



**STATE DEPARTMENT OF EDUCATION**  
**AUGUST 28, 2019**

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**SUBJECT**

Developments in K-12 Education

**BACKGROUND/DISCUSSION**

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

**BOARD ACTION**

This item is for informational purposes only.

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**SUBJECT**

2019 Assessment and Accountability Update

**REFERENCE**

November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.

**APPLICABLE STATUTE, RULE, OR POLICY**

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, and Section 112, Accountability

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment; Objective A: Data Access and Transparency

**BACKGROUND/DISCUSSION**

Idaho administers assessments to students in grades K-12 as part of the state comprehensive assessment program. Results from these assessments are released annually and are used by the state to provide comparative local, state and national data regarding the achievement of students in essential skill areas, identify performance trends in student achievement across grade levels tested and student growth over time, help determine technical assistance/consultation priorities for the State Department of Education, and inform state and federal accountability determinations. The state and federal accountability system includes all schools in Idaho and is outlined in Idaho Administrative Code and Idaho's Consolidated State Plan. The process for identifying the lowest performing schools relies on multiple measures of student performance to accurately identify schools with systemic challenges.

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The state completed the first cycle of identification of schools for Comprehensive Support and Improvement and schools for Targeted Support and Improvement in August 2018, and released the new state, district and school report card in December 2018. The state identifies schools for Targeted Support and Improvement annually.

**IMPACT**

State and school report cards that effectively communicate key performance measures to the public can serve as a critical tool to inform educators and parents, help them ask better questions, and ultimately drive improvement for all students.

**ATTACHMENTS**

Attachment 1 – Assessment and Accountability 2019 Annual Update

**STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state’s SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho’s Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor’s Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans. Idaho’s public school system accountability framework approved by the Board has been effective since March 29, 2017, following acceptance by the legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and provides “The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education.” Unless specifically noted in the rule, all accountability measures were required to be first collected in the 2017-2018 school year. The academic measures established in Idaho’s accountability framework are broken out by school category and include:

- a. K-8:
  - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
  - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
  - iii. ISAT proficiency gap closure.

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- iv. Idaho statewide reading assessment proficiency.
  - v. English Learners achieving English language proficiency.
  - vi. English Learners achieving English language growth toward proficiency.
- b. High School:
- i. ISAT proficiency.
  - ii. ISAT proficiency gap closure.
  - iii. English Learners achieving English language proficiency.
  - iv. English Learners achieving English language growth toward proficiency.
  - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
  - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools
- c. Alternative High School:
- i. ISAT proficiency.
  - ii. English learners achieving English language proficiency.
  - iii. English learners achieving English language growth towards proficiency.
  - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
  - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

In addition to the academic measures identified above, Administrative Code, identifies school quality measures by school category and provides definitions for the two (4 year and 5 year) cohort graduation rates, participation rate, and identified subgroups along with other provisions.

**BOARD ACTION**

This item is for informational purposes only.



# Assessment and Accountability 2019 Annual Update

State Board of Education – August 2019

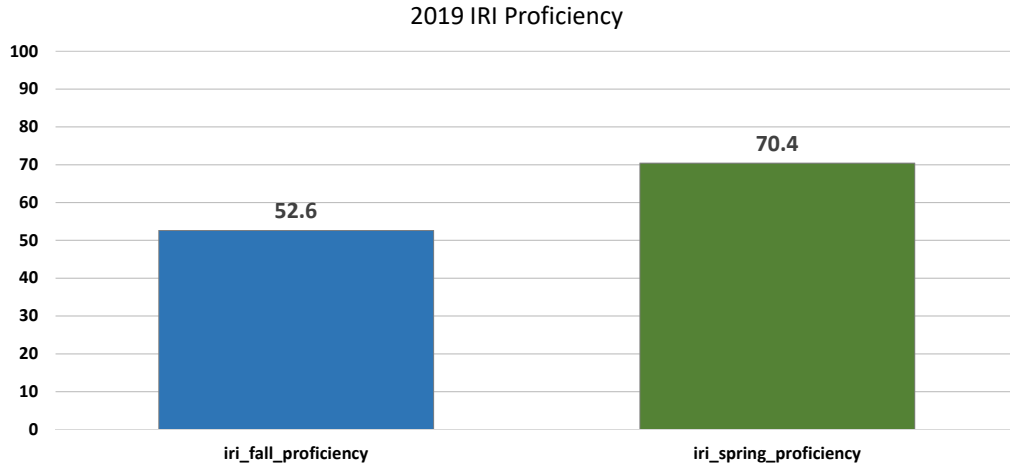


## In This Update



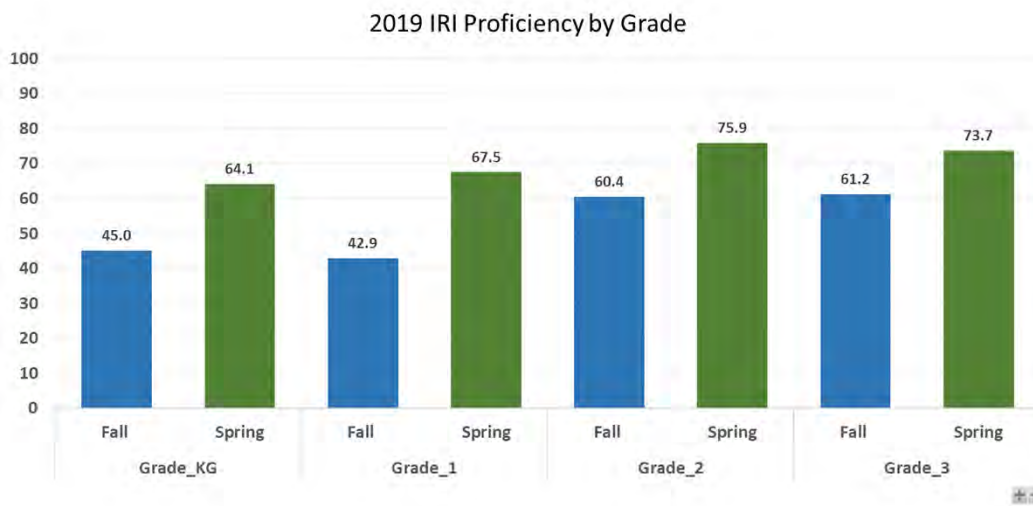
- Final Assessment Results
  - Spring IRI
  - ISAT ELA and Math
  - English Learner Proficiency and Improvement
  - Engagement Surveys
    - Student, Parent, and Staff
- Accountability Update
  - 2019 Annual Identification and Recognition Summary
- Reporting Updates
  - Report Card Enhancements
  - Updated Accountability Website

## 2019 Final IRI Results



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## 2019 Final IRI Results



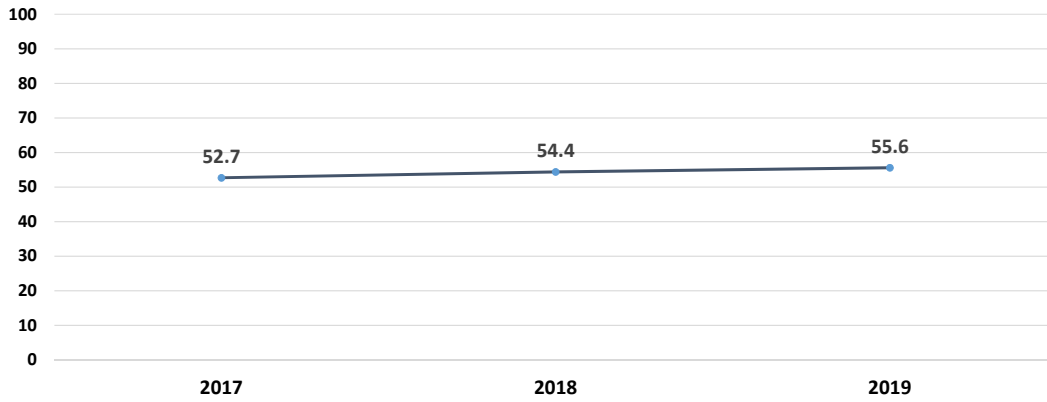
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## 2019 Final ISAT English Language Arts/Literacy



### ISAT ELA/Literacy Proficiency

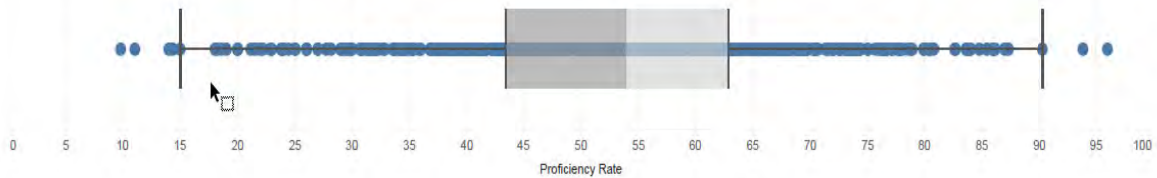


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## 2019 ISAT ELA/Literacy Performance Range



### ela\_proficiency, All Students, 2019

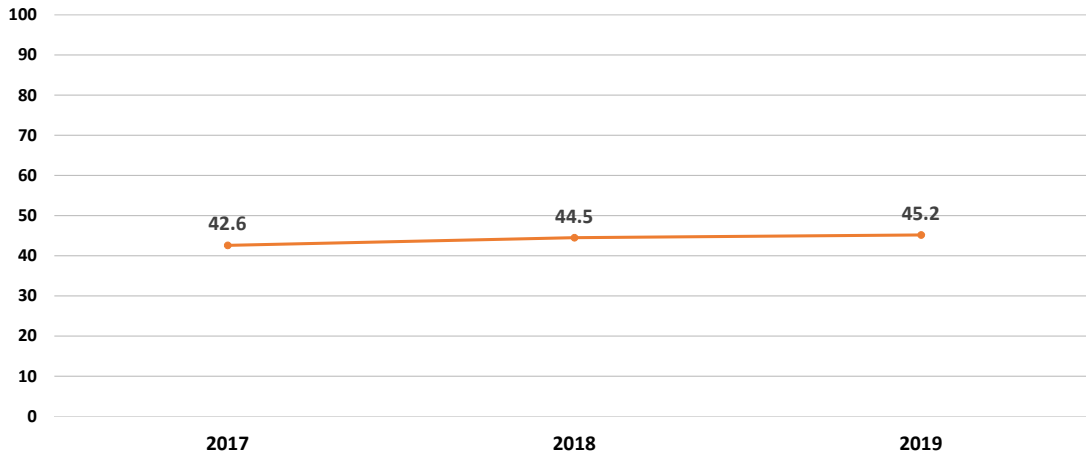


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## 2019 Final ISAT Math



### ISAT Math Proficiency

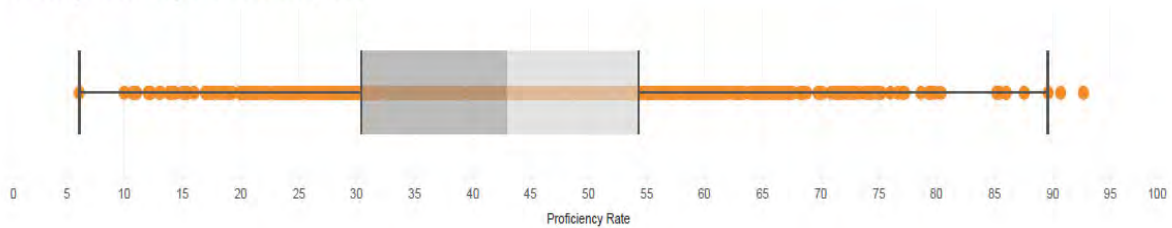


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## 2019 ISAT Math Performance Range



math\_proficiency, All Students, 2019

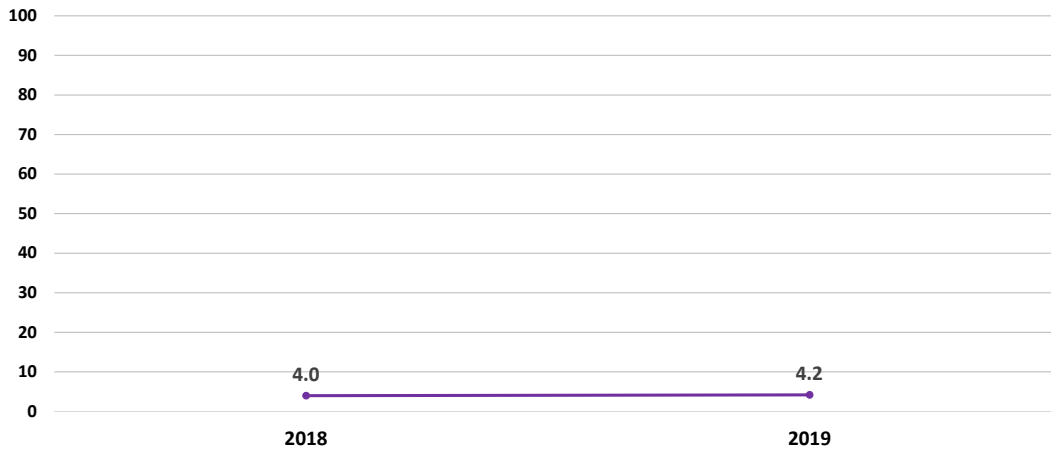


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## 2019 English Language Learner Performance



### English Learner Proficiency

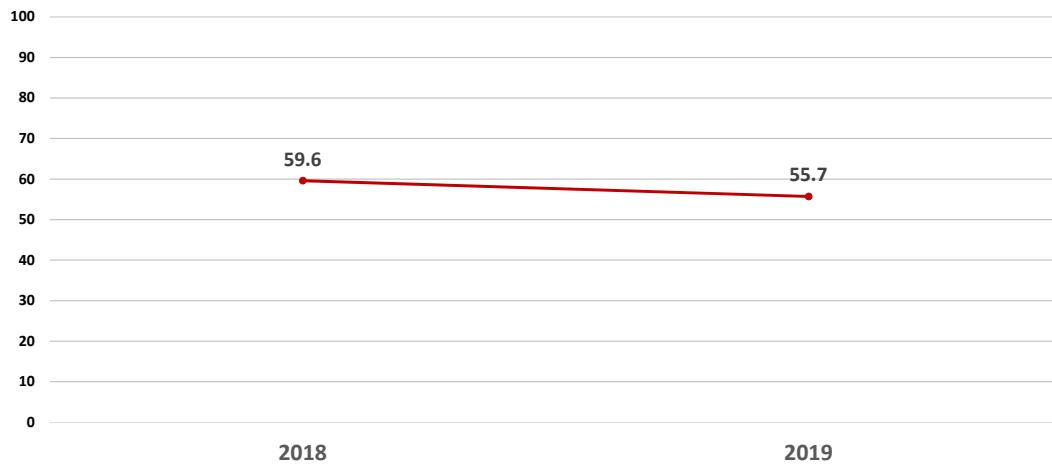


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## 2019 English Language Learner Performance

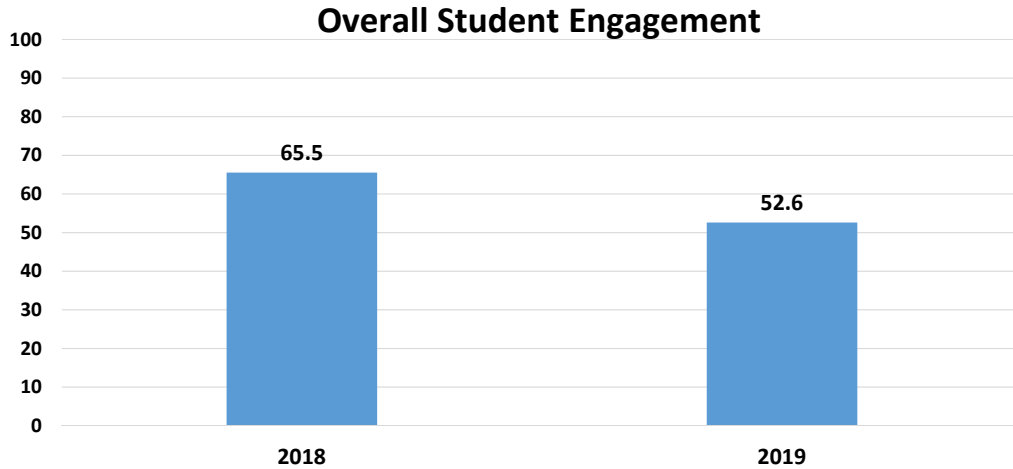


### English Learner Progress Toward Proficiency



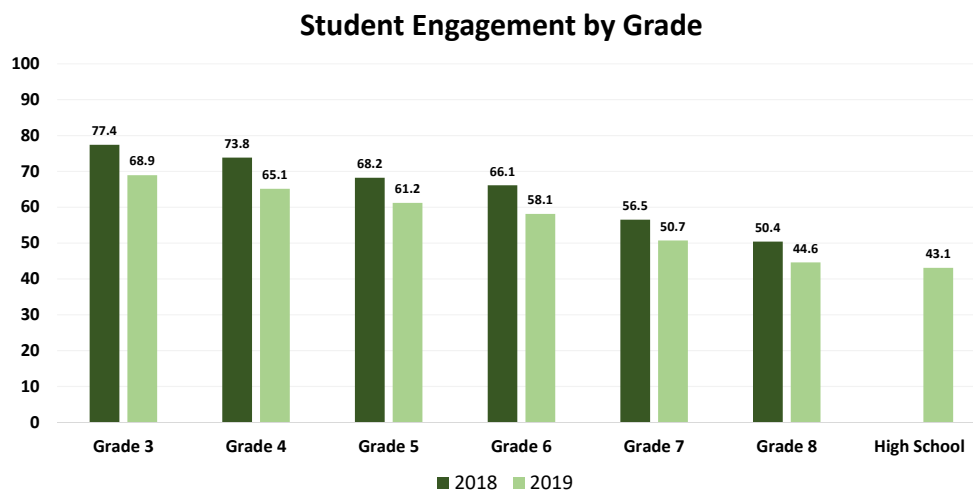
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## 2019 Student Engagement



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## 2019 Student Engagement By Grade

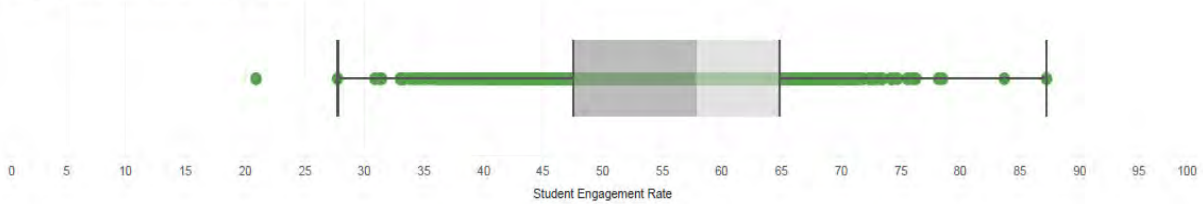


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## 2019 Student Engagement Performance Range



engaged, All Students, 2019



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## 2019 Parent Engagement Survey



- 37,441 Responses statewide
- 74.5% reported engaged

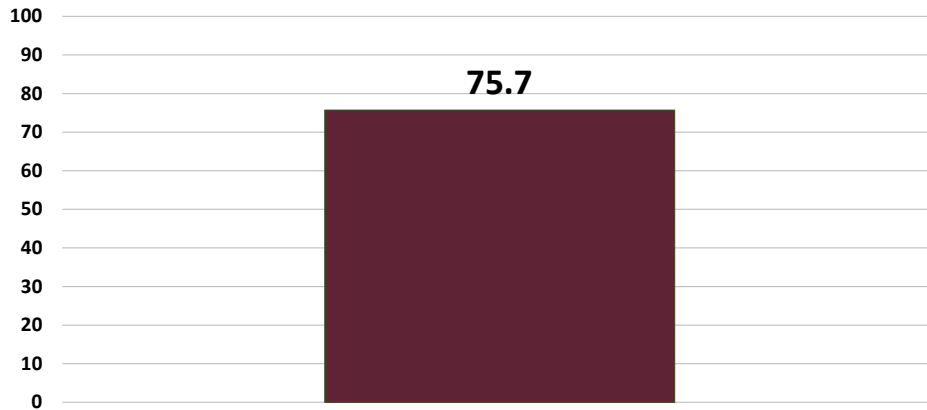


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## 2019 Staff Engagement Survey



### 2019 Staff Engagement



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## 2019 Accountability Summary



	TSI	ATSI	Goal Maker	Top Performer	CSI Up	CSI Grad
<b>K-8</b>	163	45	329	124	22	
<b>HS</b>	25	12	143	44	5	9* -1
<b>Alt HS</b>	0	0	2	10	2	37* -2

CSI Up and CSI Grad identified in 2018 and identified every three years.

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## 2019 Targeted Support and Improvement



- 188 Schools identified for at least one subgroup gap in at least one metric in 2019
  - 4 schools identified for gaps 3 or more subgroups
  - 44 schools identified for 3 or more group/metric combinations
- Students with disabilities most frequent group identified

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## 2019 TSI Identification Summary



	American Indian	Black / African-American	Hispanic	Students with Disabilities	Economically Disadvantaged	English Learner	Grand Total
ELA Growth	0	0	0	29	0	0	29
ELA Proficiency	1	1	7	163	2	26	200
Grad Rate 4-yr	0	0	0	1	0	0	1
Math Growth	0	0	0	27	1	1	29
Math Proficiency	0	2	8	78	4	15	107
<b>Grand Total</b>	<b>1</b>	<b>3</b>	<b>15</b>	<b>298</b>	<b>7</b>	<b>42</b>	<b>366</b>

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## 2019 Reporting Enhancements



### Report Card

- Improved search features
- Staff/parent survey information added to redesigned engagement page
- Legislative districts filter

### Accountability Website

- New layout
- Updated documentation

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## Starting Smarter



An Updated Resource For Parents, Educators and Students to Understand ISAT Test Scores

<https://id.startingsmarter.org/>

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# Questions



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*Supporting Schools and Students to Achieve*  
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

**DEPARTMENT OF EDUCATION**  
**AUGUST 28, 2019**

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**SUBJECT**

Proposed Rule – Docket No. 08-0202-1901 – Suicide Awareness and Prevention

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-136, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment

**BACKGROUND/DISCUSSION**

Section 33-136, Idaho Code, directs the State Board of Education to adopt rules supporting suicide awareness and prevention training for public school personnel. The State Department of Education (Department) collaborated with the Idaho Suicide Prevention Action Collective to inform the current iteration of these proposed rules. The Idaho Suicide Prevention Action Collective is comprised of the Department of Health and Welfare's Suicide Prevention Program, the Idaho Association of School Administrators, the Governor's Council on Suicide Prevention, local municipalities, the Idaho Education Association, the Idaho School Boards Association, and numerous stakeholders representing non-governmental entities. Input was provided across a number of meetings.

A Notice of Intent to Promulgate rules was published in the March 6, 2019, Administrative Bulletin. Although the Department received no request to participate in negotiated rulemaking, the Department pursued additional dialogue with suicide prevention professionals and education stakeholders. A public meeting was held on March 27, 2019, to discuss the draft rule and to make amendments to the draft. The proposed rule text presented in Attachment 1 is the result of the negotiated rulemaking process.

**IMPACT**

Suicide awareness and prevention training for public schools will include common critical components based upon evidence and best practice surrounding prevention, intervention, and response to suicide, helping to ensure appropriate support to students and staff in crisis.

**ATTACHMENTS**

Attachment 1 – New rule section 08.02.02.112, Suicide Prevention in Schools

**STAFF COMMENTS AND RECOMMENDATIONS**

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin. Once published, there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending

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rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

**BOARD ACTION**

I move to approve Proposed Rule Docket Number 08-0202-1901 as presented in Attachment 1.

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

IDAPA 08  
TITLE 02  
CHAPTER 02

08.02.02 – RULES GOVERNING UNIFORMITY

NEW SECTION

**112. SUICIDE PREVENTION IN SCHOOLS.**

As schools offer annual professional development for school staff related to preventing, intervening, and responding to suicide, the content shall include:

01. **Prevention:** school philosophy regarding school climate and the promotion of protective factors; data on suicide for the state; risk and protective factors for students; suicide myths and facts; and how to develop community partnerships.
02. **Intervention:** how to utilize safe and appropriate language and messaging when addressing students; warning signs of suicide ideation for students; local and school-based protocols for aiding a suicidal individual; local protocols for seeking help for self and students; identification of appropriate mental health services and community resources for referring students and their families; information about state statutes on responsibility, liability, and duty to warn; confidentiality issues; and the need to ask others directly if they are suicidal.
03. **Postvention:** evidence-based protocol for responding to a student/staff suicide.

~~112~~113. -- 119. (RESERVED)

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Emergency Provisional Certificates and Revised Considerations and Recommendations

**REFERENCE**

October 2018	Board reviewed and approved one (1) provisional certificate for the 2018-19 school year.
December 2018	Board reviewed and approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board reviewed and approved forty-eight (48) provisional certificates for the 2018-19 school year.
April 2019	Board approved seven (7) provisional certificates for the 2018-19 school year.
April 2019	Board approved Department requests for clarification to provisional certification process.
June 2019	Board reviewed (12) provisional certificates for the 2018-19 school year and approved eleven (11).

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1201 and 33-1203, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Educational Attainment, Objective C: Access

**BACKGROUND/DISCUSSION**

Emergency provisional applications allow a school district or charter school to request one-year emergency provisional certification for a candidate who does not hold a current Idaho certificate, but who has at least two (2) years of college training, to fill an area that requires certification or endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

At the April 2019 meeting of the State Board of Education (Board), the State Department of Education (Department) requested and received concurrence from the Board on considerations that should be made prior to the Professional Standards Commission (PSC)'s recommendation of Emergency Provisional Certificates. Areas of consideration included deadlines for requests of emergency provisional certificates. The Department acknowledged that while not likely, it is possible for emergency provisional certificate applications to be submitted to the Department as late as May for that school year. The Department also acknowledged that if a local education agency (LEA) loses a staff member after the deadline for the April Board meeting, the emergency provisional certificate can be recommended for consideration at the June meeting of the Board.

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The Department recognizes these two timeframes do not align. Should an LEA submit an application for an emergency provisional certificate, the application must be reviewed and recommended by the PSC prior to consideration by the Board. Should an application be submitted after the deadline for the April meeting of the PSC, the application must be considered at the June meeting of the PSC, and subsequently at the August meeting of the Board.

Four (4) emergency provisional applications were received by the Department from the school districts listed below, one (1) of which is for the 2019-20 school year, and three (3) of which are for the 2018-19 school year. Each of the three (3) applications submitted for the 2018-19 school year were submitted after the deadline for the April 2019 meeting of the PSC.

**Caldwell School District #132**

**School Year: 2018-2019**

**Applicant Name:** Jacob Nye

**Content & Grade Range:** English 5-9

**Educational Level:** BA, Creative Writing 12/2015

**Declared Emergency:** Originally approved November 13, 2017 for hire while on an Alternative Authorization – Content Specialist and revisited January 14, 2019, by the Caldwell School District Board of Trustees for renewal of the Alternative Authorization – Content Specialist for the 2018-2019 school year.

**Summary of Recruitment Efforts:** No recruitment for the 2018-19 school year as he was a returning educator in the alternative authorization process.

**PSC Review:** The Professional Standards Commission Authorizations Committee met June 20, 2019. The committee does not recommend Caldwell School District's request for Jacob Nye. Although this application meets the letter of the law, the Authorization Committee does not recommend the approval. This candidate was unable to complete the ABCTE program in the 2017-18 school year. On December 18, 2018, the district was notified the 2017-18 application was still on hold for a background check. At that time, the district was also notified that there was no application on file for the 2018-19 school year. The district submitted a renewal of the Alternative Authorization – Content Specialist application for the 2018-19 school year with no proof of progress on January 22, 2019. The district notified the SDE that they would like to convert the application into an Emergency Provisional application, due to a lack of progress by the candidate, June 6, 2019.

**Kimberly School District #414**

**School Year: 2018-2019**

**Applicant Name:** Bryce Frandsen

**Content & Grade Range:** All Subjects K-8

**Educational Level:** MA, Education with secondary in Teacher Education 2/2019

**Declared Emergency:** March 20, 2019, Kimberly School District Board of Trustees declared an emergency exists for the 2018-2019 school year. The

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application was received April 5, 2019 and reviewed at the June 20, 2019 PSC meeting, missing the deadline of March 21, 2019 for the April PSC meeting.

**Summary of Recruitment Efforts:** There were three (3) applicants and two (2) interviews. Mr. Frandsen was the best fit for the school and the students to complete the remainder of the school year. He had the structure and personality to finish out the year strong where they did not expect to have a vacancy.

**PSC Review:** The Professional Standards Commission Authorizations Committee met June 20, 2019. The committee recommends Kimberly School District's request for Bryce Frandsen without reservation.

**St. Maries Joint School District #41**

**School Year: 2018-2019**

**Applicant Name:** Andrew Bailey

**Content & Grade Range:** Agricultural Science and Technology 6-12

**Educational Level:** 58 credits

**Declared Emergency:** April 15, 2019, St. Maries Joint School District Board of Trustees declared an emergency exists for the 2018-2019 school year.

**Summary of Recruitment Efforts:** Mr. Bailey's hire was approved by school board February 11, 2019 pending certification. He researched certification options through Career Technical Education (CTE), but was unable to obtain a Limited Occupational Specialist certificate. Mr. Bailey was not placed into the classroom and officially hired until after the April 15, 2019 school board meeting. The application was received April 22, 2019 and reviewed at the June 20, 2019 PSC meeting, missing the deadline of March 21, 2019 for the April PSC meeting. He was the only candidate. He has welding experience and certification with a desire to work with children. Mr. Bailey has been referred to CTE for a plan for the 2019-20 school year that will lead to certification.

**PSC Review:** The Professional Standards Commission Authorizations Committee met June 20, 2019. The committee recommends St. Maries Joint School District's request for Andrew Bailey without reservation.

**Joint School District #2**

**School Year: 2019-2020**

**Applicant Name:** Stephanie Woodman

**Content & Grade Range:** Mathematics – Basic 6-12

**Certified:** Standard Instructional interim certificate for Mathematics – Basic 6-12 expires August 31, 2019 and requirements have not been met.

**Declared Emergency:** May 28, 2019, Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

**Summary of Recruitment Efforts:** There was no recruitment for the 2019-20 school year as Ms. Woodman was a returning educator on an interim certificate. Ms. Woodman is enrolled in the MTI course starting September 17 and finishing November 16. This is her final interim certificate requirement and it has been delayed due to personal and family commitments.

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**PSC Review:** The Professional Standards Commission Authorizations Committee met June 20, 2019. The committee recommends Joint School District's request for Stephanie Woodman without reservation.

**IMPACT**

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

**ATTACHMENTS**

Attachment 1 – Revised Emergency Provisional Certificate Considerations and Recommendations

Attachment 2 – Letter from Caldwell School District regarding Jacob Nye

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in "trades and industries" (occupational fields) or emergency situations.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In many cases the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Requests for emergency provisional certificates after the end of the school year for funding purposes is not consistent with the requirements of Section 33-1201, Idaho Code. At the April 2019 Regular Board meeting the Board approved the request from the Department of Education to limit consideration of Emergency Provisional Certificates by the April Board meeting of each year. The proposal approved by the Board at the April 2019 Board meeting provided direction to Department staff and the Professional Standards Commission on the process for conducting reviews and providing recommendation to the Board on granting emergency provisional certificates under the Board's authority established in Section 33-1203, Idaho Code.

**BOARD ACTION**

I move to approve the Department's revised request to submit Emergency Provisional Certificates for the current school year later than the April meeting of the Board, subject to extenuating circumstances as described in Attachment 1.



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

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Bryce Frandsen and Andrew Bailey to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year.

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

I move to accept the recommendation of the Professional Standards Commission to issue a one-year emergency provisional certificate for Stephanie Woodman to teach the content area and grade range at the specified school district as provided herein for the 2019-20 school year.

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

I move to accept the recommendation of the Professional Standards Commission to not approve a one-year emergency provisional certificate for Jacob Nye to teach the content area and grade ranges at the specified school district as provided herein for the 2018-19 school year.

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

## Emergency Provisional Certificate Considerations and Recommendations

As of February 14, 2019, State Board of Education (Board) has approved 71 Emergency Provisional Certificates for the 2018-2019 school year. Approved by the State Board of Education on April 17, 2019. Revised by the State Board of Education on August 28, 2019.

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
Definition of “two years of college training”	Historically, Federal Programs defined two years of study at an accredited postsecondary educational institution as 32 credits for paraprofessional requirements. Current process mirrors definition.	The Board defines a full time student as taking 12 or more credits (or equivalent) per semester. Based on this definition, an individual with 48 or more semester credits (or equivalent) would be considered as receiving two years of college training.	<ul style="list-style-type: none"> <li>• 69 out of 71 met 48 credits</li> <li>• 2 out of the 71 did not meet 48 credits, but did meet 32 credit</li> </ul>	Two years of college training shall equal 48 semester credits.
Annual or by academic term deadlines for requests	<p>Applications are submitted and processed by academic school year. Applications can be categorized in one of the four scenarios:</p> <ul style="list-style-type: none"> <li>• LEA hired applicant <i>prior</i> to school starting                             <ul style="list-style-type: none"> <li>○ May be due to not finding an appropriately certified individual or losing staff</li> </ul> </li> <li>• LEA started school year without appropriately certified individual and applicant was hired <i>after</i> the year started – may have had a long term substitute (LTS)*                             <ul style="list-style-type: none"> <li>○ May be due to not finding an appropriately certified individual or losing staff</li> </ul> </li> <li>• Original application was processed as an Alternative Authorization – Content Specialist (AA-CS), but later converted to an Emergency Provisional due to applicant not able to meet the initial qualification of passing content or pedagogy assessment</li> </ul>	Due to various situations LEAs experience throughout each school year, as well as timelines for Professional Standards Commission (PSC) and Board meetings, it is possible for applications for Emergency Provisional Certificates to be submitted as late as May of a school year, although not likely.	<p>Except for extenuating situations, applications for each school year should be presented by the April Board meeting of the same school year.</p> <ul style="list-style-type: none"> <li>• LEA hired applicant <i>prior</i> to school starting                             <ul style="list-style-type: none"> <li>○ 40 out of 71</li> </ul> </li> <li>• LEA hired applicant <i>after</i> school started                             <ul style="list-style-type: none"> <li>○ 6 out of 71</li> </ul> </li> <li>• Applicant did not qualify for AA-CS                             <ul style="list-style-type: none"> <li>○ 20 out of 71</li> </ul> </li> <li>• Applicant did not meet conditions on Interim                             <ul style="list-style-type: none"> <li>○ 5 out of 71</li> </ul> </li> </ul>	<p><u>The PSC shall review</u> <del>e</del>Emergency provisional certificates for the current school year <del>shall be no later than the</del> <u>January PSC meeting and present recommendations to the Board for consideration</u> <del>by the Board by the</del> April meeting.</p> <p><u>Exception:</u> Should an LEA lose a staff member after the <del>deadline for the</del> <u>January April Board PSC meeting deadline</u>, the emergency provisional certificate <u>application may be</u></p>

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AUGUST 28, 2019**

**ATTACHMENT 1**

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
	<p>nor meet the state board approved <u>Uniform Standard for Evaluating Content Competency Rubric</u> prior to entering the classroom.</p> <ul style="list-style-type: none"> <li>Applicant did not meet the conditions of their Interim Certificate which has expired.</li> </ul>			<p><u>reviewed at the next regularly scheduled PSC meeting and can be</u> recommended for consideration at the <u>June next regularly scheduled Board meeting of the Board.</u></p>
<p>New certificate with endorsement</p>	<p>For every Board-approved Emergency Provisional Certificate, an applicant is issued a Provisional Certificate with corresponding endorsement regardless of whether they hold certification. There are three situations that apply:</p> <ul style="list-style-type: none"> <li>Applicant does not hold any certificates <ul style="list-style-type: none"> <li>Example: No certificate applying for Provisional Instructional Certificate – All Subjects (K-8)</li> </ul> </li> <li>Applicant holds certification, but NOT the same certificate as the provisional certificate. <ul style="list-style-type: none"> <li>Example: Pupil Service Staff – School Counselor applying for Provisional Instructional Certificate – Mathematics (6-12)</li> </ul> </li> <li>Applicant holds the same certificate as the provisional certificate. <ul style="list-style-type: none"> <li>Example: Standard Instructional Certificate – English (6-12) applying for Provisional Instructional Certificate – History (6-12)</li> </ul> </li> </ul>	<p>Is the Emergency Provisional Certificate only applicable to the first two situations (those who do not hold any certificate and those who do not hold the same certificate as the provisional)?</p> <p>Statutory language authorizing the approval of emergency certificates does not address endorsement. Does that preclude the ability to add endorsement to the Emergency Provisional Certificate?</p> <p>Including endorsements assists in tracking areas of need, and also provides transparency to subject areas the Emergency Provisional Certified applicant may be assigned.</p>	<p>Applicants who already hold the same certificate (i.e. Instructional certificate) are typically stronger than those who do not. If the current law precludes this, is there another way, such as rulemaking, that would grant this option?</p> <ul style="list-style-type: none"> <li>Does not currently hold a valid certificate = 57 out of 71</li> <li>Adding a new certificate = 5 out of 71</li> <li>Holds same certificate = 9 out of 71</li> </ul> <p>There is an option to add an endorsement through the Alternative Authorization – Teacher</p>	<p>The PSC may recommend an Emergency Provisional Certificate with endorsement, and an Emergency Provisional Certificate with endorsement may be recommended for an individual who already holds the same certificate.</p>

**STATE DEPARTMENT OF EDUCATION  
AUGUST 28, 2019**

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Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
			to New Endorsement; however, some candidates may not have the desire to add the endorsement or a plan that will lead to the endorsement, and the LEA has an identified area of need for one year.	
Extending a non-renewable Interim certificate	Some Emergency Provisional Certificate applications are for applicants who did not meet the requirements of their Interim certificate. For example, failure to complete all required assessment and/or coursework as identified in their educator preparation plan and/or Interim certificate. LEAs may declare an emergency and apply for Emergency Provisional Certification for applicants in this situation.	Statutory language does not address whether an Emergency Provisional Certificate can be issued to an applicant who holds an expired certificate, including expired Interim certificates.	Interim certificates are for up to three years and are non-renewable	Emergency Provisional Certificate may be recommended for an individual who holds an expired certificate, including an expired interim certificate.
Emergency Provisional Certificates issued for Pupil Service Staff or Administrator	The PSC has had discussions regarding the concern about issuing Emergency Provisional Certificates for Pupil Service Staff (PSS) and Administrators, specifically, those individuals with two years of college training serving as a School Counselor, School Social Worker, Speech-Language Pathologist, School Nurse, School Psychologist, Audiologist, Principal, Special Education Director, or Superintendent. Currently the Authorizations Committee of the PSC is extremely selective with recommendations for Emergency Provisional Certificates for PSS or Administrator. An	Statutory language does not address what certificates an Emergency Provisional can issue. In addition, the language does not address any criteria other than the two years of college training and declaration of emergency.	<ul style="list-style-type: none"> <li>• 3 out of 71 were for Pupil Service Staff – School counselor</li> <li>• 68 out of 71 were for instructional staff or occupational specialist with applicable endorsements.</li> </ul>	Continue current practice of providing only exceptionally selective recommendations to the Board.

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
	example is an Emergency Provisional Certificate for a School Counselor for an applicant who had a master’s in clinical mental health counseling. The background and educational experience of this applicant reduced concerns of them serving as school counselor for the year.			

- \* Long Term Substitute (LTS) – A substitute for 10 or more consecutive days is considered a LTS. Substitutes and LTS must be tied to a teacher of record. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade.
  - If a teacher of record leaves, LEAs may apply for Emergency Provisional Certificate if they cannot find a replacement.



## CALDWELL SCHOOL DISTRICT #132

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CALDWELL, IDAHO 83605  
(208) 455-3300 \*FAX (208) 455-3302  
[www.caldwellschools.org](http://www.caldwellschools.org)

July 17, 2019

ATTN: State Board of Education Panel

RE: Jacob Nye

I am writing regarding the Emergency Provisional certification request for Jacob Nye and to provide the series of events that led up to this request.

Jacob Nye was hired by Caldwell School District on October 23, 2017. Upon hire, the District submitted an application for Alternative Authorization – Content Specialist. Mr. Nye was a qualified candidate and had already been enrolled in the ABCTE program.

In August of 2018, the State Department of Education Lookup Tool indicated that an application had been received for Jacob Nye and was being processed. At this point, I was not concerned about Mr. Nye's certification because I was aware that it could take up to twelve weeks to process an application. I did contact Mr. Nye to ask for a copy of his credential, but I don't believe I received a response. During this time, I was occupied with the ISEE reporting.

I did not realize there was a problem until after the ISEE files were submitted and I began running the state reports. I was notified through a note on our deficiency report that Mr. Nye's Alternative Authorization application for 17-18 had been on hold, pending a BIC.

I contacted Jerry Jensen to inquire about the status of Mr. Nye's certification application. He confirmed there was not an application on file and explained that the "In Progress" indication was regarding the 2017-2018 Alternative Authorization application.

I immediately contacted Jacob Nye and began the process to obtain a renewal on his Alternative Authorization. The renewal application was approved by the Board of Trustees and submitted to the State Department of Education on January 18, 2019.

**Board of Trustees:**

Charles Stout **Chairman** - Thomas Briten **Vice Chairman** - Lisa Bevington – **Treasurer**  
Travis Manning – **Trustee** – Marisela Pesina - **Trustee**

Jacob Nye  
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The District made every effort to follow the protocol for certification. Once it was determined that Mr. Nye could not complete the testing in a timely manner for the Alternative Authorization, a request was made for Emergency Provisional Certification.

*"The Emergency Provisional Certificate is a district request that allows a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has a strong content background, at least two (2) years of college training and some educational pedagogy, to fill an area of need that requires certification/endorsement. The district/charter must provide documented proof that an emergency exists. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district."*

Mr. Nye meets the requirements for Emergency Provisional certification. He has passed the PTK assessment and will take the English assessment in August. He is fully aware that he must pass the English assessment to be eligible for rehire in 2019-2020.

Despite his lack of proper certification, Mr. Nye is the most qualified person for the position. He received an overall rating of proficient on his evaluation with no components rated as unsatisfactory and the majority of his students met their measurable student achievement targets.

I ask that the panel approve the Emergency Provisional certification for Jacob Nye for 2018-2019. Thank you for your consideration.

Sincerely,

*Patti Wade*

Patricia Wade  
Director of Human Resources

Enclosures: 2017-2018 Alternative Authorization Application  
SDE Lookup Tool page indicating application is being processed  
Email to Jacob Nye regarding certification  
Notification on deficiency report that 2017-2018 application was on hold  
Email to Jerry Jensen regarding certification status  
Email from Shannon Miner verifying 2017-2018 application was on hold  
Email to Jacob Nye regarding renewal of Alternative Authorization  
Email to Shannon Miner regarding fingerprinting and intent to apply for renewal  
2018-2019 Alternative Authorization Application  
PTK Assessment results

**Board of Trustees:**

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