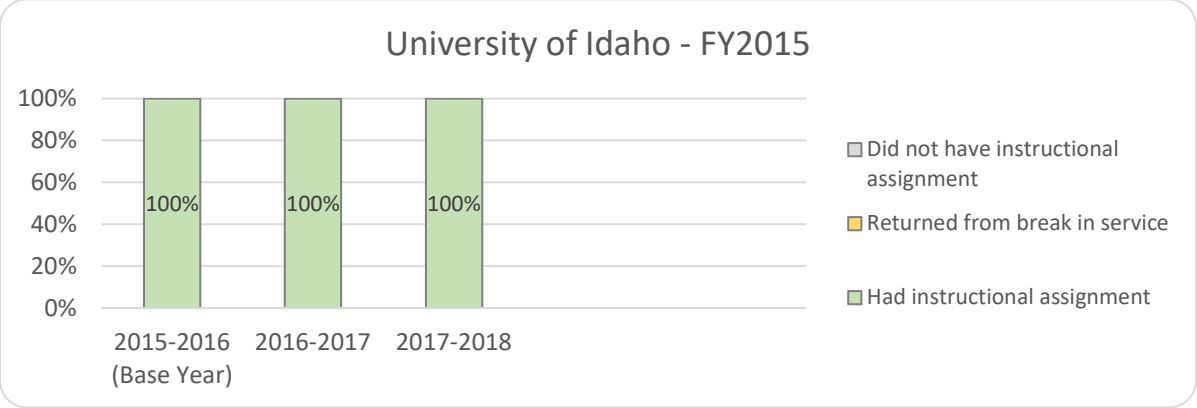
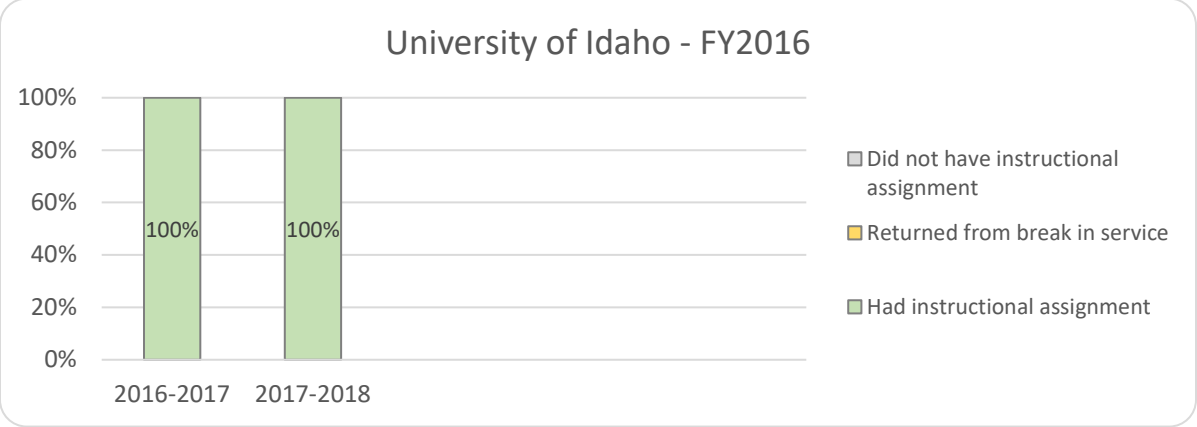




SUBJECT

Preliminary Data - Educator Preparation Programs Performance Measures Pilot

REFERENCE

October 2016	Board was updated on progress made toward developing educator preparation program effectiveness/performance measures.
December 2016	Board approved the proposed measures for determining Educator Preparation Provider program effectiveness.

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §§207 (2008).

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho. On October 16, 2016 the USDOE released the revised Title II requirements. The rule imposed new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identified levels of program effectiveness to drive continuous improvement.

These federal regulations intended to promote transparency about the effectiveness of all educator preparation providers (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Feedback from graduates and their employers on the effectiveness of program preparation; and
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

States were allowed flexibility in determining how to weigh all outcome measures, but were required to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing). These federal

requirements were designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

In early 2013, while the proposed Title II (Higher Education Act) rule was moving through the process of negotiated rulemaking at the federal level, Idaho's educator preparation leaders -the Idaho Coalition for Educator Preparation (ICEP) and the Idaho Association of Colleges of Teacher Education (IACTE)- were already working toward defining how Idaho programs would meet these requirements.

In December 2016, the Board approved the proposed performance measures designed by ICEP and IACTE, and recommended by the Professional Standards Commission (PSC). Though the 2016 reauthorization of Title II never came to fruition, the State Board stayed the course in requiring the more rigorous reporting measures. At the time of approval in December 2016, the implementation plan was for preliminary or baseline data to be collected and reported to the Board in December 2018 and full reporting to the Board starting in December 2019. Due to the nature of the new measures, the pilot year was necessary to assure all programs were reporting consistently and to evaluate data quality. The table presented here provides an overview of the performance measures gathered for the pilot year, using data from the 16-17 graduate cohort.

In this first year of data collection, obstacles have been identified and more efficient ways to collect and report on program performance measures are being explored. The following table succinctly lists the required performance measures and the data that the State Board staff and Educator Preparation Programs (EPP) were able to gather.

Next steps will be to convene a "consultation group" to make final recommendations on implementation of the EPP performance assessment system, data collection processes, and suggest state-level rewards or consequences associated with the designated performance levels. Feedback and recommendations from this group will be vetted by the Professional Standards Commission for formal recommendation, and then presented to the Board at a future meeting.

IMPACT

Educator preparation program performance measures promote transparency around the effectiveness of public educator preparation providers. Once fully implemented, such measures allow the Board to identify and incentivize excellent preparation programs as necessary, particularly in light of Idaho's teacher pipeline challenges.

ATTACHMENTS

Attachment 1 –Educator Preparation Program Performance Preliminary Data

STAFF COMMENTS AND RECOMMENDATIONS

While some of these measures must be directly transmitted to the Office of the State Board by the educator preparation program, many measures can be calculated with data that already exists at the State Department of Education. There are clear opportunities to streamline data collection through collaboration between the Board Office and the State Department of Education. To ensure accuracy and consistency in evaluating educator preparation programs, adjustments to current data reporting and data collection will likely be necessary over time. Additionally, the Board may want to consider embedding these measures across all approved educator preparation programs through the Program Approval Process, currently being implemented through the Professional Standards Commission pursuant to IDAPA 08.02.02.100.

BOARD ACTION

I move to accept the pilot year report of Educator Preparation Program Performance, as submitted in Attachment 1 and set the regular December 2019 Board meeting as the deadline for the full report.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Preliminary Data on Educator Preparation Program Performance

Pilot Year Reporting on 2016-2017 Completers

Measures approved by the State Board of Education at the December 2016 meeting for assessing performance of Idaho's Educator Preparation Programs (EPPs). For each public institution, data was collected in partnership with the Board Office, the State Department of Education and the individual institutions. Certain obstacles in data collection have been identified, and streamlined processes will be further explored for the October 2019 submission.

Proposed Weight	Idaho EPP Measures	Boise State University (n=181)	Idaho State University (n=127)	Lewis-Clark State College (n=31)	University of Idaho (n=96)
15% (Student Growth – all students meet target - 10 points possible) **'16-'17 Completers**	**Student growth FY18** as reported by districts as part of Career Ladder requirements ("yes" or "no" indicating if students meet educator's growth targets)	(90 teachers reported through SDE) 98%	(54 teachers reported through SDE) 98%	(12 teachers reported through SDE) 92%	(9 teachers reported through SDE) 100%
(Evaluation – no "unsatisfactory components – 10 points possible)	**Teacher evaluation measures FY18** (reporting the number of "unsatisfactory" components on the state framework)	96%	89%	92%	100%

ATTACHMENT 1

Proposed Weight	Idaho EPP Measures	Boise State University	Idaho State University	Lewis-Clark State College	University of Idaho
8% **'16-'17 Completers**	**Teacher placement rate FY18**	55%	44%	42%	33%
	Teacher placement rate in high-need schools	52 of 95 placed (55%)	43 of 56 placed (77%)	10 of 13 placed (77%)	5 of 15 placed (33%)
'12-'13 Completers followed through FY18 (2 points per category)	**Teacher retention rate in FY18**	76%	76%	84%	80%
	Teacher retention rate in high-need schools				
25% Alumni feedback (15 points) **'16-'17 Completers**	**Alumni feedback** in the form of a validated, 15-question survey relative to quality of preparation, using the state's Teaching evaluation rubric scale	**Average score of 3.45 (n=144)**	**Average score of 2.88 (n=57)**	*Not submitted by program*	*Not submitted by program*
(10 points)	**Employer feedback** in the form of a validated, 15-question survey relative to quality of preparation, using the state's Framework for Teaching evaluation rubric scale (10 points possible)	**Available Spring 2019**	**Available Spring 2019**	**Available Spring 2019**	**Available Spring 2019**

ATTACHMENT 1

Proposed Weight	Idaho EPP Measures	Boise State University	Idaho State University	Lewis-Clark State College	University of Idaho
52% **As of FY18** (26 points possible)	**The following required measures are reviewed through the State Approval Process, which includes meeting State Specific Requirements every third year following the full accreditation review:** **-Content and Pedagogical Knowledge.** Full review of all programs every seven years. Evidence of knowledge includes evaluation of syllabi, Praxis scores, GPA, exams. Measures of performance include artifacts demonstrating candidate work, interviews with cooperating teachers, employers, and candidates, and data from multiple observations of preservice candidates (26 points possible) **-Quality Clinical Preparation.** Reviewed every third/fourth year, both as part of the full accreditation reviews and through the State Specific Requirements reviews. **-Rigorous Candidate Exit Qualifications.** Successful score on statewide Common Summative Assessment of Teaching based upon the state's framework and development of an Individualized Professional Learning Plan. Reviewed every third/fourth year, both as part of the full accreditation reviews and through the State Specific Requirements review.	Reviewed: **March 5-8, 2016** -Number of Programs Reviewed: **25** -Programs Approved: **21** -Programs with recommendation for conditional approval: **3** -Programs with recommendation to not be approved: **1** -Number of Completers '16-'17: **178**	Reviewed: **September 20-22, 2015** -Number of Programs Reviewed: **25** -Programs Approved: **8** -Programs with recommendation for conditional approval: **14** -Programs with recommendation to not be approved: **3** -Number of Completers '16-'17: **77**	Reviewed: **November 3-5, 2013** -Number of Programs Reviewed: **13** -Programs Approved: **8** -Programs with recommendation for conditional approval: **5** -Programs with recommendation to not be approved: **0** -Number of Completers '16-'17: **41**	Reviewed: **April 6-9, 2013** -Number of Programs Reviewed: **27** -Programs Approved: **24** -Programs with recommendation for conditional approval: **2** -Programs with recommendation to not be approved: **1** -Number of Completers '16-'17: **88**

SUBJECT

FY2019 Instructional/Pupil Service Staff Evaluation Review – Final Report for the 2017-2018 Academic Year

REFERENCE

June 2017	Instructional/Pupil Service Staff Evaluation Review for the 2015-2016 Academic Year – Final Report presented to the Board.
December 2017	Instructional/Pupil Service Staff Evaluation Review for the 2016-2017 Academic Year – Final Report presented to the Board.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004B(14), Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-1004B(14), Idaho Code, a review of a sample of teacher evaluations must be conducted annually. This statute specifically states:

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

- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The 2015-16 and 2016-17 Evaluation Reviews (summarized in the FY2017 and FY2018 Reports respectively) were conducted in two phases. The first phase assessed compliance with IDAPA 08.02.02.120 while the second phase reviewed district evaluation policy and implementation. Because districts have now had several years to get policy and processes in place, the 2017-18 on-site and desk reviews assessed these aspects simultaneously.

The two previous reports determined that inconsistent communication from state entities compounded confusion created over time in the wake of changes to Idaho's evaluation processes. As a result, not all districts were implementing all aspects of evaluation rule with fidelity - with approximately 30% of evaluations reviewed missing one or more critical element of the evaluation requirements. To address the areas found to be consistently noncompliant, detailed recommendations were put forth in both final reports encompassing the following areas:

a. Amend IDAPA 08.02.02.120 to define and clarify evaluation evidence.

b. Make additional guidance and training available to administrators.

c. Continue to explore the implementation of a statewide electronic evaluation management system.

Amendments to Board Rule providing clarifications on the evaluations were put into temporary rule in fall 2017 with the final rule becoming effective in spring 2018 (at the end of the 2018 Legislative Session). Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2018, and an administrator recertification course addressing all aspects of evaluation requirements is in development and will be launched in spring 2019.

In March 2018, superintendents were notified of the pending FY2019 review, informed which administrators were selected from their districts, and provided information about collecting evidence. As with the previous reviews, the FY19 review focused on the requirements called out in IDAPA 08.02.02.120. The review requires districts to provide evidence that district evaluations meet the fidelity of the state's evaluation model outlined in administrative rule, including the following:

(i) the evidence used in scoring teacher evaluations;

(ii) documentation of dates on which observations were conducted;

(iii) demonstration of growth in student achievement, and;

(iv) proof of professional practice as shown through parent or student input, or a portfolio.

The 2017-2018 Evaluation Review commenced in August 2018 with districts beginning to upload evidence for review. On-site reviews took place from the end of September 2018 through October 2018. A full desk review of remaining evaluations was completed on October 26, 2018, and reviewers discussed possible process improvements and recommendations going forward. The attached report provides the findings and recommendations from the FY2019 evaluation review process.

IMPACT

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

ATTACHMENTS

Attachment 1 – FY19 Final Report – Evaluation Review of Certificated Educators

STAFF COMMENTS AND RECOMMENDATIONS

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

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

FY2019 REPORT TO THE IDAHO STATE BOARD OF EDUCATION

2017 – 2018 EVALUATION REVIEW OF CERTIFICATED EDUCATORS

INTRODUCTION

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

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

The 2015-16 and 2016-17 Evaluation Reviews (summarized in the FY2017 and FY2018 Reports respectively) were conducted in two phases. The first phase assessed compliance with IDAPA 08.02.02.120 while the second phase reviewed district evaluation policy and implementation. Because districts have now had several years to get policy and processes in place, the 2017-18 on-site and desk reviews assessed these aspects simultaneously.

The FY2019 report on the findings of the 2017-2018 Evaluation Review of Certificated Educators follows.

Background

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

The FY17 and FY18 reports concluded that inconsistent communication from state entities compounded confusion created over time in the wake of multiple changes to Idaho's evaluation processes. As a result, not all districts were implementing all aspects of evaluation rule with fidelity – with approximately 30% of evaluations reviewed missing one or more critical elements of the evaluation requirements. To address the areas found to be consistently noncompliant, detailed recommendations were put forth in both final reports encompassing the following areas:

1. Amend IDAPA 08.02.02.120 to clarify, simplify and better align with code for instructional staff, and redefine evaluation standards for pupil service staff based upon their own professional standards

2. Make additional guidance and training available to administrators
3. Create a coalition of representatives for Idaho administrator preparation programs to define consistent measures of preparedness, including specific competencies for administrator recertification requirements
4. Create a clearinghouse of best evaluation practices to be shared across districts

Of these five strands, work has begun on all. Changes to Board Rule on evaluation were put into temporary rule in fall 2017, with plans to convene professional groups in each of the pupil service areas to further define consistent evaluation practices for these professionals. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2017, and an administrator preparation coalition has been established. Recommendations this year were centered around similar themes as prior years.

In March 2018, superintendents were notified of the pending FY2019 review, informed which administrators were selected from their districts, and provided information about collecting evidence. As with the previous reviews, the FY19 review focused on the requirements called out in IDAPA 08.02.02.120. The review requires districts to provide evidence that district evaluations meet the fidelity of the state's evaluation model outlined in administrative rule, including the following:

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

The 2017-2018 Evaluation Review commenced in August 2018 with districts beginning to upload evidence for review. On-site reviews took place from the end of September 2018 through October 2018. A full desk review of remaining evaluations was completed on October 26, 2018, and reviewers discussed possible process improvements and recommendations going forward. The attached report provides the findings and recommendations from the FY2019 evaluation review process.

METHODS: FY2019 EVALUTION REVIEW

The Office of the State Board of Education (OSBE) staff randomly selected 180 administrators who conducted evaluations in the 2017-2018 school year. For each administrator chosen, the district was required to upload to a secure server at least two evaluations (with relevant supporting documents) completed in 2017-2018 for both teachers and/or pupil service staff who were randomly selected by Board staff. All evaluation materials were redacted of identifying information, not only to ensure a fully blind review but also confidentiality due to the sensitive nature of the evidence being assessed. In most cases, each evaluation was assessed and scored separately by two different reviewers.

The Office of the State Board of Education (OSBE) staff randomly selected 45 of the 180 LEAs, including two at the request of the superintendent, for an onsite detailed review. Each administrator was instructed to provide two evaluations from instruction staff and/or pupil service staff for on-site review. Table 1 provides the timeline for data collection and review.

Table 1. Timeline

State Board of Education - 2016-2017 Evaluation Review Timeline Overview and Update	
DATE	**DESCRIPTION**
3/31/2018	Sent out notification to superintendents of randomly selected administrators (102 total LEAs) notifying them which administrators were chosen for evaluation review. Email included sample evidence for districts to model as they prepared their own uploads.
8/1/2018	OSBE secure server opened for districts to upload evidence.
9/25-9/27/18	Regions I and II Training and onsite review
10/2-10/3/2018	Region III Training and onsite review
10/9-10/11/2018	Region IV Training and onsite review
10/16-10/18/2017	Regions V and VI Training and onsite review
10/23/18	Server closed and all evaluation materials and completed surveys downloaded and prepared for review and data collection.
10/24-10/26/2018	Reconvened reviewers to complete desk reviews and discuss data and anecdotal information from on-site reviews, and to assist in developing recommendations.

Data Sources

Board staff collected 327 files containing evaluations conducted on certificated staff through the method described above (163 of 180 administrators submitted evaluations). As with the FY17 and FY18 review, the sample of administrators chosen for review purposefully represents the distribution of school administrators by region across the state of Idaho. This sample represents approximately 20% of administrators statewide, and 20% of certificated staff. Virtual charter schools and IDLA were included in the sampling and reported based on the region in which they are based. In addition to collecting two evaluations per administrator, each administrator was required to fill out a survey designed to gauge individual perception of preparedness in conducting evaluations, level of desire for additional training in areas related to accurate, growth-producing evaluation practice. Included among the appendices is a full list of districts involved in the review, with districts selected for on-site visits denoted in bold font (Appendix A). A copy of the Administrator's Evaluation Feedback Survey administered during the first phase of the review is also included (Appendix B). The key purpose of the on-site visits was to record qualitative data, as supplied by district office personnel and administrators, regarding implementation of - and fidelity to - the state framework for evaluation. In addition to reviewers' notes, feedback was captured in a survey completed by the teachers evaluated by administrators. Completion of surveys for teachers was entirely voluntary. This survey instrument for teachers is included in this report as Appendix C.

Review process
A team of 15 experienced educators from across Idaho participated in the review, including current and past superintendents, district leaders, principals, and faculty from educator preparation programs. A list of reviewers is included as Appendix D. The criteria for reviewing the evaluation documents was drawn directly from IDAPA 08.02.02.120 and Idaho Code § 33-1004B(14) for both instructional personnel and pupil service personnel, as applicable.

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

For onsite visits, a volunteer subset of the 15 member team responsible for conducting the desk reviews participated. The purpose of onsite visits was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, district leaders were interviewed to better understand strengths and challenges in practice.

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

Data Analysis
Data presented here regarding compliance in evaluation practice consists of the total number and percentages of compliant elements required for instructional staff and pupil service staff evaluations (n=327) as submitted by district administrators. These elements include components of the state framework for evaluation, dates of documented observations, measures of professional practice and student achievement.

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

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

FINDINGS

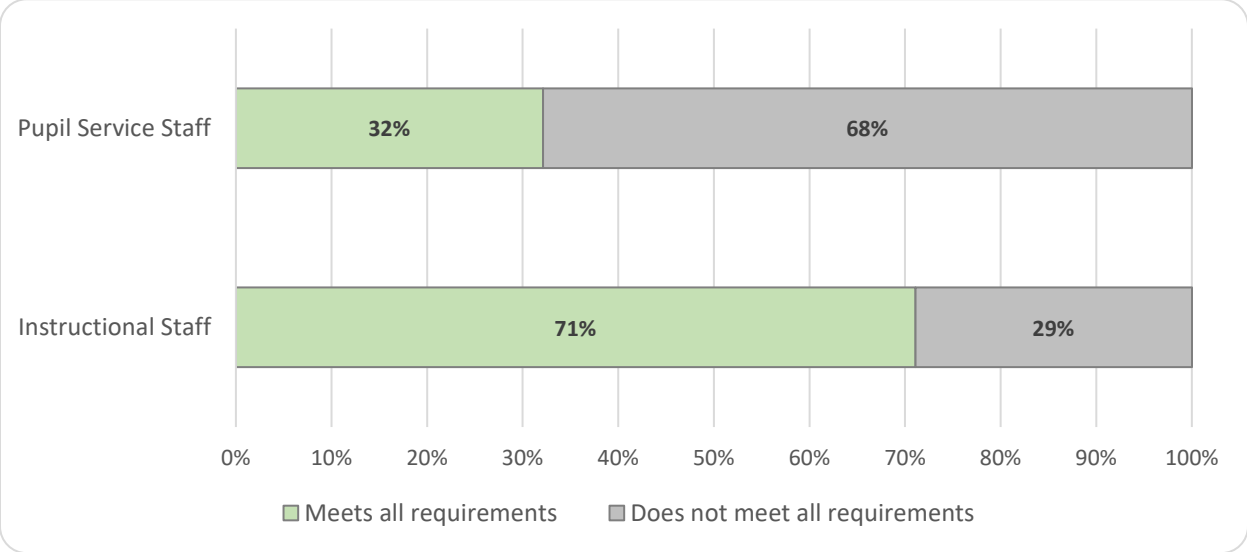
The findings presented here are based upon the criteria for completing evaluations of certificated personnel called out in IDAPA 08.02.02.120 to determine compliance with state mandate. These include:

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

Data Specific to Compliance with IDAPA 08.02.02.120

Compliance – Evaluations meeting all IDAPA requirements

Figure 1. Evaluations meeting all areas of compliance required by the state



As expected, overall compliance increased significantly for instructional staff from 56% in FY2017 to 71% in FY2018 upon clarification of Board Rule for evaluation scoring and documented evidence. Also expected was the low rate of compliance for pupil service staff evaluations due to the transition from a Danielson model of performance to performance standards adopted from individual professional organizations.

However, while pupil service staff evaluations were not compliant with the letter of the law, most reviewers agreed that the evaluations were being conducted substantively and effectively. Looking at compliance disaggregated by region, however, the increased number of compliant evaluations for instructional staff is in no way consistent across the state:

Figure 2. Scores by Component for Instructional Staff

Compliance increased slightly from 79% in FY18to 84% in FY19 for instructional staff evaluations. Pupil service staff indicate a much lower level of compliance with rating all 22 components.

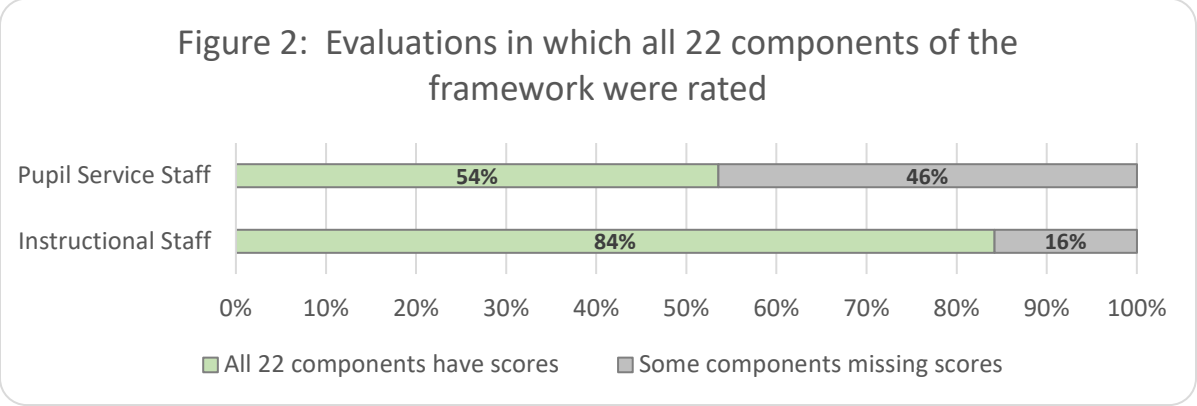
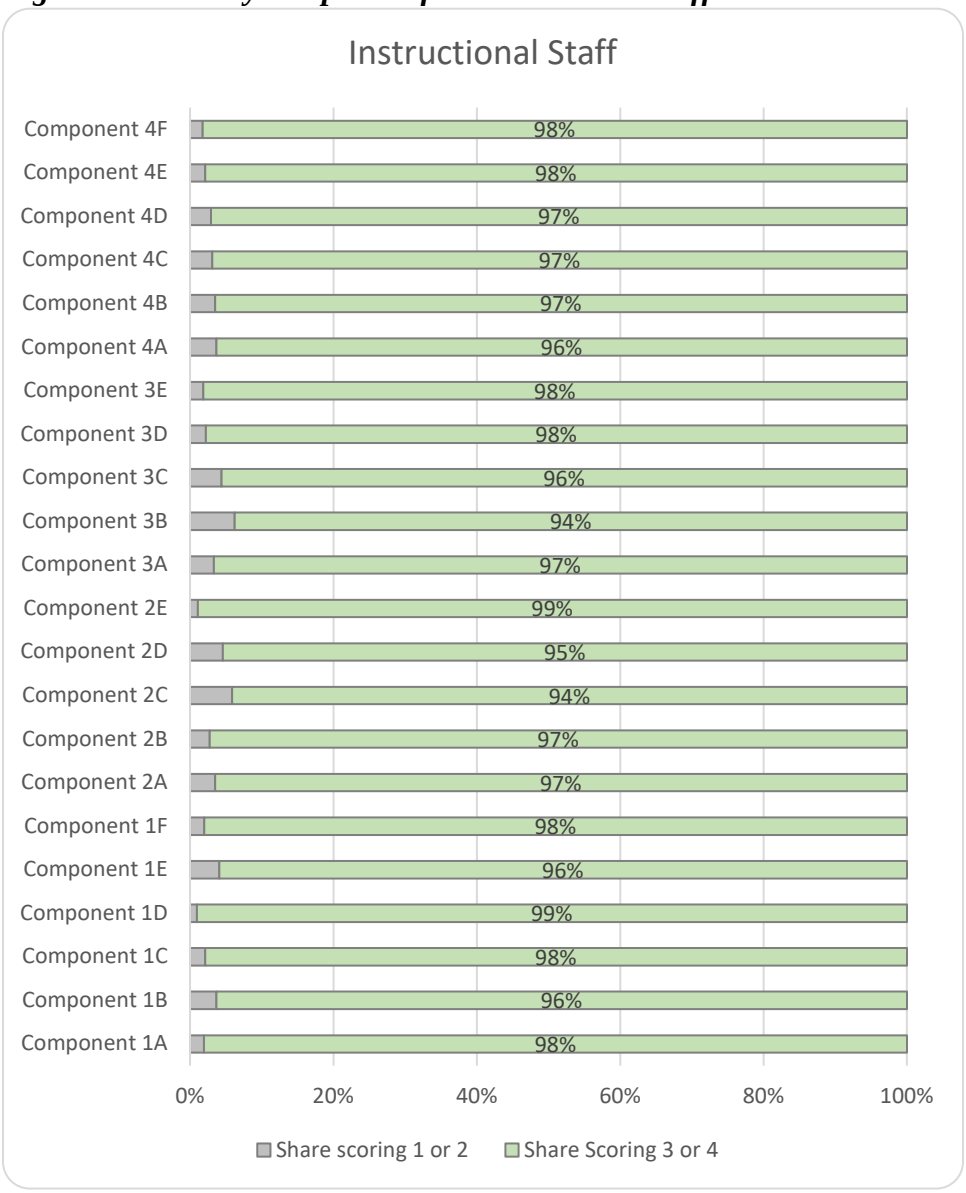
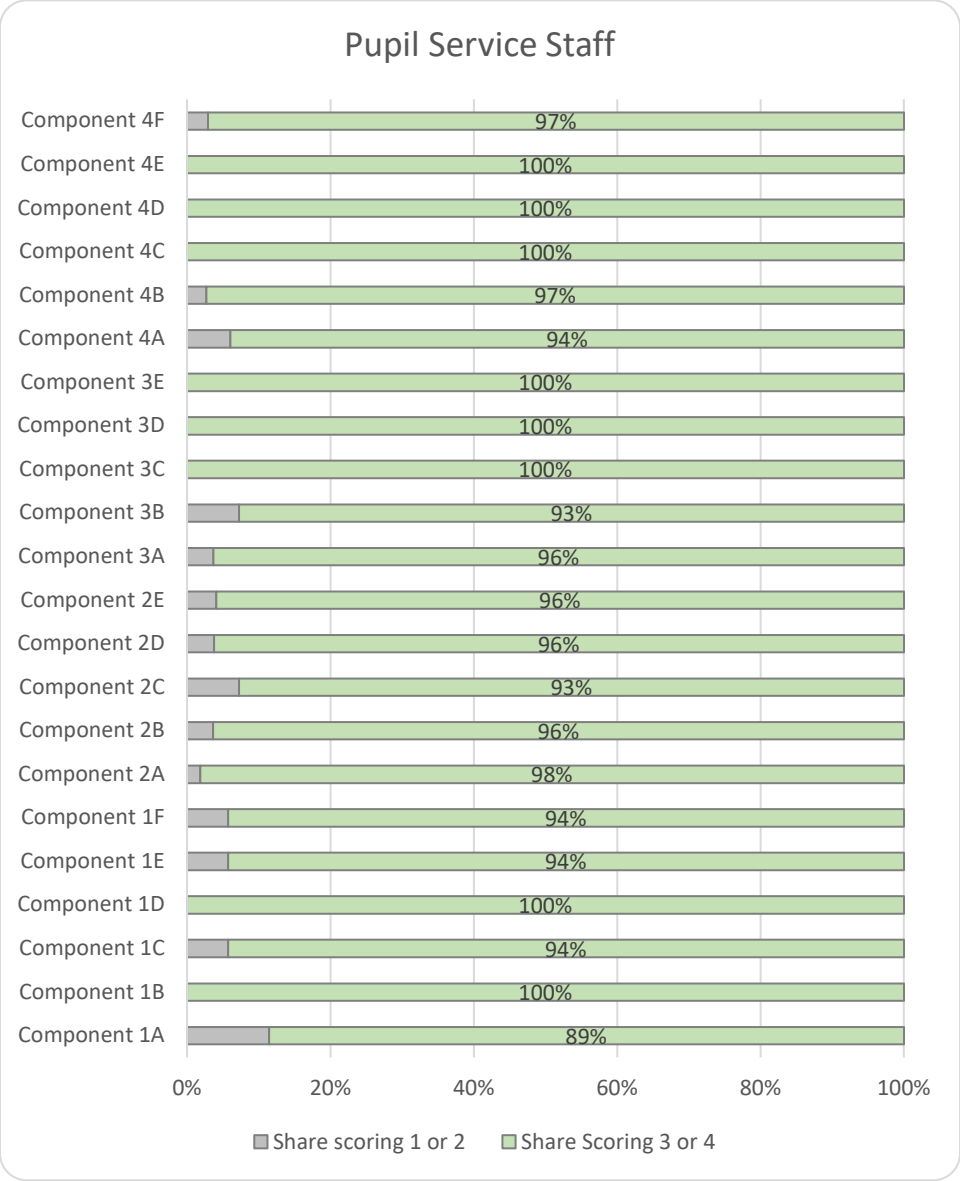


Figure 3. Scores by component for Instructional Staff



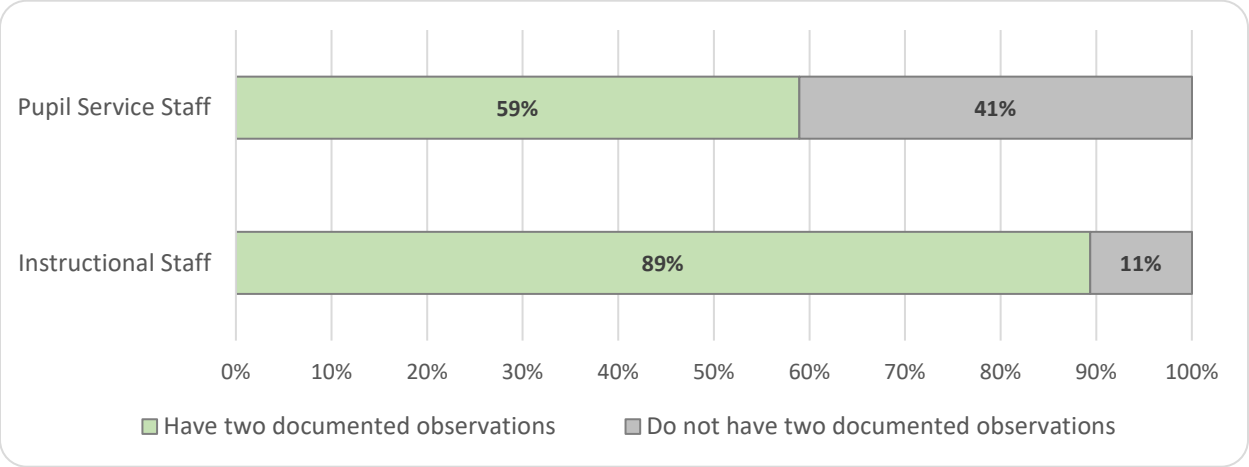
Consistent with the FY2017 and FY2018 results, Component 3b-Using Questioning and Discussion Techniques, is the area in which the majority of instructional staff struggle the most along with the addition of Component 2c-Managing Classroom Procedures. This certainly can be seen as an area for increased preparation and professional development opportunities.

Figure 4. Scores by component for Pupil Service Staff



Component 1a-Demonstrating Knowledge of Content and Pedagogy is the area in which the majority of pupil service staff struggle the most. This certainly can be seen as an area professional development opportunities, but may also be a function of the difficulty for to districts to accurately assess pupil service staff.

Figure 4. Evaluations based upon a minimum of two documented observations *(n=327)*



The increase in compliance for this requirement, up from 74%, most likely reflects increased awareness that documentation of observations would be collected. By the time the FY17 evaluation review began, many districts had destroyed evaluation evidence from the previous year. Because district leaders were notified of the FY19 Review prior to the end of the school year, those documents were not destroyed.

Figure 5. Evaluations including at least one district selected measure of performance *(n=327)*

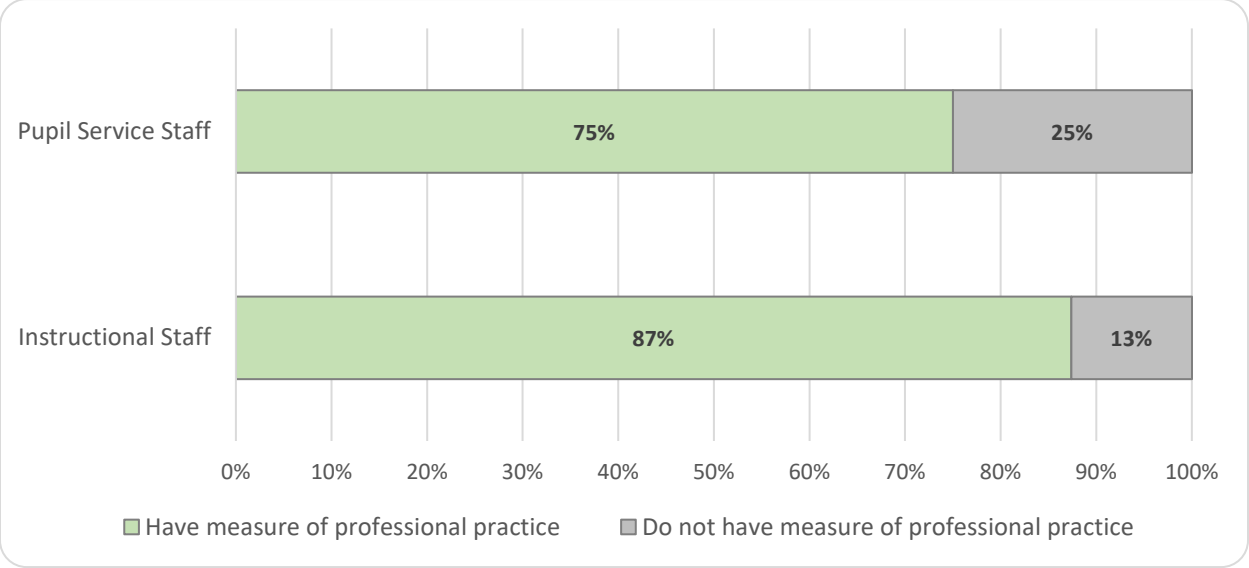
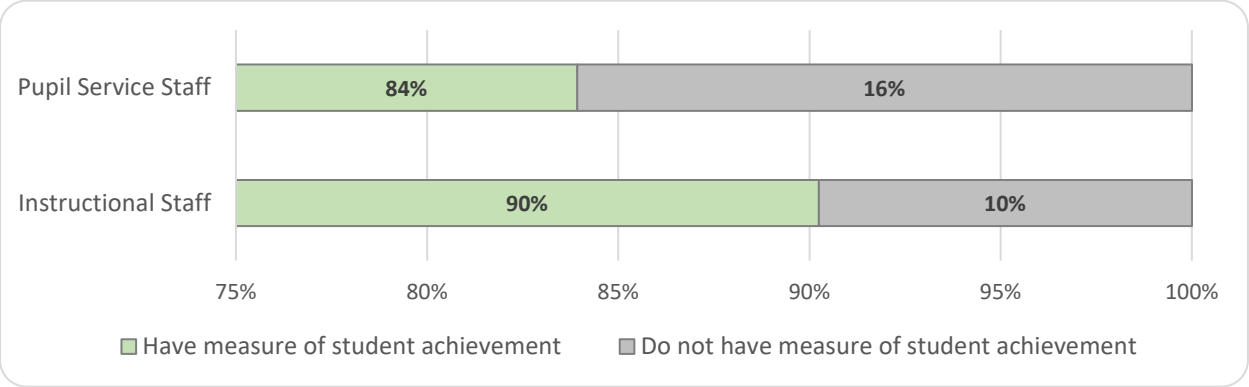


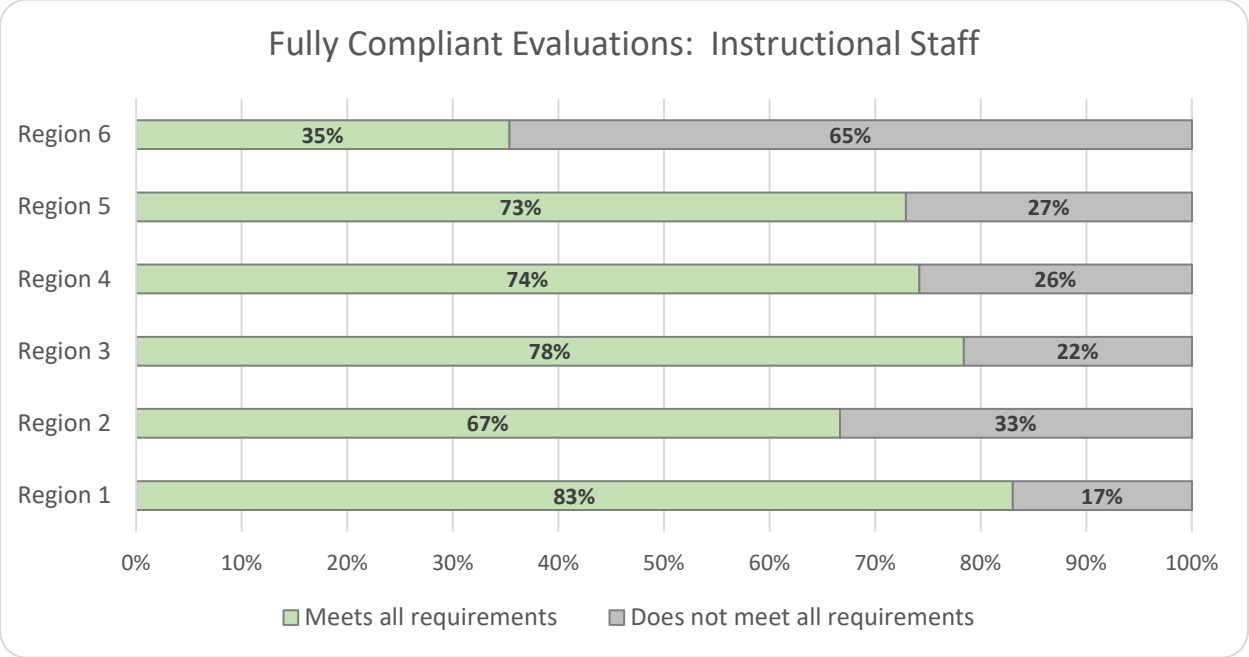
Figure 6. Evaluations including at least one measure of student performance *(n=327)*



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

Looking at compliance disaggregated by region, however, the increased number of compliant evaluations for instructional staff is in no way consistent across the state:

Figure 7. Evaluations meeting all areas of compliance required by the region *(n=327)*



In summary, Regions 1,3,4, and 5 are above the state average in overall compliance. Follow up in Regions 2 and 6 is planned.

Data Specific to Implementation of Evaluation and Related Professional Learning

Evaluation Feedback Survey (Administrators) - Results

Of the 163 administrators who participated in the review, 31% responded to the Evaluation Feedback Survey (n=52). Their geographic distribution indicates a fairly representative sample. While the absolute validity of these survey results must be considered in light of potential response bias, administrator feedback collected through the FY2019 survey instrument remained consistent with information collected through last year's survey and two years of onsite visit interviews:

- 100% of administrators indicated that they regularly collected performance evidence to support evaluations, with 94% indicating they were confident in their ability to interpret and accurately rate performance evidence. 27% of administrators responded that they would like additional support/training in using evidence to accurately evaluate teachers

- 96% indicated that they regularly engaged in professional conversations about teacher practice stemming from observations/evaluation, with 56% responding that they would like additional support/training in facilitating those conversations.

- 88% of administrators believe evaluations of staff professional practice are completely or mostly accurate, though only 77% believe that the measure of staff impact on student success is completely or mostly accurate.

Figure 8a provides information on areas in which administrators would like additional support:

Evaluation Feedback Survey (Teachers) - Results

Teachers who were evaluated in 2017-18 by administrators chosen for review were sent the Evaluation Feedback survey. Unlike the survey for administrators, teacher surveys were completely anonymous, and participation was voluntary. Respondents (n=596) provided input on implementation of evaluation practice in their district and indicated areas for future professional learning in evaluation. Results were slightly stronger than those in the FY2017 report and are as follows:

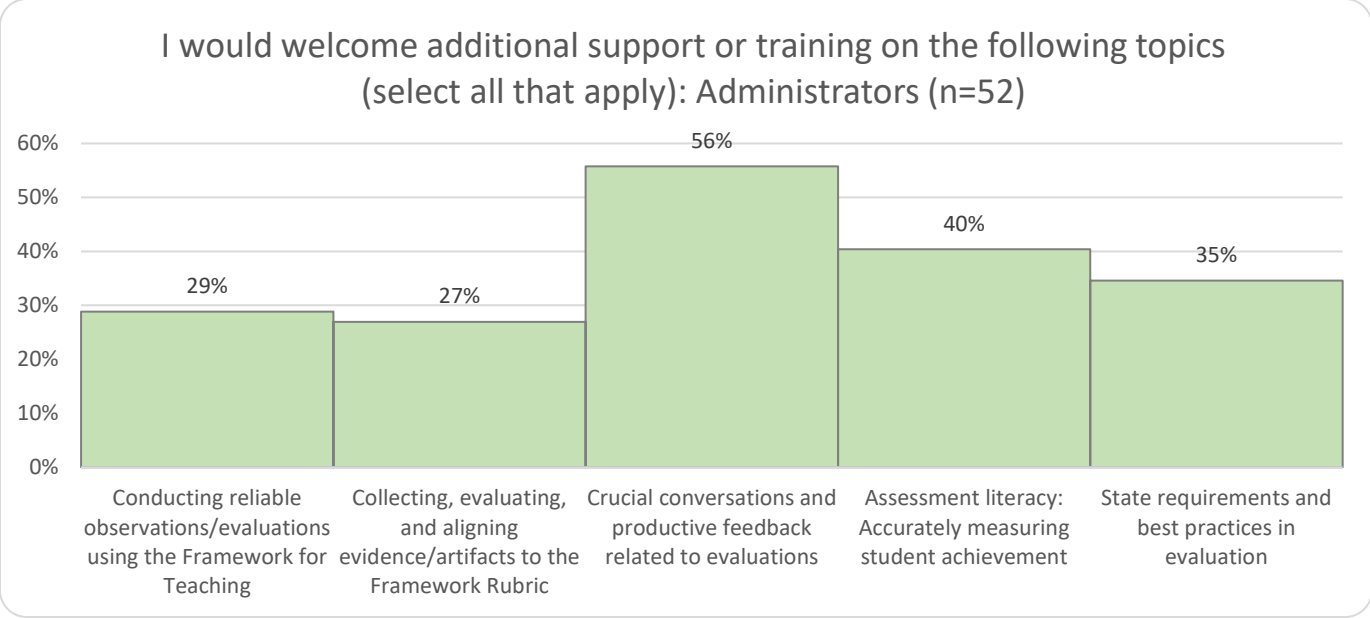
- 91% of teachers indicated confidence in their ability to provide evidence to support an accurate evaluation of each of the 22 components up from 74%, though 53% reported a desire for more training in this area.

- 92% of teachers reported their administrators regularly collected evaluation evidence, up from 73% in 2016-17.

- 84% of teachers, up form 73%, reported their administrators regularly engaged with them in professional conversations about their practice

- Unlike the 88% of administrators who believe evaluations of staff professional practice are completely or mostly accurate, only 71% of staff agree. Compared to 77% of administrators, only 58% certificated staff believe that the measure of their impact on student success is completely or mostly accurate.

Figure 8. Areas related to evaluation in which administrators and staff would welcome additional support and training



In summary, the FY2018 evaluation review represent dramatic improvement in the percentage of compliant evaluations statewide. Except for Region 6 evaluations, overall compliance is much higher as a result of trainings and clarifying rule changes. In light of feedback from both administrators participating in the review and those who conducted the reviews, however, further clarification may still be necessary to further increase consistency and fidelity in evaluation practice.

RECOMMENDATIONS AND CONCLUSION

The two previous reports determined that inconsistent communication from state entities compounded confusion created over time in the wake of multiple changes to Idaho's evaluation processes. As a result, not all districts were implementing all aspects of evaluation rule with fidelity - with approximately 40% of evaluations reviewed missing one or more critical elements of the evaluation requirements. To address the areas found to be consistently noncompliant, detailed recommendations were put forth in both final reports.

Changes to Board Rule on evaluation were put into temporary rule in fall 2017. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2018, and an administrator recertification course addressing all aspects of evaluation requirements is in development and will be launched in spring 2019. The recommendations included in the FY2019 report are fewer, but largely echo concerns from prior years.

FY 2019 Recommendations

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

1. **Amend IDAPA 08.02.02.007 and IDAPA 08.02.02.120 to create clear definitions and provide more detailed guidance:**
    - **Define both "evaluation" and "observation"**
    - **Define "professional practice measures" that formally identifies the Individualized Professional Learning Plan (IPLP) as another measure of professional practice**
    - **Define "professional practice measures" and student success measures more clearly to indicate measures must be unique and specific to the staff member being evaluated.**

   Rationale: This year's evaluation review of 2017-2018 practices revealed confusion regarding what constitutes the second measure of professional practice. Some districts use the IPLP as evidence of professional practice while others did not know whether that was acceptable. Use of the Individualized Professional Learning Plan (IPLP) to demonstrate goals and growth as a measure of professional practices aligns with Board Rule and statute.

2. **Implement and electronic evaluation submittal platform, and redesign the coversheet and checklists to further clarify expectations**.

Conclusion

As was the case in the FY2017 and FY2018 report, the vast majority of districts leaders are striving to improve evaluation processes for their districts and within their buildings. Following two years of rule clarification and training, 71% of the evaluations of certificated instructional staff are compliant with Idaho rule and statute, equating to a 20% increase in compliance since 2017. During the FY2019 Review administrators restated the need for consistency and support from all state level agencies, and reiterated their desire to ensure that evaluation process emphasizes professional growth and continuous improvement, in addition to accountability.

SUBJECT

Accountability Oversight Committee 2018 Student Achievement Report and Recommendations

REFERENCE

August 2016	Board received recommendations from the Board's 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 received an update on feedback received through public forum conducted by Board staff around the state on the proposed new accountability system and approved the pending rule creating the new statewide accountability system.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
August-October 2018	State Department of Education released the list of schools identified for Comprehensive Support and Improvement (August 2018), Targeted Support and Improvement (September 2018), and Additional Targeted Support and Improvement (October 2018).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. 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; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measureable Progress

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.

b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of

Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

This will be the first year the committee has provided a report and recommendations to the Board. The committee has provided analysis on both student achievement and the state's K-12 school accountability system. The report includes recommendations that focus on adjustments intended to ensure the accountability indicators and the school identification system are meeting their intended purpose. The committee's report is provided as Attachment 1. A summary of the recommendations and recommended implementation timeline is provided in the Executive Summary of the report.

IMPACT

Priority Recommendations, as outlined in the Executive Summary of the report, would result in the need to initiate the process of amending Idaho's Consolidated State Plan. Some recommendations would require amendment of Administrative Code and/or amendments to Idaho's Consolidated State Plan.

ATTACHMENTS

Attachment 1 – Accountability Oversight Committee 2018 Student Achievement Report

STAFF COMMENTS AND RECOMMENDATIONS

The state Comprehensive Assessment System and state accountability requirements are contained in IDAPA 08.02.03.111-113. IDAPA 08.02.03 requires the State accountability system be used for both state and federal accountability purposes. Idaho's Consolidated State Plan establishes Idaho's plan for meeting federal accountability requirements in alignment with IDAPA 08.02.03. The consolidated state plan includes processes and procedures that are not included in Administrative Code. Amendments to any of these processes would have to follow the federal regulations for states to amend their consolidated state plans. Any amendments to the plan that are required pursuant to Administrative Code would have to be made in coordination with Idaho's Negotiated Rulemaking process, such that the Administrative Code changes are made prior to the approval of the amended Consolidated State Plan.

Due to the public input requirements for both the Negotiated Rulemaking process and amendments to Consolidated State Plans, individual recommendations from the report, based on Board direction, will be brought back to the Board after being vetted through their applicable processes.

BOARD ACTION

This item is for informational purposes.

Accountability Oversight Committee

Student Achievement and Accountability Report

December 2018

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SECTION I:
EXECUTIVE SUMMARY

OVERVIEW

Student Achievement

At current rates of year-over-year improvement in Idaho Standards Achievement Test (ISAT) proficiency percentages, it will be decades before three quarters of Idaho's students are proficient. And this will be the case only if the slight increases in percent proficient that have occurred during the past three years turn into sustainable trends. Additionally, substantial differences exist in percent proficient between ethnic and other subgroups. For example, there exists a greater than 20 percentage point difference in the ISAT proficiency rate of White and Hispanic / Latino students in both English Language Arts and Mathematics (see Figures 7-8). Substantial differentials also occur between virtually all subgroups. When taken in aggregate, ISAT percent proficient data point to the need for renewed state-level efforts to address low growth rates and persistent differential performance between identified groups.

Idaho Reading Indicator data reveal quite consistent performance across years and grade levels. About 50% of Idaho kindergarteners are proficient upon entry into kindergarten. Having only 50% of kindergarteners proficient in the fall presents a steep hill for Idaho educators to climb. Given this fact, it is a credit to Idaho educators that roughly 80% of kindergarteners are proficient in the spring. Proficiency percentages, however, are lower in the remaining IRI grades (i.e., grades 1-3) and remain quite consistent year-over-year. Approximately 70-75% of Idaho 3rd graders exit 3rd grade proficient. This percentage is not high enough given the fundamental importance of early reading; but as was discussed above, lack of preparedness of entering kindergarteners may present difficulty for some students in progressing to proficiency during the early years of their schooling.

Idaho's graduation rate hovers around 79%. This is below the national average and the averages of a number of other states. Thirty-seven percent of Idaho high schools have graduation rates of 90% or greater. An additional 41% graduate 60-90% of their students. But 22% of Idaho high schools graduate less than 60% of their students. These statistics point to the need for continued efforts by the state to support high schools as they work to improve instruction and school climate in order to increase graduation rates.

Accountability – Indicators and School Identification System

With the recognition that there are many elements that go into operating successful schools, in developing the new accountability system, the state sought to develop a robust system that uses multiple measures to highlight schools' strengths and identify opportunities for improvement. The accountability system does not result in a summative score or rating for schools. This is

significant, as it allows schools and their communities to use all the available information to engage in continuous processes of adjusting school systems and practices in order to improve student learning. Additionally, it requires the individual indicators in the system to meaningfully differentiate schools both independently and in the system as a whole. After its first year of implementation, the accountability system overall appears to be functioning well, but it does have some challenges that require attention. Given the complexities of developing an effective school accountability system, this is expected.

Section II of this report analyzes the function of each accountability indicator in Idaho's system, including indicators used for school identification and those presented on school report cards. Some of the indicators are not operational as of the date of submission of this report, but these are also included with notes stating when the indicator will be operational. This is done so readers receive a complete picture of the current state of the indicators and school identification system. It is important to note that all currently non-operational indicators are on their respective schedules to become operational.

Although most indicators are discriminating between high performing schools and those in need of support, some indicators are not functioning ideally. In most instances where the indicators are failing to discriminate, the indicator measures only participation. Participation-based measures include: Students in Grade 8 Enrolled in Pre-Algebra or Higher, Students in Grade 9 Enrolled in Algebra or Higher, and Advanced Opportunities. Most schools have high participation rates on these indicators so there is very little variation in the data, making it difficult to determine which schools are doing well and those that are not. Recommendations are provided in the report suggesting what needs to be done to address these limitations.

Analysis regarding the school identification process for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) is provided in Section III. Based on the first year of implementation of the system, it is clear that it is functioning quite well. However, there are aspects of the process that would benefit from adjustment. One of the primary improvement areas relates to N (group) sizes in our state and the minimum N required to be included in analysis. Due to the rural nature of many of Idaho's schools, there are many schools that do not meet the minimum N size, even when all students are included for a given indicator. The problem is further exacerbated when analyzing the performance of subgroups, as smaller districts often do not meet the N size minimum for subgroup analysis. As a result, some districts are not being held accountable for subgroup performance. Actions that can be taken to mitigate N size issues are included in the report recommendations.

Ensuring that the school identification system identifies the appropriate schools for both Comprehensive Support and Improvement and Targeted Support and Improvement is a high priority. For the most part, only schools functioning at the lower levels of performance on the indicators are being identified by the accountability system. For Comprehensive Support and Improvement Underperforming (CSI Up), exceptions to this are mainly related to schools that do not fit cleanly into one of the currently established school categories: K-8 Schools, High Schools, and Alternative High Schools. For instance, alternative middle schools and junior highs appear to have been disproportionately identified for CSI Up because they are evaluated

alongside non-alternative K-8 schools. There are a few other types of schools that may face similar issues related to categorization in the identification process; these are clearly presented and discussed in the full report. Finally, the committee recommends closely examining the Targeted Support and Improvement identification process to ensure schools are being appropriately identified. Federal law requires Idaho to have one definition of "consistently underperforming" that is used to identify schools across all ethnicities and other subgroups. This presents a challenge when considering our ethnic and subgroup performance. As shown in Section I (Figures 7-12), certain ethnicities and subgroups have larger performance gaps when compared to the performance of all students. Applying a single definition of "consistently underperforming" to all these groups may not result in appropriate differentiation of schools when analyzing the performance of certain groups.

In summary, as a whole, the indicators within the accountability system and the school identification process are functioning as intended. The full report also provides specific recommendations for actions needed to correct and refine the indicators and processes manifesting problems. A summary of these recommendations is provided below.

SUMMARY OF RECOMMENDATIONS

The following table summarizes the Accountability Oversight Committee's recommendations for improving accountability indicators and the school identification system. As concise language was needed to fit the recommendations within Table 1, the included recommendations are synopsized versions. Please review the full report to read the recommendations in their entirety and receive contextual information.

Table 1: Summary of AOC Recommendations

Rec #	Recommendation Topic / Theme	Summarized AOC Recommendation	Report Page	Requires State Plan Change	Requires Rule Change
1	ISAT Growth to Proficiency	Explore adjusting the trajectory model to create growth targets for students who score proficient or advance on the ISAT to encourage them to continue to grow beyond proficiency.	18	Yes	Yes
2	English Learner Proficiency	Support recommendations presented by the English Learner Advisory Committee regarding the use of the ACCESS 2.0 achievement levels to determine student proficiency and/or establish ELL program exit criteria.	20	Yes	Maybe
3	English Learner Growth to Proficiency	Explore adjusting the model used to create growth targets for English Learners to possibly set differentiated length of time to meet proficiency based on the grade when students enter an ELL program or their level upon entering.	22	Yes	No

4	Advanced Opportunities	Expand the indicator to include both participation and successful completion of advanced opportunities.	27	Yes	Yes
5 and 6	8th Grade Pre-Algebra AND 9th Grade Algebra	Expand the 8th Grade Pre-Algebra Indicator and the 9th Grade Algebra Indicator to include both participation and successful completion of coursework.	28 (8th) and 29 (9th)	Yes	Yes
7	Credit Accumulation and Recovery	Revisit this measure's presence within the accountability framework. Clarify its purpose, definition, and details regarding calculations.	29	Yes	Maybe
8	CSI Up Identification – School Categories (K-12 Schools)	Conduct two CSI Up calculations for schools that serve grades K-12, treating the school as both a K-8 school and a high school.	32	Yes	Yes
9	CSI Up Identification – School Categories (Alternative MS)	Create a school category in the accountability system for alternative middle grade schools (middle schools and junior high schools).	32	Yes	Yes
10	CSI Up Identification – School Categories (K-2)	Remove the requirement in rule to use 3rd grade data for K-2 schools. Formally establish the process of evaluating all K-2 schools through qualitative review.	33	Yes	Yes
13	CSI Grad Identification – Alternative HS	Amend the Consolidated State Plan to use the 5 year Cohort Graduation Rate for CSI Grad calculations for alternative high schools.	35	Yes	No
11	CSI and ATSI Identifications – N Size (3-year average)	Amend the Consolidated State Plan to implement the 3-year rolling average model for all CSI and ATSI calculations.	33 (CSI) and 39 (ATSI)	Yes	No
12	CSI Up Identification – N Size (Qualitative Review)	Amend the Consolidated State Plan to formally establish the qualitative review process for schools that do not meet N size.	34	Yes	No
17	CSI and TSI Identifications – N Size (Differentiated N)	Amend the Consolidated State Plan to use an N of 20 for calculations involving all students and an N of 10 for subgroup calculations.	38 (CSI/TSI) and 40 (ATSI)	Yes	No
14	TSI Identifications – Process	Conduct an in-depth review of definition of "consistently underperforming" to ensure identification of appropriate schools.	37	Maybe	No
15	TSI Identifications – Calculations (Goal Makers)	Remove schools that achieve the annual target from TSI calculations for that indicator during year in which the target was achieved.	37	Yes	No
16	TSI Identifications – Calculations	Identify schools for TSI based on the subgroup performance on the same indicators as those used for CSI Up.	38	Yes	No

RECOMMENDATIONS WORKPLAN

Priority Recommendations

The following recommendations have been identified for priority implementation:

- AOC Recommendation 2: Support recommendations presented by the English Learner Workgroup regarding the use of the ACCESS 2.0 achievement levels to determine student proficiency and/or establish ELL program exit criteria.
- AOC Recommendation 3: Explore adjusting the model used to create growth targets for English Learners to possibly set differentiated length of time to meet proficiency based on the grade when students enter an ELL program or their level upon entering.
- AOC Recommendation 11: Amend the Consolidated State Plan to implement the 3-year rolling average model for all CSI calculations.
- AOC Recommendation 12: Amend the Consolidated State Plan to formally establish the qualitative review process for schools that do not meet N size.
- AOC Recommendation 13: Amend the Consolidated State Plan to use the 5 year Cohort Graduation Rate for CSI Grad calculations for alternative high schools.
- AOC Recommendation 15: Remove schools that achieve the annual target from TSI calculations for that indicator during year in which the target was achieved.
- AOC Recommendation 16: Identify schools for TSI based on the subgroup performance on the same indicators as those used for CSI Up.

Timeline for Priority Recommendations

February 14, 2019:	Present proposed amendments to the Idaho Consolidated State Plan to the State Board of Education
March 1, 2019:	Deadline to submit the amended Consolidated State Plan to the U.S. Department of Education
2018-19 School Year:	Implement changes, pending approval from the U.S. Department of Education

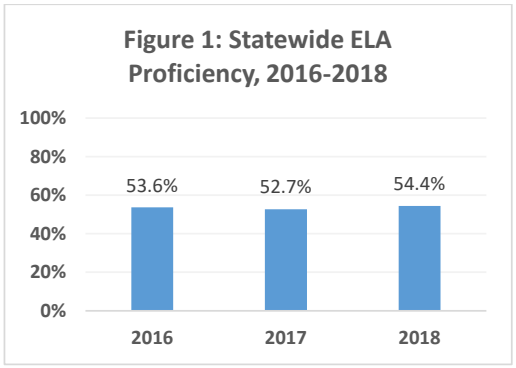
Secondary Recommendations

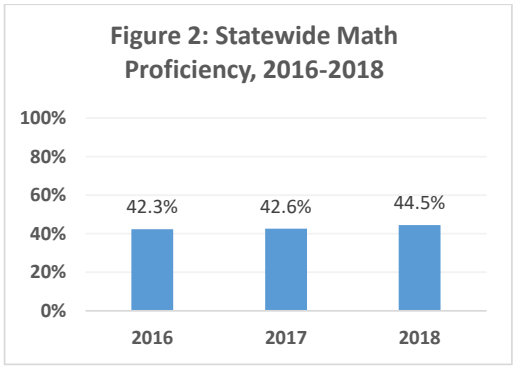
The remaining recommendations, as outlined in Table 1, are Secondary Recommendations. The Accountability Oversight Committee will meet to develop specific tasks and timelines for each of these recommendations, including working with the State Department of Education to gather stakeholder feedback as appropriate. In cases where rule changes are necessary, proposed rule amendments will be presented to the Board in summer 2019. At earliest, Secondary Recommendations will be implemented in the 2019-2020 school year.

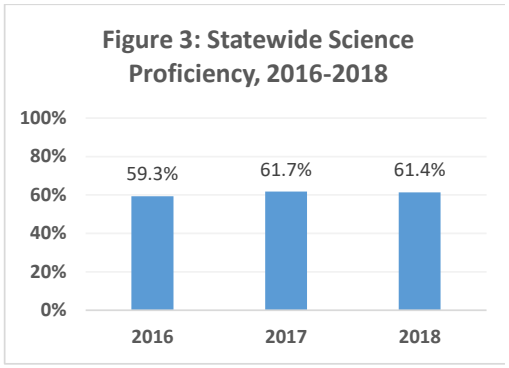
SECTION II:
STUDENT ACHIEVEMENT

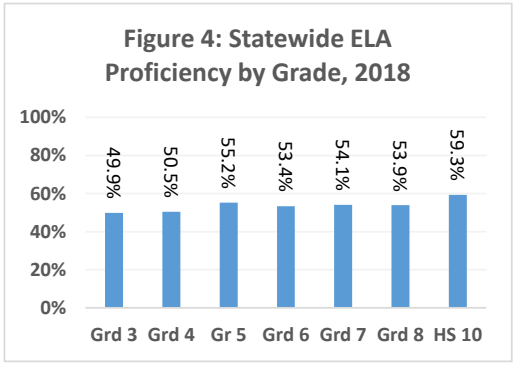
IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

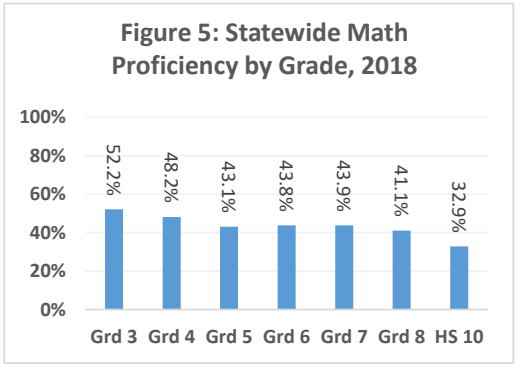
Results

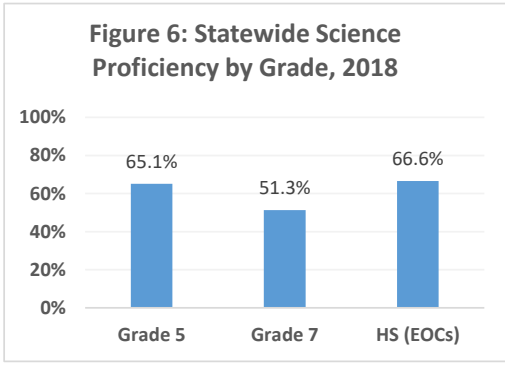




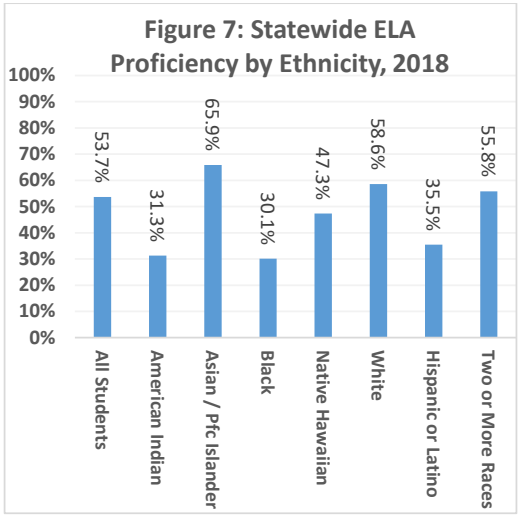


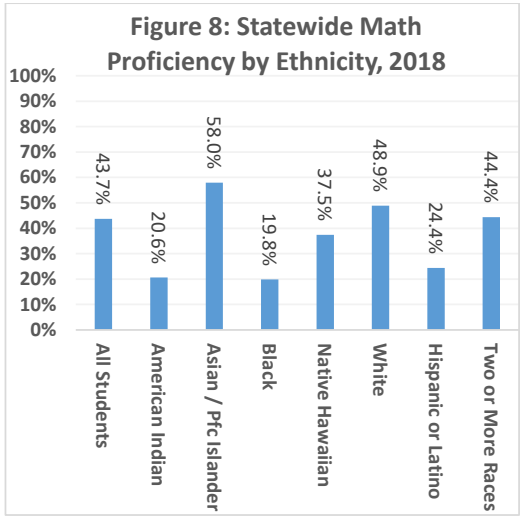


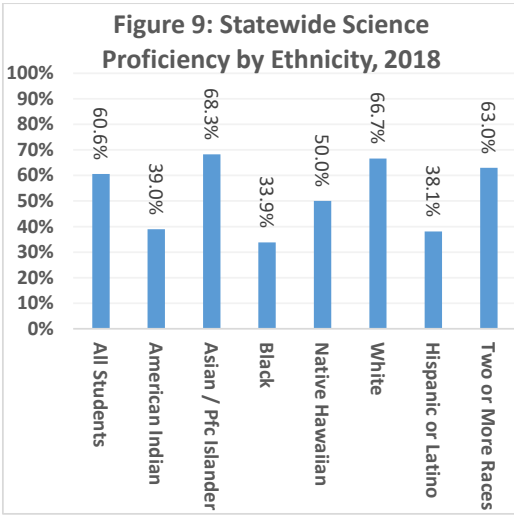


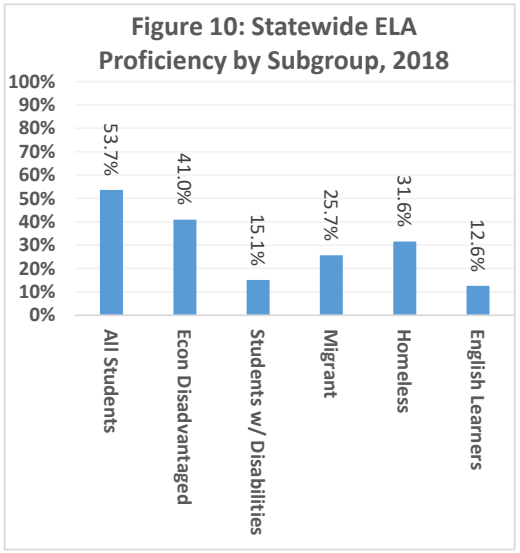


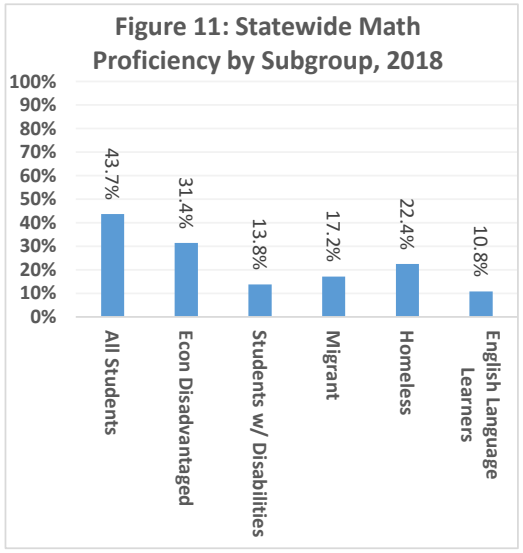
ATTACHMENT 1

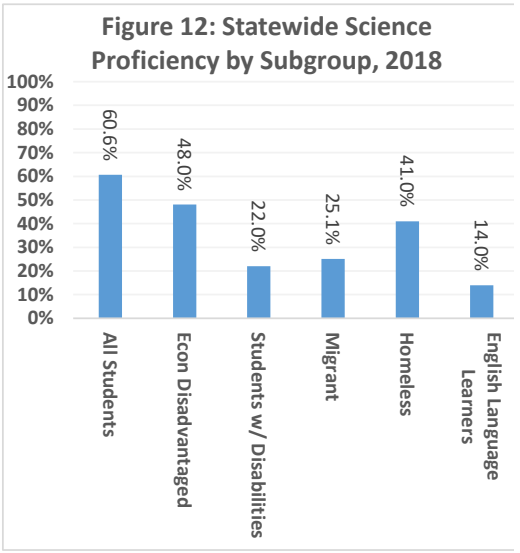












Data Notes

In reviewing the data presented in Figures 1 through 12 on the previous pages, one might note that the All Students proficiency rates presented in Figures 1, 2, and 3 differ from those provided in Figures 7 through 12. This is due to the data for Figures 1, 2, and 3 being gathered in a slightly different way than the remaining figures. The data provided in Figures 1, 2, and 3 represents the proficiency rates of students continuously enrolled in their school (as used for school accountability). The data provided in Figures 4 through 12 is statewide data for all students, regardless of their enrollment status.

Analysis

Statewide proficiency percentages are not growing at a meaningful rate year-over-year (see Figures 1-3). The slight increases that have occurred over the past three years may or may not show actual and sustainable trends. It is quite possible that the slight upward bias of the scores is the result of random fluctuations in scores and in future years scores will remain flat or perhaps begin trending down. Only additional years of data will establish clear directionality. Even if, however, the slight upward bias that is currently revealed in the scores continues, decades will pass before three quarters of Idaho's students are proficient. Figures 7 through 12 add additional information about ISAT performance. Idaho experiences significant differentials in achievement between ethnicities and subgroups. Thus, not only does year-over-year growth need attention, but so do efforts to close gaps between various groups of students.

IDAHO READING INDICATOR (IRI)

Results

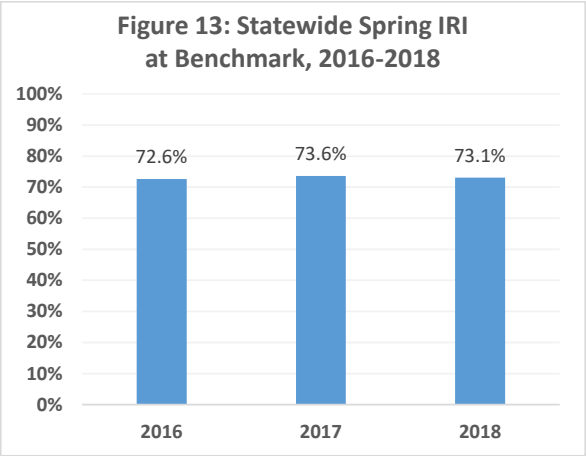


Table 2: Statewide IRI Performance, 2015-16 through 2017-18

Grade	2015-16		2016-17		2017-18	
	Fall % Proficient	Spring % Proficient	Fall % Proficient	Spring % Proficient	Fall % Proficient	Spring % Proficient
K	52.2%	78.3%	51.4%	80.3%	49.8%	79.9%
1	62.6%	68.1%	62.4%	67.3%	63.2%	66.9%
2	55.4%	68.9%	55.9%	69.9%	54.2%	68.5%
3	63.9%	73.0%	64.6%	74.9%	65.5%	74.6%

Analysis

Strong foundational reading skills are essential for success in subsequent rigorous academics. As demonstrated in Figure 13, Spring Idaho Reading Indicator (IRI) proficiency rates have remained relatively stable. Additionally, when prior years of data are reviewed,

it is clear that this trend extends well beyond the 2015-16 school year. This raises concerns, since students who are not proficient by the third grade are more likely to struggle academically as they progress through school. It is particularly notable that the fall proficiency rates for kindergarten students have hovered near 50%. Although efforts have been made to address early learning and some districts are now piloting school readiness efforts, it is clear that students' lack of preparedness when they enter kindergarten is an unaddressed factor statewide that may have negative effects on students' later performance in school.

One question related to the IRI assessment results presented above is the extent to which they reflect students' literacy skills. The IRI administered through the 2017-2018 year assesses students' reading fluency, that is, the pace and ease of reading. However, fluency is just one of five critical literacy skills that students need to develop over time: phonological awareness, phonics, fluency, vocabulary, and comprehension. Feedback from educators has indicated a concern that students may read quickly but lack other skills (such as reading comprehension) or vice versa and their IRI score may not reflect their true skill level. Based on this feedback and analysis of early literacy assessments available, the Literacy Committee recommended adopting a new IRI that assesses all aspects of literacy. The first administration of the Idaho Reading Indicator by IStation is taking place in the current (2018-2019) school year.

4 YEAR COHORT GRADUATION RATE

Results

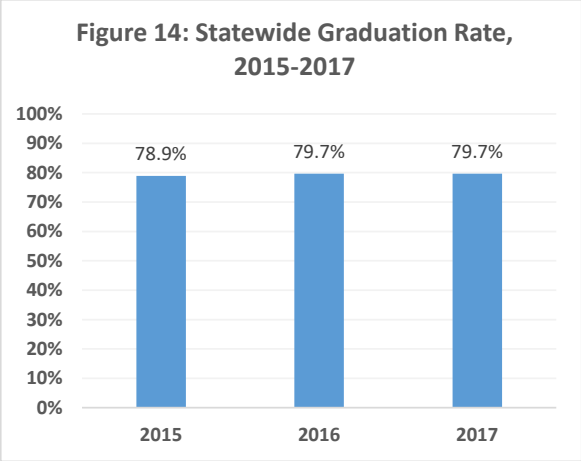


Table 3: School Graduation Rates by Range, 2017		
4-Year Cohort Graduation Rate Range	**Number of Schools in Range**	**% of Schools in Range**
0.0% to 19.99%	5	2.4%
20.0% to 39.99%	23	11.2%
40.0% to 59.99%	18	8.7%
60.0% to 79.99%	31	15.0%
80.0% to 89.99%	53	25.7%
90.0% to 99.99%	56	27.2%
100.0%	20	9.7%
Totals	206	100.0%

Analysis

Idaho's graduation rate is relatively strong; however, it is below the national average of 84% and is well below graduation rates achieved in other states. Student demographics and backgrounds differ throughout the country, which lends some challenges to conducting state-by-state comparisons. However, if Idaho is going to reach the State Board of Education's strategic goal of 60% of Idahoans ages 25-34 with a degree or certificate, we must continue to focus on supporting schools in their work to improve instruction and school climate in order to increase graduation rates across the state.

SECTION III:
ACCOUNTABILITY – REVIEW OF THE EFFECTIVENESS OF INDIVIDUAL INDICATORS

DEFINITIONS OF NEW TERMS

The following terms and abbreviations relate to the state's new accountability system and the indicators within that system:

*** Indicators:** Indicators marked with an asterisk (*) are those used as a part of the Comprehensive Support and Improvement (CSI Up) school identification calculations.

CSI: Comprehensive Support and Improvement. Idaho has a process (aligned to federal and state law) to identify schools for Comprehensive Support and Improvement based on their performance. See CSI Up and CSI Grad below for more details.

CSI Up: Comprehensive Support and Improvement Underperforming. Schools are identified for Comprehensive Support and Improvement Underperforming when their performance on certain accountability system indicators places them in the lowest performing 5% of schools within their school category (K-8 Schools, High Schools, or Alternative Schools).

CSI Grad: Comprehensive Support and Improvement Graduation. High schools are identified for Comprehensive Support and Improvement Graduation when their three-year average graduation rate is below 67%.

TSI: Targeted Support and Improvement. Idaho has a process (aligned to federal law) to identify schools for Targeted Support and Improvement if they have one or more subgroups that are "consistently underperforming" on any indicator within the accountability system.

ATSI: Additional Targeted Support and Improvement. Idaho has a process (aligned to federal law) if the performance of one of the school's subgroups, on its own, would identify the school for Comprehensive Support and Improvement Underperforming (CSI Up).

ACADEMIC MEASURES

ISAT Proficiency – ELA/Literacy*, Mathematics*, and Science (K-8, HS, Alt HS)

Description

ISAT Proficiency, also known as Academic Achievement, is measured by using the percentage of a school's continuously enrolled students (students enrolled in the first 56 calendar days of the school year) who demonstrate mastery of content standards by reaching a proficient or advanced performance on the Idaho Standards Achievement Tests (ISAT) or the Idaho Alternate Assessments (IDAA) in English Language Arts/Literacy and Mathematics. ISAT Proficiency in ELA/Literacy is used in the school identification calculation for all school categories (K-8, High School, and Alternative High School). Idaho also measures and reports achievement on the state's science standards but does not use these results for school identification.

Participation in statewide assessments is required and schools are expected to test 95 percent of their students. When a school fails to reach this threshold, Idaho uses the number of students that would represent 95 percent as the denominator in the proficiency rate calculation.

Tables 4, 5, and 6 show the performance ranges of schools on the ISAT English Language Arts (ELA), Mathematics (Math), and Science. In each of these tables, and for subsequent similar tables related to other indicators, the performance range for All Schools and for Comprehensive Support and Improvement Underperforming (CSI Up) Schools are provided. These performance ranges allow the reader to compare the performance of all schools with those identified for improvement on each individual indicator. It is important to note that while the ranges are given for each indicator, the identification process combines performance on three to four indicators (depending on whether the school has an appropriately large English Learner population). For more information about the identification process, see Section IV on page 30.

Table 4: ISAT ELA Proficiency, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	23.5%	99.5%	0.0%	100.0%
CSI Up Schools	0.0%	36.3%	23.5%	37.9%	0.0%	7.1%

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

Table 5: ISAT Math Proficiency, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	0.0%	88.8%	0.0%	13.4%
CSI Up Schools	0.0%	28.6%	3.8%	24.5%	0.0%	0.0%

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

Table 6: ISAT Science Proficiency, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	15.3%	100.0%	7.7%	50.0%

Notes: Among schools with a n size of at least 5.

In the Consolidated State Plan, the state set long-term goals and measurements of interim progress (annual targets) to improve proficiency rates for the ISAT English Language Arts/Literacy Proficiency and ISAT Math assessments. Table 7 indicates the number of schools who met the annual targets for ISAT Proficiency.

Table 7: Schools that Met Annual Targets for ISAT ELA and Math by School Type, 2018

	# of Schools that Met ISAT ELA Target	# of Schools that Met ISAT Math Target
K-8 Schools	158	220
High Schools	72	35
Totals	230	255

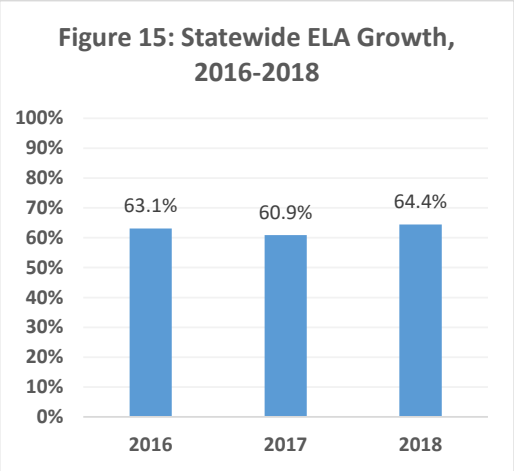
Analysis

The ISAT English Language Arts Proficiency and ISAT Math Proficiency indicators function well within the school identification system. The ranges in percent proficient of schools identified for Comprehensive Support and Improvement Underperforming (CSI Up) placed them at the low end of the continuum in both content areas. No schools were identified for CSI Up that had high percentages of students proficient in either English Language Arts or Math.

ISAT Growth Toward Proficiency – ELA/Literacy and Mathematics (K-8)*

Description

Growth towards proficiency considers the percentage of continuously enrolled students in K-8 schools met their annual academic growth target on the Idaho Standards Achievement Tests (ISAT) in ELA/Literacy and Mathematics. To calculate a student's academic growth target, a student's scale score from the prior year will serve as a baseline. Next, the score that the student needs to reach a score of Proficient on the statewide assessment three years in the future is identified and called a target scale score. A simple subtraction of the target scale score and the baseline score results in the necessary growth needed to meet proficiency in three years. This number is then divided by three, providing an annual growth target. ISAT Growth Toward Proficiency is used in the school identification calculation for K-8 schools.



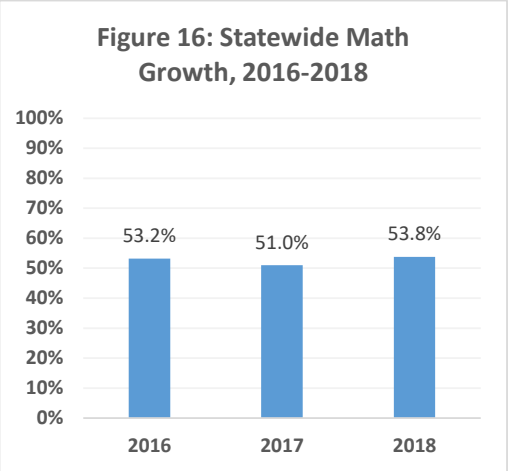


Table 8: ELA Growth, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	10.7%	100.0%	27.3%	92.1%	0.0%	80.0%
CSI Up Schools	10.7%	54.3%	NA	NA	NA	NA

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.
ELA Growth was not a CSI indicator for High Schools or Alternative High Schools. High schools where growth is present are K-12 schools or other schools with grade levels where growth is calculated.

Table 9: Math Growth, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	9.7%	100.0%	10.0%	91.0%	0.0%	44.4%
CSI Up Schools	9.7%	39.1%	NA	NA	NA	NA

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.
Math Growth was not a CSI indicator for High Schools or Alternative High Schools. High schools where growth is present are K-12 schools or other schools with grade levels where growth is calculated.

Analysis

This indicator is functioning well within the school identification system. The ranges in percent of students meeting growth targets at schools identified for Comprehensive Support and Improvement Underperforming (CSI Up) placed them at the low end of the continuum in both English Language Arts and Mathematics. No schools were identified for CSI Up that had high percentages of students who met their growth targets in either content area.

An additional consideration related to this indicator is that, as it is currently employed, it does not incentivize schools to encourage student growth beyond proficiency. Once a student meets the proficiency cut score, his/her growth target is based on continuing to meet proficiency in future years. This also results in schools with high proficiency rates often having high growth to proficiency results, since more of their students have modest and easily reached growth targets.

> ***AOC Recommendation 1:*** *The AOC recommends that the state explore adjusting the trajectory model to create growth targets for students who score proficient or advanced that encourage them to continue to grow academically (rather than just maintaining proficiency).*

ISAT Proficiency Gap Closure (K-8, HS)

Description

ISAT Proficiency Gap closure looks at whether a school's performance gaps between subgroups and their counterparts have changed. The indicator addresses whether a school's gap has increased, decreased, or stayed the same. ISAT Proficiency Gap Closure is reported for schools and reflects a different way to review the same subgroup performance data that is analyzed for identification for Targeted Support and Improvement. However, this indicator is not used as a part of the school identification calculation for either Comprehensive Support and Improvement Underperforming or Targeted Support and Improvement.

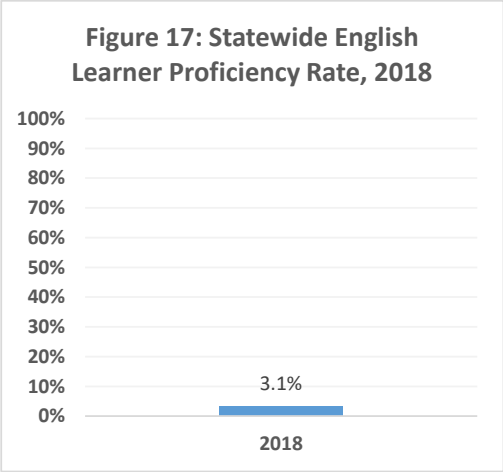
Analysis

The gap closure analysis is being completed for the first school report card release, which will go live online in December 2018. This measure relies on two years of data. While the first year of this analysis will provide a gap closure statement for each school, additional years of data are needed before an analysis can be conducted regarding whether the gap closure statement is useful and meaningful information for the public.

English Learners Achieving English Language Proficiency (K-8, HS, Alt HS)

Description

English Learners Achieving English Language Proficiency is measured by using the percentage of a school's English Language Learners who demonstrate English language proficiency. Idaho measures English language ability using the annual ACCESS 2.0 assessment. The ACCESS 2.0 assessment measures English language skills in four (4) domains: listening, speaking, reading and writing. Student performance on these four domains is combined to generate a composite on a 1 to 6 performance level scale. A student is proficient if his/her composite score is 5 or above. English Learners Achieving English Language Proficiency is reported for all schools, but is not used in the school identification calculation.



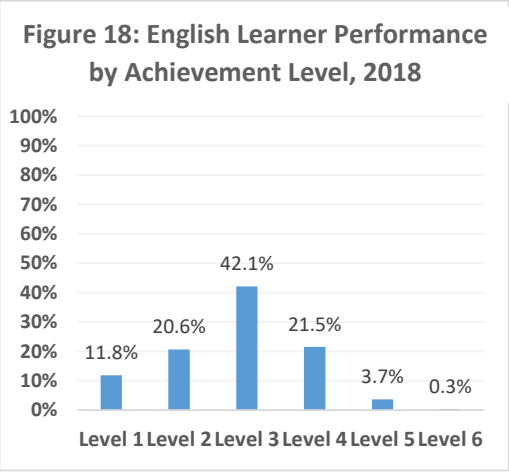


Table 10: English Learner Proficiency, Performance Range by School Type

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	42.9%	0.0%	20.0%	0.0%	0.0%

Notes: Among schools with a n size of at least 5.

Analysis

Idaho used one year of ACCESS 2.0 assessment data to establish proficiency cut scores and relied on recommendations from researchers at the University of Wisconsin to proceed cautiously with adopting the WIDA consortium recommended scores. Idaho stakeholders and educators have raised concerns that the achievement level used to identify proficiency and allow students to exit English Language Learner (ELL) programs may be too rigorous. Now that we have an additional year of data, Idaho intends to revisit our use of the achievement levels in determining proficiency and establishing exit criteria. The English Learner Proficiency indicator is not used in school identification calculations.

> ***AOC Recommendation 2:*** *The AOC recommends that the State Board of Education review and support recommendations presented by the SDE English Learner Advisory Committee to revise the state's Consolidated State Plan as needed to address the use of the ACCESS 2.0 achievement levels to determine student proficiency and/or establish ELL program exit criteria.*

English Learners Growth Toward English Language Proficiency (K-8, HS, Alt HS)*

Description

Growth toward English language proficiency is an increase in a student's ability to communicate in English as demonstrated in listening, speaking, reading and writing. Idaho measures English language ability growth using the annual ACCESS 2.0 assessment. Students receive a composite score on a 1 to 6 performance level scale. A student is proficient if his/her composite score is 5 or above. A student's ACCESS 2.0 score from the prior year is used as a baseline. The target score that the student needs to reach Level 5 either seven years in the future, or by grade 12, whichever is sooner, is identified as the target score. The baseline score is subtracted from the target score and divided by seven (7) or the number of years remaining through grade 12, providing an annual growth target for each student. English Learners Growth Toward English Proficiency is used in the school identification calculation for all schools (K-8, High Schools and Alternative High Schools).

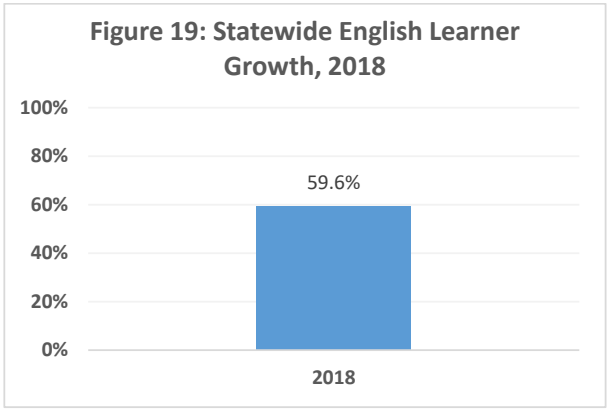


Table 11: English Learner Growth, Performance Range by School Type

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	0.0%	100.0%	0.0%	20.0%
CSI Up Schools	0.0%	100.0%	0.0%	17.6%	0.0%	0.0%

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

In the Consolidated State Plan, the state set long-term goals and measurements of interim progress (annual targets) to improve the percentage of English Learners reaching the annual targets set for them to attain English language proficiency within seven years. Table 12 indicates the number of schools who met the annual targets for English Learner Growth Towards Proficiency.

Table 12: Schools that Met Annual Targets for EL Growth by School Type, 2018

	# of Schools that Met English Learner Growth Target
K-8 Schools	215
High Schools	15
Totals	230

Analysis

Approximately 60% of Idaho English language learners are meeting their growth targets. What is not transparent in the data is when a student begins in the English language learner (ELL) program. Research shows that students who enter at earlier grades are more likely to assimilate to the educational environment and reach English language proficiency more quickly.[1,2,3] Additionally, it is notable that at least one K-8 school that had 100% of ELL students meeting their growth targets was identified for Comprehensive Support and Improvement. While this may appear to indicate an issue with the functioning of this indicator within the school identification system, it is important to note that that particular school may have been identified based on low performance on other indicators. The indicator does appear to be functioning well at the high school level since only schools with quite low percentages making growth were identified. This indicator would lend itself to a more comprehensive analysis.

[1] Cook & Zhao, 2011
[2] Goldschmidt & Hakuta, 2017
[3] Sahakyan & Cook, 2014

AOC Recommendation 3: *The AOC recommends the state examine whether maintaining the current growth model using a seven-year trajectory for all ELL students is ideal, or if a model that sets varying lengths of time to meet proficiency based on the grade when a student enters the program, or their level of English upon entering, would result in more appropriate growth targets for all students and ensure improved school differentiation.*

Statewide Reading Assessment (IRI) Proficiency (K-8)

Description

Statewide Reading Assessment Proficiency measures the percentage of a school's kindergarten through third grade students who demonstrate mastery of foundational reading skills by meeting grade development benchmarks on the Idaho Reading Indicator (IRI) administered in the spring. A student's score on the early literacy assessment is reported in one of three achievement levels: Level 1 (Below Grade Level), Level 2 (Near Grade Level), Level 3 (At or above grade level). Students who score a Level 3 are considered proficient. Idaho measures and reports Statewide Reading Assessment Proficiency for K-8 schools, but does not use these results in school identification calculations.

Table 13: Spring IRI at Benchmark, Performance Range by School Type

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	30.0%	100.0%	38.9%	94.0%	NA	NA

Notes: Among schools with a n size of at least 5. Additionally, please note that 2017-2018 is the final year of the legacy IRI. 2018-2019 is the first year of implementation of the IRI by Istation.
Spring IRI data is present for High Schools that serve K-12 or other grade ranges covering grades in which the IRI is administered (K-3).

Analysis

The range of performance for K-8 schools demonstrates that this indicator does provide valuable information for meaningful differentiation of schools through the school report card dashboard. This indicator is not used as a part of school identification.

4 Year Cohort Graduation Rate (HS, Alt HS)*

Description

The 4 Year Adjusted Cohort Graduation Rate represents the number students who meet regular Idaho high school graduation requirements in four years. This measure does not include students who earn a GED, but does account for students who may transfer in and out of school within the four year period. The four-year cohort graduation rate lags the other indicators by

one year. The 4 Year Adjusted Cohort Graduation Rate is used in the school identification calculation for all high school schools (High Schools and Alternative High Schools).

Table 14: 4 year Cohort Graduation Rate, Performance Range by School Type, 2017

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	N/A	N/A	0.0%	100.0%	0.0%	76.5%
CSI Up Schools	N/A	N/A	30.2%	77.8%	28.2%	37.5%
CSI Grad Schools	N/A	N/A	0.0%	66.9%	0.0%	66.9%

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2017, results are for 2017. Otherwise, the calculation uses combined data from 2015, 2016, and 2017. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

In the Consolidated State Plan, the state set long-term goals and measurements of interim progress (annual targets) to improve graduation rates. Table 15 indicates the number of schools who met the annual targets for Graduation Rate.

Table 15: High Schools that Met Annual Targets for Graduation Rate, 2018

	# of Schools that Met Graduation Rate Target
High Schools	110

Analysis

The performance range on this indicator for schools identified for Comprehensive Support and Improvement may warrant further review. There was at least one high school with a graduation rate within two percent of the state average that was identified for Comprehensive Support and Improvement Underperforming (CSI Up). On the other hand, there was at least one high school and at least one alternative school with a 0.0% graduation rate that were not identified for Comprehensive Support and Improvement Underperforming (these schools were identified for Comprehensive Support and Improvement Graduation, since their graduation rate was below 67%). In all of these cases, it is likely that performance on other indicators (either high or low performance) drove or prevented identification for CSI Up. Graduation rate is weighted 25% of the CSI Up identification for schools with an English Language Learner population and 33% for schools without an English Language Learner population. Thus, it is likely that these situations are limited and reflect a mismatch between the school's performance in other areas and their graduation rate. However, given that graduation rate is such an important indicator at the high school level, the State Department of Education may need to conduct additional analysis to be certain that these situations were, in fact, anomalies.

5 Year Cohort Graduation Rate (HS, Alt HS)

The 5 Year Cohort Graduation Rate is a planned indictor for which we do not currently have available data. This measure will be added to reporting about schools in summer 2019.

SCHOOL QUALITY MEASURES

Satisfaction and Engagement Survey – Students (K-8, HS, Alt HS)*

Description

Student engagement is defined in The Glossary of Education Reform as the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. The state measures student engagement based on student responses to a 20 question survey. The state contracts with AdvancED for this survey. The survey measures three types of engagement: cognitive, behavioral and emotional. For each of these domains, students are characterized as committed, compliant, disengaged or mixed, based on their responses. A score of committed reflects authentic engagement.

At the school level, the state first calculates the percent of students who are committed in each of the three domains to calculate the average number of students who are committed. The state then uses the average number of students committed to identify an overall percent of students identified as committed. The percent of students committed on the Student Engagement Survey is used in the school identification calculation for K-8 schools.

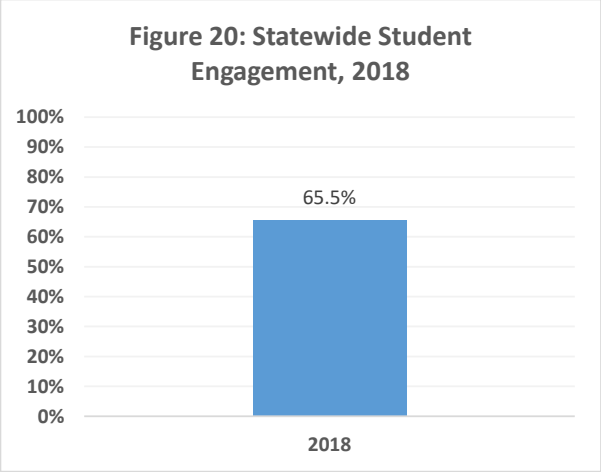


Table 16: Student Engagement, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	N/A	N/A	N/A	N/A
CSI Up Schools	0.0%	72.0%	N/A	N/A	N/A	N/A

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.
The Student Engagement Survey was not administered to students attending High Schools or Alternative Schools in the 2017-2018 school year. The 2018-2018 school year will be the first administration at these schools. However, students in grades 3-8 attending High Schools or Alternative High schools that serve grades K through 12 may have participated in the student engagement survey. Since this was not a CSI Up indicator for these schools, the data was not used for identifications.

Analysis

About two thirds of Idaho students report being committed, which reflects authentic engagement. Only one year of data has been collected, so this indicator should be monitored in the future for trends. It may be beneficial for the state to analyze the relationship between engagement and school performance, so that empirically validated guidance and support can be provided to schools regarding the optimal range of student engagement for performance outcomes to be maximized.

Satisfaction and Engagement Survey – Parents and Teachers (K-8, HS, Alt HS)

The Satisfaction and Engagement Surveys for Parents and Teachers are planned indictors for which we do not currently have available data. These measures will be added to reporting about schools in summer 2019.

Communication with Parents on Student Achievement (K-8, HS, Alt HS)

The Communication with Parents on Student Achievement is a planned indictor for which we do not currently have available data. This measure will be added to reporting about schools in summer 2019.

College and Career Readiness (HS, Alt HS)*

Description

Idaho defines college and career readiness as the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Advanced opportunities are Advanced Placement (AP) courses, dual credit courses, international baccalaureate (IB) programs, technical competency credit (TCC), or earned industry recognized certification. The SDE utilizes the Division of Career and Technical Education (CTE) approved capstone courses as a proxy for TCC. For a student to "participate" in an advanced opportunity, he or she must have exited the course with a content complete exit code. Recognized high school apprenticeship programs is a new program and will be incorporated into the calculations in the future. College and Career Readiness is used in the school identification calculation for all high school schools (High Schools and Alternative High Schools).

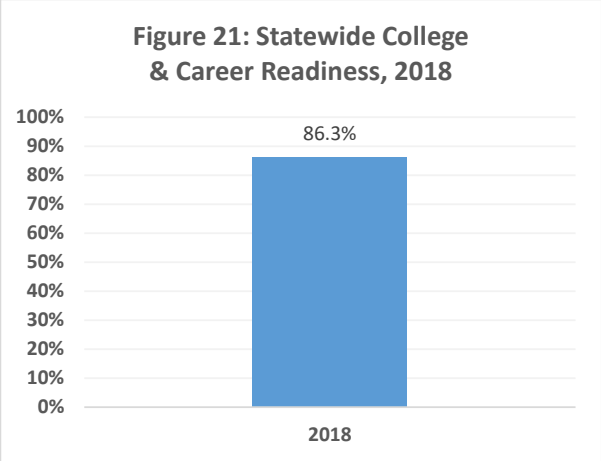


Table 17: Career & College Readiness, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	NA	NA	33.3%	100.0%	0.0%	100.0%
CSI Up Schools	NA	NA	33.3%	100.0%	52.2%	100.0%

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

Analysis

As it is currently measured, this is a participation-based measure. As a result, the majority of schools had high percentages making it relatively difficult to differentiate between those that are doing well in preparing students for college and career and those that are not. The information provided by this measure would be substantially improved if it was changed to calculate the percentage of a school's students that pass or receive credit for (rather than complete) advanced opportunities.

AOC Recommendation 4: *The AOC recommends the state expand this indicator to include both participation and successful completion (receiving of credit) of advanced opportunities. To ensure the data for these two distinct measures (participation and completion) remains adequately separate, the state may need to develop an index that awards points for performance on each.*

Students in Grade 8 Enrolled in Pre-Algebra or Higher (K-8)

Description

Students in Grade 8 Enrolled in Pre-Algebra or Higher is measured by calculating the percentage of a school's enrolled eighth grade students participating in advanced math coursework (specifically Pre-Algebra). This indicator allows for the evaluation of local programs in aligning curriculum and instruction and in setting high expectations for student achievement. Students in Grade 8 Enrolled in Pre-Algebra or higher is reported for K-8 schools, but is not used in the school identification calculation.

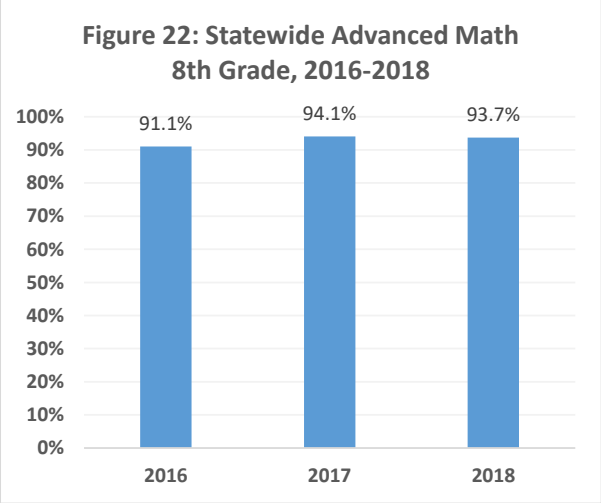


Table 18: Advanced Math 8th Grade, Performance Range by School Type

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	0.0%	100.0%	7.7%	100.0%

Notes: Among schools with a n size of at least 5.

Analysis

As it is currently measured, this is a participation-based measure. The information provided by this measure would be substantially improved if it was changed to calculate the percentage of a

school's students that pass or receive credit for Pre-Algebra or higher in grade 8 (rather than just taking the course).

> ***AOC Recommendation 5:*** *The AOC recommends the state expand this indicator to include both participation and successful completion of Pre-Algebra or higher by 8th grade students. To ensure the data for these two distinct measures (participation and completion) remains adequately separate, the state may need to develop an index that awards points for performance on each.*

Students in Grade 9 Enrolled in Algebra or Higher (HS)

Description

Students in Grade 9 Enrolled in Algebra or Higher is measured by calculating the percentage of a school's enrolled ninth grade students participating in advanced math coursework (specifically Algebra). This indicator allows for the evaluation of local programs in aligning curriculum and instruction and in setting high expectations for student achievement. Students in Grade 9 Enrolled in Algebra or higher is reported for High Schools, but is not used in the school identification calculation.

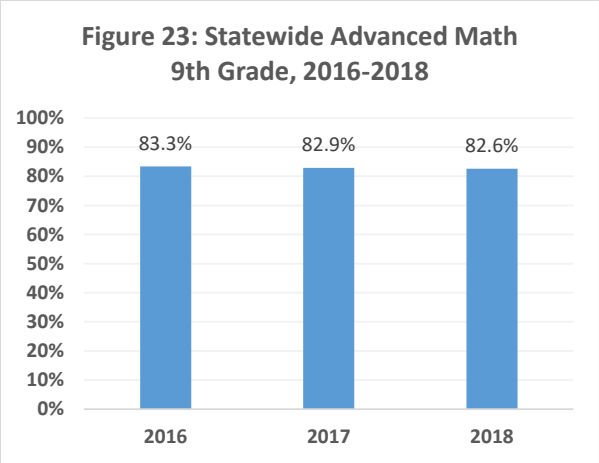


Table 19: Advanced Math 9th Grade, Performance Range by School Type

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	32.2%	100.0%	0.0%	100.0%	0.0%	100.0%

Notes: Among schools with a n size of at least 5.

Analysis

As it is currently measured, this is a participation-based measure. The information provided by this measure would be substantially improved if it was changed to calculate the percentage of a school's students that pass or receive credit for Algebra or higher in grade 9 (rather than just taking the course).

> ***AOC Recommendation 6:*** *The AOC recommends the state expand this indicator to include both participation and successful completion of Algebra or higher by 9th grade students. To ensure the data for these two distinct measures (participation and completion) remains adequately separate, the state may need to develop an index that awards points for performance on each.*

Credit Recovery and Accumulation (Alt HS)

Description

The 2017-2018 school year data available to the State Department of Education for this measure was not adequate to complete any calculation or provide meaningful information.

Analysis

In order to add this measure in the future, the state needs to consider several things. First, the indicator is called Credit Recovery and Accumulation. However, credit recovery and credit accumulation are separate processes that both warrant better definition. While two separate calculations could be completed and then combined into an index score, additional work needs to be done to determine the best data to gather to differentiate alternative schools from one another. At hand is a question regarding the target – how much credit accumulation is appropriate and necessary within the alternative school context in light of district-established graduation requirements that vary across the state? In regards to recovery, when considered at the student level, a similar issue presents itself – the number of credits that need to be recovered and the necessary rate of recovery will vary based on the student, his/her academic situation, and the district's graduation requirements.

> ***AOC Recommendation 7:*** *Given that this measure is focused more on individual students than school quality and in light of the other complexities related to calculating and analyzing this data, the AOC recommends the state revisit this measure's presence within the accountability system. This analysis should include a discussion amongst state staff and stakeholders regarding the purpose of the indicator (what we want to measure and why), its definition, and the details of how calculations should be conducted and schools evaluated.*

SECTION IV:
ACCOUNTABILITY – REVIEW OF THE SCHOOL IDENTIFICATION SYSTEM

OVERVIEW

In March 2016, the Accountability Oversight Committee identified the following guiding principles for the development of a new K-12 school accountability system.

We support an accountability system that:

1. Includes multiple measures which provide meaningful, trustworthy data and aid schools in building a culture of student achievement and school improvement.
2. Reports results responsibly to accurately depict student achievement.
3. Is flexible in its application to school design and considers schools' unique situations.

The School Identification System outlined in the state's Consolidated State Plan uses key performance indicators to identify underperforming schools to receive support from the state or school district to improve student outcomes. Schools may be identified for Comprehensive Support and Improvement Underperforming (CSI Up), Comprehensive Support and Improvement Graduation (CSI Grad), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

Fall, 2018 was the first year of implementation of Idaho's new accountability system in alignment with the state's Consolidated State Plan and in compliance with the Every Student Succeeds Act. This report provides a preliminary evaluation of what has thus far worked well, what needs immediate attention, and what needs to be monitored over time.

COMPREHENSIVE SUPPORT AND IMPROVEMENT

Comprehensive Support and Improvement Underperforming (CSI Up)

Description

The Comprehensive Support and Improvement Underperforming identification process starts by sorting schools into one of three categories: kindergarten through grade eight (K-8), high schools, and alternative high schools. Then school performance is evaluated using academic indicators and a school quality or student success indicator, as shown in the following table.

Table 20: Indicators Used for Comprehensive Support and Improvement Underperforming

	Indicator	K-8 Schools	High Schools	Alternative High Schools
Academic	ISAT Proficiency (ELA/Literacy & Math)	X	X	X
	ISAT Growth Toward Proficiency (ELA/Literacy & Math)	X		
	English Learners Growth Toward English Language Proficiency	X	X	X
	4 year Cohort Graduation Rate		X	X
School Quality	Student Engagement Survey	X		
	College and Career Readiness		X	X

Table 21: All Indicators Used for Comprehensive Support and Improvement Underperforming, Performance Rage of CSI Up Schools by School Type

	Indicator	K-8 Schools		High Schools		Alternative High Schools	
		Min	Max	Min	Max	Min	Max
Academic	ISAT Proficiency - ELA/Literacy	0.0%	36.3%	23.5%	37.9%	0.0%	7.1%
	ISAT Proficiency - Math	0.0%	28.6%	3.8%	24.5%	0.0%	0.0%
	ISAT Growth Toward Proficiency - ELA/Literacy	10.7%	54.3%	N/A	N/A	N/A	N/A
	ISAT Growth Toward Proficiency - Math	9.7%	39.1%	N/A	N/A	N/A	N/A
	English Learners Growth Toward English Language Proficiency	0.0%	100%	0.0%	17.6%	0.0%	0.0%
	4 year Cohort Graduation Rate	N/A	N/A	30.2%	77.8%	28.2%	37.5%
School Quality	Student Engagement Survey	0.0%	72.0%	N/A	N/A	N/A	N/A
	College and Career Readiness	N/A	N/A	33.0%	100%	52.2%	100%

Notes: The ranges for the 4 year Cohort Graduation Rate reflect the performance of schools identified for Comprehensive Support and Improvement Underperforming (CSI Up). All high schools and alternative schools with a 4 Year Cohort Graduation Rate below 67% are identified for Comprehensive Support and Improvement Graduation (CSI Grad).

Analysis

In developing a new accountability system, Idaho policymakers and educators sought to create an easily understood, simple, and transparent process for identifying schools for Comprehensive Support and Improvement. Overall, this goal has been accomplished as the new system is doing well at distinguishing between Idaho schools that need support because of

low performance and those that do not need support. There are, however, several areas that need attention.

Improvement Theme 1: School Categories

All Idaho schools fall into one of three categories in the current accountability system: K-8 school, high school, or alternative high school. Overall this categorization scheme is functioning well, however, some initial problems have surfaced.

K-12 Schools

There are 34 schools in Idaho that serve grades K through 12. The current school categorization defines high schools as any school that serves grade 12. As a result, these schools are placed into the high school category. However, all of their data for the required indicators is included in their school identification calculation. Schools serving grades K through 12 have ISAT proficiency data that includes grades 3 through 8 and 10, with students in all of these grades impacting their calculated proficiency rate. Schools serving K through 12 are in the same group as schools who only serve grades 9 through 12 or 10 through 12, all of which only have the 10th grade ISAT proficiency calculation included in their proficiency rate. This creates an unequal comparison, and leaves the possibility that a school could have certain lower grades pulling down their proficiency rate (particularly in ELA/Literacy, since statewide proficiency rates typically increase over time) and result in identification.

> ***AOC Recommendation 8****: The AOC recommends that, in the future, K-12 schools in Idaho be categorized as if they were two schools: a K-8 school and a high school.*

Alternative Middle Schools

Under the previous accountability system, alternative high schools were over-identified for intervention. As a result, the Accountability Oversight Committee recommended separating alternative high schools into their own category and identifying the bottom 5% of schools within that school category for Comprehensive Support and Improvement Underperforming (CSI Up). Over-identification of alternative high schools is no longer a problem. What has surfaced, however, is the over-identification of alternative middle schools and junior high schools. Five of the 22 middle schools and junior high schools identified for CSI Up were alternative schools, representing 22.7% of the total K-8 schools identified.

> ***AOC Recommendation 9:*** *The AOC recommends that a category for alternative middle schools and junior high schools be created so that this over-identification problem is remediated.*

Early Elementary Schools

There are 7 schools in Idaho that serve only grades K-2. Currently, these schools lack adequate data to be identified using the standard school identification calculation for Comprehensive

Support and Improvement Underperforming (CSI Up). However, per federal law, all schools must be evaluated and potentially identified. Per Idaho Administrative Code, as a proxy for the schools K-2 performance, the third grade results of students who previously attended the school are applied to the school's accountability calculation. This is a less than ideal solution since students are not tested until the end of 3rd grade and have thus spent an entire school year away from the K-2 school. For this year's school identification process, all K-2 schools were evaluated through the qualitative review process described on page 34.

> ***AOC Recommendation 10:*** *The AOC recommends that the State Board of Education remove the requirement in IDAPA 08.02.03.112.05 to use 3rd graders in other schools as proxies for the K-2 feeder school's performance. The AOC recommends that all K-2 schools be evaluated through the qualitative review process, so that all appropriate, available data is included when reviewing the school's performance.*

Improvement Theme 2: N Size Issues

Two Ways for Schools to Meet N Size

A minimum group size of 20 was set in the new accountability plan. Additionally, per federal law, all schools must have their performance evaluated as a part of the school identification process. A total of 118 Idaho schools across all categories (K-8, High School, and Alternative High School) did not meet the minimum group size for some or all indicators when all students are included. To address this shortcoming of the system, SDE staff aggregated three years of student data so that the 20 student threshold could be met. For example, if School A had ISAT Math data for only 12 students during the 2017-2018 school year, ISAT math data were drawn for students at this school for the 2015-2016 and 2016-2017 school years. All three years of performance were then averaged. By doing this, 20 or more students could be included and the group's performance could be evaluated and legally reported. By handling small groups this way, 63 of the 118 schools were included in the standard school identification calculations.

> ***AOC Recommendation 11 (CSI):*** *The AOC recommends that the three-year rolling average model be used for all schools and all indicators within the Comprehensive Support and Improvement identification calculation. For any indicators where three years of data are not available, or when the use of averaged data is not appropriate due to a change in the measurement, the SDE should average two years of data when available, or use a single year of data for newly implemented indicators. This will ensure that as many schools as possible are evaluated for school identification through the standard calculation. It will also be more fair and transparent to educators since the same calculation will be used for all schools, no matter their size. A three-year average will also be more fair since it will help smooth some of the variance that occurs in smaller groups. In small schools, during one year a group of students at any given grade level can be exceptionally strong and then the next a lower performing group can arrive at the same grade level. By computing a three year average, these vagaries will be smoothed and the actual performance of the students in the building will be more accurately modeled. There is an additional rationale for the three-year average model. Schools are identified for CSI every three years.*

Calculating a three-year rolling average of performance aligns with the three-year identification cycle.

Process When Districts Do Not Meet N Size

As stated above, all schools have to be evaluated as a part of the school identification process. However, even after implementing the three-year averaging process described above, there were 55 schools that could not be included in the standard identification calculations due to not meeting minimum group sizes. Thus, the SDE developed and implemented a qualitative review system to evaluate the schools that did not meet N size. The qualitative review system followed the business rules established for the accountability system in compliance with state and federal requirements. The reviews used multiple measures and reliable assessments of school performance based on the data available for each of the schools that fell under qualitative review. In order to alleviate potential bias, all school identifying information was masked from SDE personnel as they reviewed data for an individual school. Thus, SDE personnel did not know the name or location of the schools that they were evaluating. The SDE is pleased with the process they developed and the AOC concurs that the process resulted in defensible assessments of the schools. This process, however, was time consuming, costly, and is not formerly established in the accountability plan.

AOC Recommendation 12: *The AOC recommends that the qualitative review process be formally established in the accountability plan. The review process should probably include an impartial review board constituted outside the SDE to participate in and observe the process so that the SDE is protected from accusations of bias.*

Improvement Theme 3: Ongoing Monitoring

Exit Criteria

When the state drafted its new Consolidated State Plan, we were required to describe the exit criteria that would be used to exit schools out of Comprehensive Support and Improvement Underperforming. While criteria is outlined, it is likely it will benefit from amendment once we have additional data and a better understanding of how the school identification system is functioning.

Comprehensive Support and Improvement Graduation (CSI Grad)

Description

The Comprehensive Support and Improvement Graduation identifying the state's high schools and alternative high schools. Any high school or alternative school with a three-year average graduation rate below 67 percent is identified for Comprehensive Support and Improvement Graduation.

Analysis

This indicator is functioning as designed. It is a federal requirement and does not have much room for adjustment.

Improvement Theme: Calculations for Alternative High Schools

However, there has been feedback indicating concern that most (if not all) alternative high schools will be continuously identified for Comprehensive Support and Improvement Graduation (CSI Grad) as long as we are using the 4 year Cohort Graduation Rate.

> ***AOC Recommendation 13:*** *The AOC recommends that Idaho pursue an amendment to the Consolidated State Plan proposing use of the 4 year Cohort Graduation Rate for CSI Grad identifications for general high schools and the 5 year Cohort Graduation Rate for CSI Grad identifications for alternative high schools. This adjustment would give appropriate consideration to the goals and student demographics of alternative schools.*

TARGETED SUPPORT AND IMPROVEMENT

Targeted Support and Improvement (TSI)

Description

Schools are identified for Targeted Support and Improvement when achievement gaps between student groups such as students with disabilities, economically disadvantaged, English learners and students in minority race/ethnicity, and their non-group peers is greater than 35 percentage points for three consecutive years. This gap identification is calculated for every indicator in the accountability framework.

Table 22: Targeted Support and Improvement Summary by Group

Comparison Group	Number of TSI Identifications
Economically Disadvantaged vs. Not Economically Disadvantaged	10
English Learners vs. Not English Learners	61
Students with Disabilities vs. Students without Disabilities	391
American Indian vs. Not American Indian	1
Asian vs. Not Asian	0
African American vs. Not African American	3
Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander	0
Hispanic vs. Not Hispanic	9
Multiracial vs. Not Multiracial	0
White vs. Not White	0

Table 23: TSI Identification by Indicator

	Economically Disadvantaged vs. Not Economically Disadvantaged	English Learners vs. Not English Learners	Students with Disabilities vs. Students without Disabilities	American Indian vs. Not American Indian	Asian vs. Not Asian	African American vs. Not African American	Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander	Hispanic vs. Not Hispanic	Multiracial vs. Not Multiracial	White vs. Not White
ELA Proficiency	4	38	164	1	0	2	0	4	0	0
Math Proficiency	3	14	61	0	0	1	0	4	0	0
Science Proficiency	2	4	17	0	0	0	0	1	0	0
ELA Growth	0	2	27	0	0	0	0	0	0	0
Math Growth	0	0	22	0	0	0	0	0	0	0
Graduation Rate 4yr	0	0	2	0	0	0	0	0	0	0
Spring IRI	0	2	64	0	0	0	0	0	0	0
Advanced Math 8th	0	0	7	0	0	0	0	0	0	0
Advanced Math 9th	1	1	27	0	0	0	0	0	0	0
Total	**10**	**61**	**391**	**1**	**0**	**3**	**0**	**9**	**0**	**0**

Analysis

Improvement Theme 1: Proper Identification of Schools

Differentiating Between Schools with Certain Subgroups and Ensuring Appropriate Schools are Identified

Data reveal a potential problem that the number of schools with a reasonable population of certain subgroups, particularly students with disabilities and English Learners, may be identified at a rate that makes it difficult to appropriately differentiate performance between them (because most of the schools that meet N size may be identified). On the other hand, our current definition of "consistently underperforming" may result in schools that have certain subgroup populations (e.g., economically disadvantaged or ethnicity groups) being identified at a lower rate because they do not meet the 35 percentage point threshold even if the performance of that school's subgroup is concerning when considered in comparison to state averages or other schools with similar demographic populations. Per federal law, Idaho is required to have one definition of "consistently underperforming" that we apply to all schools.

The current definition may not be ideal because it lacks nuance, as it sets a standard gap that is considered underperforming for all subgroups. Based on state data (see Section I: Student Achievement), our average performance gaps vary substantially between subgroups. Per a recent review by State Board of Education staff, other states have used a different approach to TSI designation. For instance, some states identify schools whose subgroup performance falls into the bottom 5% or 10% for that subgroup (either on each indicator or all indicators). One state (Kansas) identifies based on subgroup performance being 1.5 standard deviations (or more) below the state median performance for that subgroup.[4]

> ***AOC Recommendation 14:*** *Conduct in-depth discussions with professionals that serve subgroups (special education, ELL, etc.), policymakers, and other relevant stakeholders to consider whether the current definition of "consistently underperforming" is identifying the appropriate schools. Conduct a review of TSI identification systems being implemented in other states to determine if a process being used elsewhere may better meet our needs. If the state determines that we should continue with our current definition of "consistently underperforming," arrive at a determination about the size and scope of the challenge represented by the large number of schools identified based on students with disabilities. In short, the following questions needs to be answered: Is the large number of schools identified because of sustained discrepancies between students with disabilities and students without disabilities an issue of over-identification or is it indicative of a substantial underlying challenge that the State needs to address? Does the large number of schools identified for performance of the students with disabilities subgroup allow for meaningful differentiation amongst schools?*

Adjusting Identification Criteria to Take Interim Targets Into Consideration

When schools are placed in Targeted Support and Improvement (TSI), they are provided interim targets to achieve as they progress to their final goal. Currently, schools can achieve an interim target during a school year and still be re-identified for TSI that same year. This appears to "punish" the school when in reality they have been quite effective in achieving their interim target.

> ***AOC Recommendation 15:*** *Schools that achieve an interim target should be removed from TSI calculations for that indicator during the year the interim target was achieved and instead be recognized for their achievement.*

Reducing the Number of TSI Indicators

For Targeted Support and Improvement (TSI), calculations are done to analyze the performance of subgroups on all indicators within the accountability framework (including all reported on the report card dashboard). This results in more indicators for which schools could be identified Targeted Support and Improvement than for Comprehensive Support and Improvement Underperforming (CSI Up). This presents a couple of issues. First, it makes the

[4] Alliance for Excellent Education, 2018

TSI calculations more complex than CSI Up, despite simplicity and ease of understanding being goals of the new state accountability system. Additionally, TSI identified schools are required to be identified for CSI Up if they do not improve their subgroup performance within a certain time frame. This could result in a school being moved from TSI to CSI Up for an indicator that is not included in the CSI Up calculations.

> ***AOC Recommendation 16:*** Identify schools for Targeted Support and Improvement based on subgroup performance on the same indicators as those used for Comprehensive Support and Improvement Underperforming.

Improvement Theme 2: N Size Issues

Schools Not Included in Identification if N < 20

The calculations for Targeted Support and Improvement are only computed for subgroups of 20 or more. Even when the three-year rolling average is employed, small schools are still not included in the system. Thus, some Idaho schools are not held accountable for the performance of some or all of their subgroups.

Idaho initially proposed to the federal government an N size of 20 for calculations involving all students and an N of 10 for calculations involving subgroups. The U.S. Department of Education required Idaho to adjust the Consolidated State Plan to have a consistent N size for all calculations. However, the state has implemented the system and now has data to demonstrate how many schools are not included in the subgroup accountability based on the consistent N size of 20.

> ***AOC Recommendation 17 (CSI/TSI):*** *W*e recommend the state propose an amendment to the Consolidated State Plan to use an N of 20 for calculations involving all students and an N of 10 for calculations involving subgroups, using data from the initial year of implementation to substantiate the request.

Improvement Theme 3: Ongoing Monitoring

Exit Criteria

When the state drafted its new Consolidated State Plan, we were required to describe the exit criteria that would be used to exit schools out of Targeted Support and Improvement (TSI). While criteria is outlined, it is likely it will benefit from amendment once we have additional data and a better understanding of how the school identification system is functioning. Identifying appropriate exit criteria is particularly important for the TSI identified schools, since they are required to move into Comprehensive Support and Improvement (CSI) if they do not exit Targeted Support and Improvement within a set period of time. With at least one additional year of data, we will be able to estimate the number of schools who are likely to be required to become CSI identified due to non-exit from Targeted Support and Improvement.

Additional Targeted Support and Improvement (ATSI)

Description

Schools are identified for Additional Targeted Support and Improvement based on their performance on the indicators used to conduct calculations for Comprehensive Support and Improvement Underperforming (those outlined in Table 14**).** Schools are identified for Additional Targeted Support and Improvement if the performance of economically disadvantaged students, English learners, minority students, or students with disabilities in the school is such that the subgroup performance, on its own, would identify the school for Comprehensive Support and Improvement Underperforming.

Analysis

This identification closely followed federal requirement to identify schools whose subgroup performance (for any subgroup) would have identified the school if the entire population performed at that level. The issues related to this calculation mirror the N size challenges described above related to Targeted Support and Improvement calculations.

Improvement Theme: N Size Issues

Two Ways for Schools to Meet N Size

A minimum group size of 20 was set in the new accountability plan. Additionally, per federal law, all schools must have their performance evaluated as a part of the school identification process. X number of Idaho schools (What were the numbers here?) do not meet the minimum group size for one or more subgroups. Thus, these schools are not being held accountable for performance of those subgroups where the group size falls below an N of 20 students. To address this shortcoming of the system, SDE staff aggregated three years of student subgroup data so that the 20 student threshold could be met (using the same process conducted for CSI Up and TSI identifications).

> ***AOC Recommendation 11 (ATSI):*** *The AOC recommends that the three-year rolling average model be used for Additional Targeted Support and Improvement identification calculations. For any indicators where three years of data are not available, or when the use of averaged data is not appropriate due to a change in the measurement, the SDE should average two years of data when available, or use a single year of data for newly implemented indicators. This will ensure that as many schools as possible are evaluated for school identification through the standard calculation. It will also be more fair and transparent to educators since the same calculation will be used for all schools, no matter their size. A three-year average will also be more fair since it will help smooth some of the variance that occurs in smaller groups.*

Schools Not Included in Identification if N < 20

The calculations for Additional Targeted Support and Improvement (ATSI) are only computed for subgroups of 20 or more. Even when the three-year rolling average is employed, small schools are still not included in the system. Thus, some Idaho schools are not held accountable for the performance of some or all of their subgroups.

Idaho initially proposed to the federal government an N size of 20 for calculations involving all students and an N of 10 for calculations involving subgroups. The U.S. Department of Education required Idaho to adjust the Consolidated State Plan to have a consistent N size for all calculations. However, the state has implemented the system and now has data to demonstrate how many schools are not included in the subgroup accountability based on the consistent N size of 20.

> ***AOC Recommendation 17 (ATSI):*** *W*e recommend the state propose an amendment to the Consolidated State Plan to use an N of 20 for calculations involving all students and an N of 10 for calculations involving subgroups, using data from the initial year of implementation to substantiate the request.

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