DEPARTMENT OF EDUCATION
FEBRUARY 12, 2020

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.

SUBJECT
　　Progress Update on Idaho's Mastery-based Education Initiative

REFERENCE

October 2014	Board adopted recommendations for implementing the 2013 Task Force recommendations, including implementation of those regarding mastery-based education in Idaho's public schools.
May 2015	Board received a presentation from the Foundation for Excellence in Education regarding mastery-based education and possible partnership opportunities.
January 11, 2016	Board endorsed the Governors 2016 Legislative Initiatives, including funding for the mastery-based education pilot programs
June 2017	Board received a brief update from the State Superintendent of Public Instruction on the mastery-based pilot program.
August 2017	Board received a presentation from the State Department of Education regarding the progress of the mastery-based education initiative.
December 2017	Board received an update from the State Department of Education on the implementation of the mastery-based education initiative.
February 2018	Board acted to support SB 1059 (2018), to lift the cap and expand the mastery-based education initiative and formalize the Idaho Mastery Education Network (IMEN).

APPLICABLE STATUTE, RULE, OR POLICY
　　Section 33-1632, Idaho Code

BACKGROUND/DISCUSSION
　　The Idaho Mastery Education Network (IMEN) has been funded with a $1.4 million ongoing appropriation that provides participant grants totaling $1,050,000. Until the legislative approval to lift the cap in 2019, there were 19 districts and charters, consisting of 32 schools participating in the network to chart the course for Idaho's shift to student progression based on demonstrated mastery, not seat time. Idaho now has 29 districts and seven charters participating in the Idaho Mastery Education Network. Statewide, 25% of all school districts and 12% of all public charter schools participate in IMEN, representing more than 53 schools and nearly 15,000 students.

IMPACT

The Department of Education's budget currently contains an ongoing General Fund line item for mastery-based education of $1.4 million. Of that, $1.05 million is distributed in grants to participating school districts and public schools. The grants range from $3,500-$59,000. Grant funding is used to support meeting costs, professional development, action research and travel. Schools may also use their funding for supplies, stipends, substitute teachers and learning management systems.

For FY2021 the Department has requested an additional $500,000 of ongoing funding to support the expanded participation in IMEN and meeting the legislative requirement of developing a scalable/sustainable statewide implementation plan for Idaho Mastery Education. The balance of the appropriation covers Department costs of $350,000 for contracts that support participants.

ATTACHMENTS
> Attachment 1 – Mastery Education Summary Infographic
> Attachment 2 – Mastery Education Presentation

STAFF COMMENTS AND RECOMMENDATIONS
> In 2014, the Board facilitated the work of five (5) subcommittees working on recommendations for implementing the 2013 Education Improvement Task Force Recommendations.   The Structure and Governance Subcommittee's responsibilities included implementation strategies for the shift to a mastery-based system where students advanced based upon content mastery, rather than seat time requirements. The subcommittee found there were no prohibitions in state law to moving to a mastery-based system, and that there is specific authorization in Administrative Code that allows school districts and charter schools to develop their own mechanisms for assessing student mastery of content and awarding credits for the mastery at the secondary level. The subcommittee recognized that there were some barriers in how school districts reported students in specific grade levels to the state for funding. However, most barriers were largely perceived rather than actual obstructions. The full recommendations may be viewed on the Board's website.

> Section 33-1632, Idaho Code requires the Department to: (a) provide ongoing statewide outreach and communication to increase awareness and understanding in mastery-based education; (b) facilitate and maintain the Idaho mastery education network; and (c) create a sustainability plan for statewide scaling of mastery-based education.

> As identified in the original subcommittee of the Governor's Task Force for Improving Education, state law and administrative code allow for school districts and charter schools to implement a master-based education system. The purpose of the original incubators was intended to be used to identify barriers, real and perceived, that were keeping school districts from implementing master-based systems.   Implementation of mastery-based education through the incubators

identified local barriers such as student management systems and professional development needs, but no statute or administrative code changes were identified.

BOARD ACTION

This item is for informational purposes only.

Idaho State Department of Education

MASTERY EDUCATION

"Mastery-based education" means an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

IDAHO MASTERY EDUCATION NETWORK (IMEN) ACROSS IDAHO
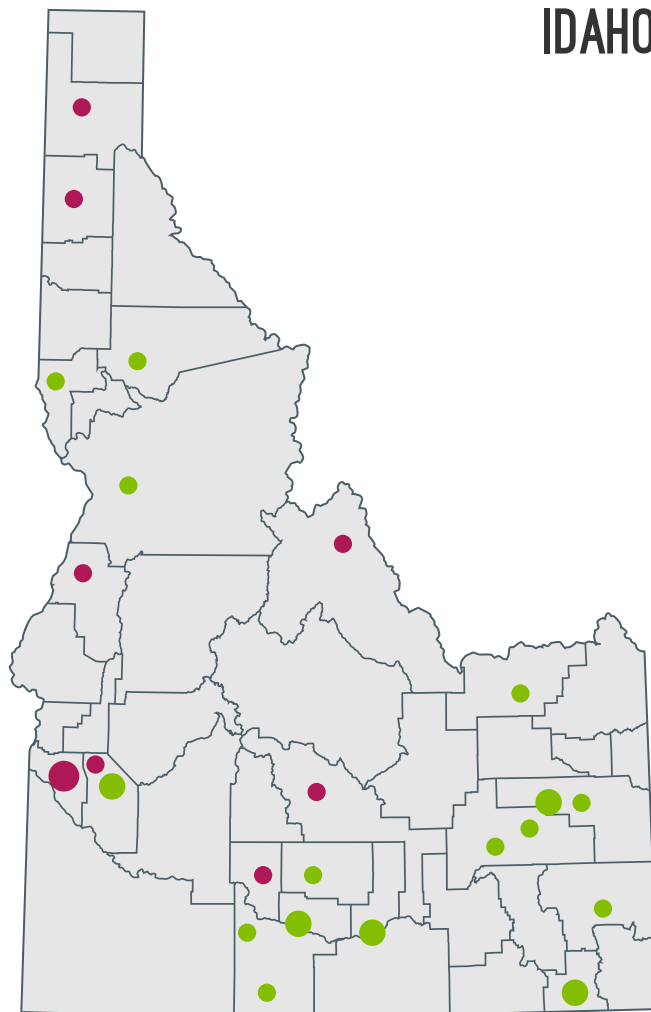
● COHORT 1

American Heritage Charter School **
Blaine County School District
Bonneville Joint School District
Coeur d'Alene School District
Kuna School District
Lake Pend Oreille School District
Meadows Valley School District *
Middleton School District
Nampa School District
North Valley Academy **
Notus School District
Salmon School District
Three Creek School District *
Vallivue School District
West Ada School District
Wilder School District

● COHORT 2

Anser Public Charter School **
Bingham Academy **
Bonneville Joint School District
Buhl School District
Cassia County School District
Clark County School District *
Elevate Academy **
Jerome School District
Kuna School District
Lake Pend Oreille School District
Lapwai School District
Minidoka School District
New Plymouth School District *
Orofino School District *
Preston School District
Project Impact STEM Academy
Salmon River Joint School District *
Shelley Joint School District
Shoshone School District
Soda Springs Joint School District
Twin Falls School District
West Side School District
White Pine Charter School **

* District Wide IMEN Implementation
** Charter School

$1.05 MILLION

The department provides the 29 district and 7 charter IMEN participants with funding across four levels of support. Statewide, 25% of all district LEAs and 12% of all charter LEAs participate in IMEN, representing up to 53 schools.

28% OF FUNDING
Level 1 - Exploration
Level 2 - Planning & Design

72% OF FUNDING
Level 3 - Implementation
Level 4 - Sustain & Scale

MOVING TOWARDS MASTERY

School District or Charter School	Support Level	School District or Charter School	Support Level
American Heritage Charter School **	2, 3, 4	New Plymouth School District *	1, 2
Anser Public Charter School **	1, 2	North Valley Academy **	2, 3, 4
Bingham Academy **	1, 2	Notus School District Notus Elementary	2, 3
Blaine County School District Silver Creek High School	3	Orofino School District *	1, 2

Bonneville Joint School District
    Bonneville Online Elementary School
    Rocky Mountain Middle School
    Hillcrest High School
	1, 2
	4
	3
		Preston School District
		    Preston High School
			1, 2

Buhl School District WAKAPA Academy	2	Project Impact STEM Academy **	2, 3

Cassia County School District
    Cassia High School
	3	Salmon School District
		    Salmon Jr/Sr High School
			1, 2, 3

Clark County School District *	2	Salmon River Joint School District *	1

Coeur d'Alene School District
    Venture High School
	3	Shelley Joint School District
		    Hazel Stuart Elementary
			1

Elevate Academy **	2, 3	Shoshone School District High Desert Alternative High School	1

Jerome School District
    Falls City Academy
	2	Soda Springs Joint School District
		    Tigert Middle School
			1, 2

Kuna School District
    Hubbard Elementary School
    Ross Elementary School
    Fremont Middle School
    Kuna Middle School
    Initial Point High School
	1, 2
	2, 3
	2
	2
	1, 2
		Three Creek School District *	3

Lake Pend Oreille School District
    Hope Elementary School
    Clark Fork Jr/Sr High School
	1
	2
		Twin Falls School District
		    Magic Valley High School
			1, 2

Lapwai School District
    Lapwai Middle High School
	1	Vallivue School District
		    Rivervue Middle School
			3, 4

Meadows Valley School District *	3	West Ada School District
		    Central Academy
		    Eagle Academy
		    Meridian Academy
			3
			3
			3

Middleton School District
    Middleton Academy
	2, 3, 4	West Side School District
		    Beutler Middle School
			1

Minidoka School District
    Mt. Harrison Junior High School
	1	White Pine Charter School **
		    White Pine STEM Academy
			1, 2

Nampa School District
    Greenhurst Elementary
    Columbia High School
    Union High School
	2, 3
	3, 4
	4
		Wilder School District
		    Wilder Elementary/Middle/High School
			3, 4

* District Wide IMEN Participant   ** Charter School

Mastery-Based Learning

February 12, 2020

Mastery-Based Learning | 1

What Is Mastery Based Education?

'Mastery-based education' means an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

Idaho Code 33-1632.

Mastery-Based Learning | 2

Idaho Mastery Education Network (IMEN)

COHORT 1 (red)
19 members
38 schools

COHORT 2 (green)
20 members
30 schools

IMEN members
now operate in
23% of Idaho's LEAs.
12% of all charter schools

Mastery-Based Learning | 3
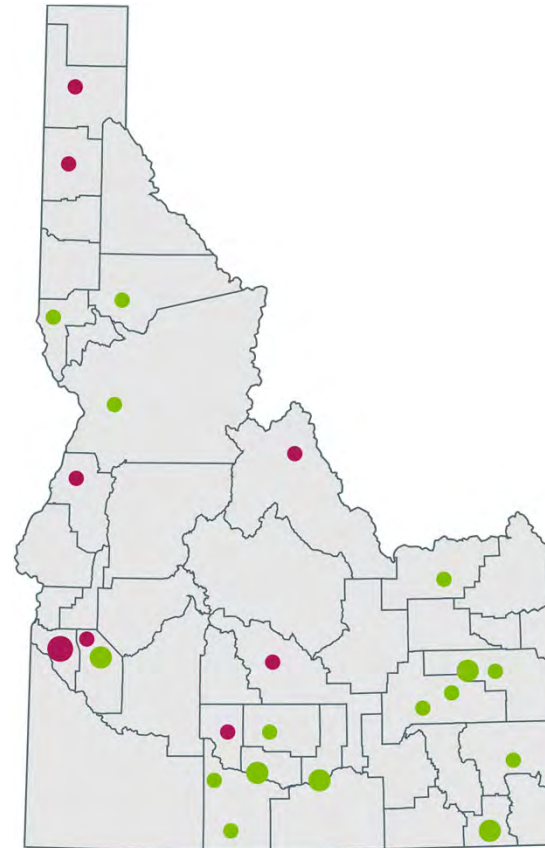
Implementation Update

Percent of IMEN members self-reporting their progress across the four stages of development

Stage 1
Exploration
30%

Stage 2
Planning and Design
35%

Stage 4
Sustain and
Scale 9%

Stage 3
Implementation 26%

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Implementation Update

APR 2016 — 1st Cohort Selected

SY 17-18 — 1st Yr Implementation

SY 19-20 — 3rd Yr Cohort 1 / 1st Yr Cohort 2

HB 110 Enacted — MAR 2015

First Cohort Planning Year — SY 16-17

2nd Yr Implementation — SY 18-19

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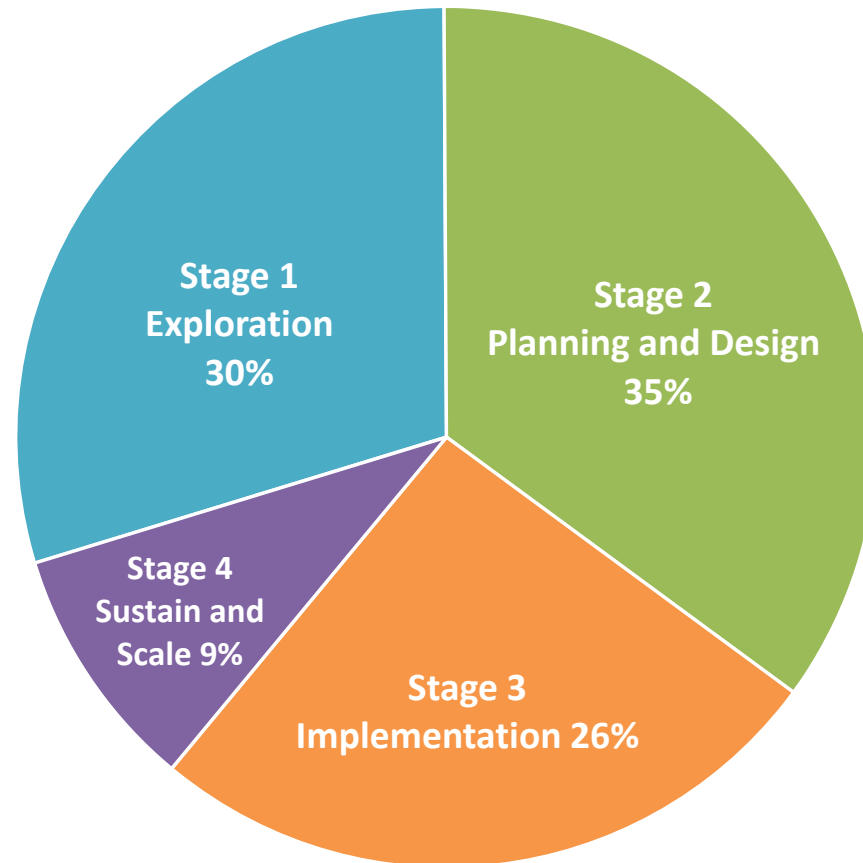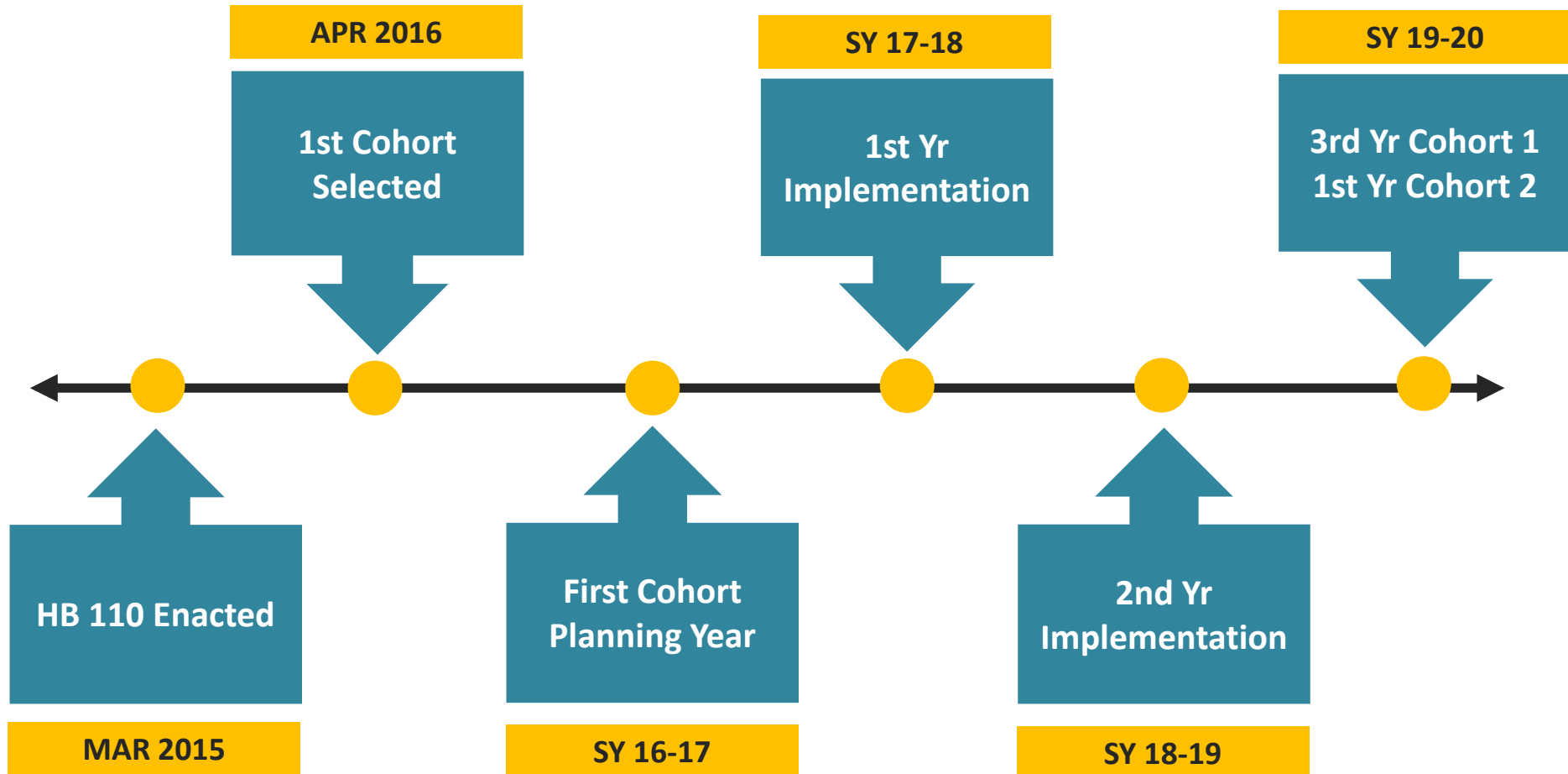
SDE Statutory Responsibilities

(a) Provide ongoing statewide outreach and communications

UPDATE

- Developed communication tools for teachers, administrators, families, students, business leaders, and policymakers.
- Enhanced website includes a FAQ, a Parent Toolkit, and a short video.
- Documented IMEN implementation scenarios and successes.

NEXT STEPS

- Create a communication plan with timelines, deliverables (social media, newsletters, blogs) and reportable outcomes.
- A critical component of this plan is to ensure that the work of the IMEN is easily understood by the **public, parents, and policymakers.**

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SDE Statutory Responsibilities

(b) Facilitate and maintain the Idaho mastery education network (IMEN).

UPDATE

- Strategic Action Teams
- IMEN Action Research Teams
- Idaho Mastery Education Conference
- Idaho Student Media Festival
- IMEN Leadership Summit
- IMEN Cohort 1 Survey

NEXT STEPS

The primary focus of the IMEN this year will be to bolster and support the local communication and stakeholder outreach efforts.

SDE will continue to identify the needs of participating schools and provide technical assistance and professional development.

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SDE Statutory Responsibilities

(c) *[NEW]* Create a sustainability plan for statewide scaling. Ensure IMEN members also develop plans that include a process to develop the rubrics and assessments necessary to determine mastery and award credit.

UPDATE
Provided participating schools a template to begin developing local level sustainability plans.

NEXT STEPS
Develop a sustainability plan that will include:

- A **Mastery Education Framework** presented to the State Board of Education for approval.
- An evaluation plan based on the expected outcomes developed in the Mastery Framework.
- A process to identify the flexibility schools need to innovate and report to policymakers.
- A review of grant expenditures to determine short-term and long-term needs.
- Guidelines for rubrics and assessment to award credit as well as samples schools can adopt.

SOUTH CAROLINA FRAMEWORK
FOR PERSONALIZED LEARNING

Personalized learning is an educational framework that supports all students as they seek to achieve the knowledge, skills, and characteristics identified in the Profile of the South Carolina Graduate. By fostering student ownership of learning, developing learner profiles and learning pathways and adopting flexible learning environments, each student's education experience is tailored to meet his or her unique strengths, needs, and goals.

STUDENT OWNERSHIP

Students are actively engaged in their own success and have a voice in their education as they seek to achieve the Profile of the South Carolina Graduate. Responsibility for the learning and culture is shared between learners and educators. Students know what they are learning, why they are learning it, how they will learn it, and how they will know and show when they have learned it. Goal setting and reflection are constants.

LEARNER PROFILES

Learner profiles are up-to-date records that provide a deep understanding of each student's progress toward meeting the knowledge, skills, and characteristics of the Profile of the South Carolina Graduate as well as his or her unique strengths, needs, and goals. Meaningful evidence of learning from multiple sources is used to inform learner profiles including pre-and post-assessments and frequent formative assessments.

LEARNING PATHWAYS

Using data from learner profiles, learners and educators work together to create personalized learning pathways that will support students in achieving the knowledge, skills, and characteristics of the Profile of the South Carolina Graduate. Students enter the progression of learning based on their readiness level and pathways adapt to each student's learning progress, motivation, and goals. The pace of instruction is based on individual student needs and is calibrated to keep students on track for graduation and college-and-career-readiness. Students may accelerate, take additional time, or dig deeper into an area of interest based on their personal learning pathway. Students have personalized opportunities for learning and demonstrate meaningful evidence of learning. Evidence of learning is used to determine when a student is ready to move on.

FLEXIBLE LEARNING ENVIRONMENTS

Learning takes place all the time, everywhere as students work toward achieving the Profile of the South Carolina Graduate. Learning takes place beyond the school day, school year, and school walls. Within the school day and school walls, the environment is adjusted to meet the needs of learners. Staffing and other operational elements are adapted to meet student needs and goals.

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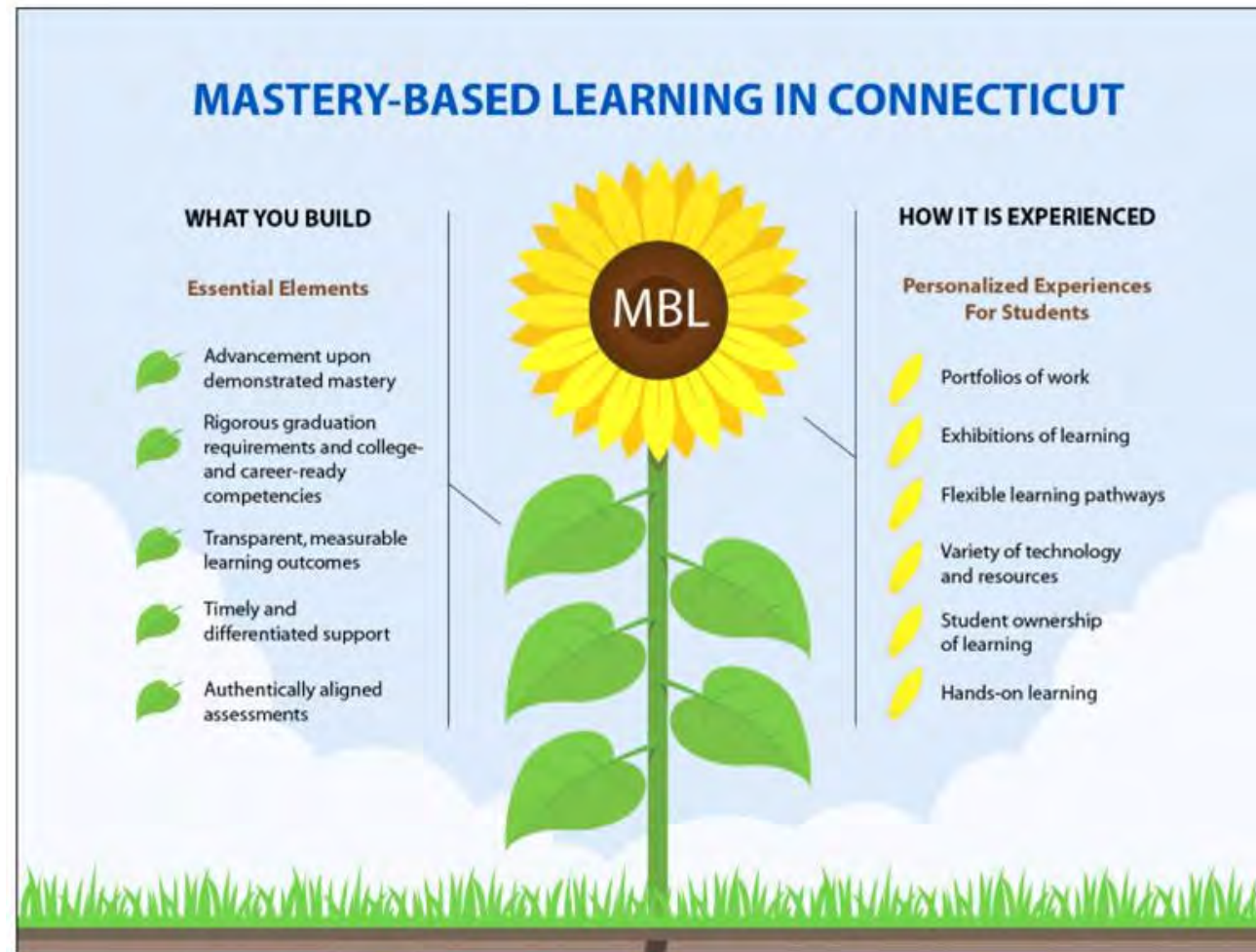
Expenditure Review

- IMEN has been funded with a $1.4M ongoing appropriation.

- IMEN participant grants total $1,050,000 to nearly a quarter of Idaho's school districts and 13% of charter schools.

- The grants range from $3,500-$59,000.

28% OF FUNDING
Level 1 - Exploration
Level 2 - Planning & Design

72% OF FUNDING
Level 3 - Implementation
Level 4 - Sustain & Scale

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Lessons Learned Across the Country

- Interest still growing

- Communication and outreach efforts need to increase

- Shared language and common understanding needed

- Increased resources needed to meet demand

- Flexibility needed for schools to innovate

- School progression in implementation varies widely

- Defined expectations and outcomes are needed

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Next Steps
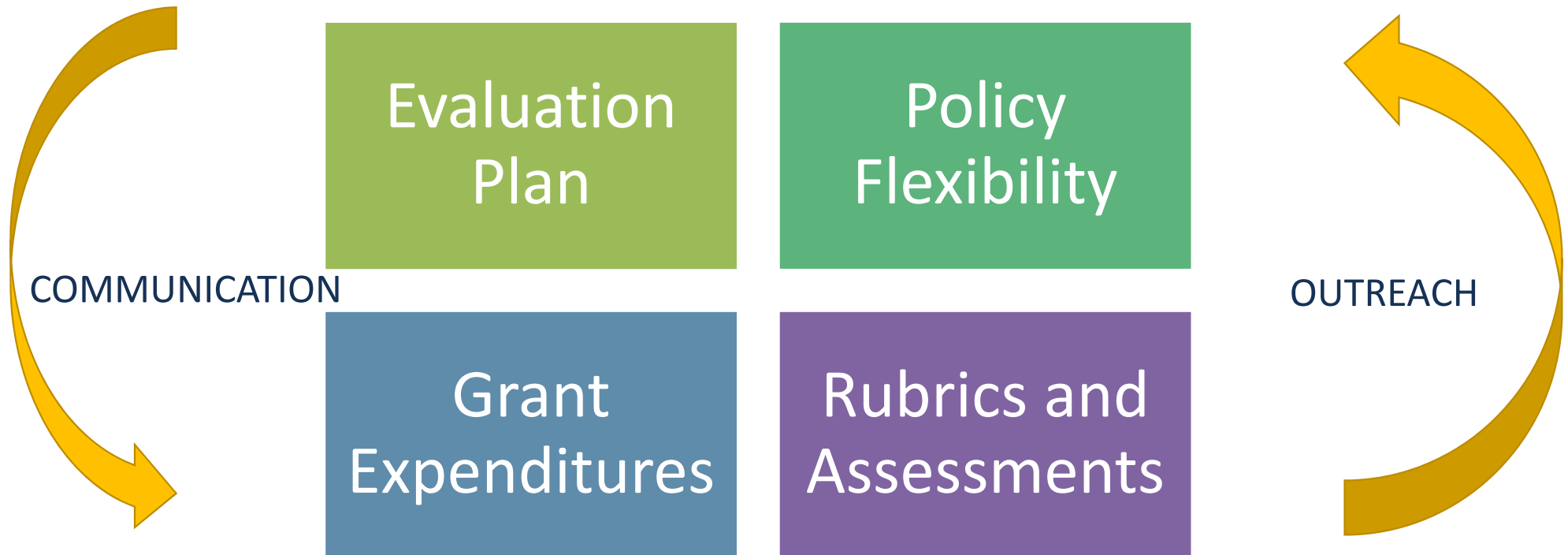
Questions

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Supporting Schools and Students to Achieve

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

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SUBJECT
Adoption of Praxis II Tests, Idaho Cut Scores, and Content Assessment

REFERENCE

October 2017	Board directed the Professional Standards Commission to evaluate and recommend additional state-approved assessments and update qualifying scores on the existing Praxis II assessments
February 2018	Board accepted the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho cut scores
August 2018	Board approved Content, Pedagogy and Performance Assessments rubric and updated content area assessments and cut scores

APPLICABLE STATUTE, RULE, OR POLICY
IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION
In accordance with IDAPA 08.02.02.015.01.d, one of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought. Each candidate must meet or exceed the state qualifying score on the State Board approved content area assessments. Praxis II – Subject Assessments have been selected as the State Board approved content area assessments. At its October 19, 2017, meeting, the State Board of Education directed the Professional Standards Commission (PSC) to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores that may be used for certification purposes, as well as updated qualifying scores on the existing Praxis II assessments.

At the November 2019 meeting of the PSC, the Standards Committee of the PSC (Committee) reviewed the Content Knowledge for Teaching - Elementary Multiple Subjects Praxis II assessment and applicable cut scores for each subtest, and the Middle Level Science Praxis II assessment and applicable cut score (red text, Attachment 1). Additionally, the Committee reviewed the State Board-approved Content, Pedagogy and Performance Assessments rubric (Attachment 2) and recommended an amendment. At present, candidates can use a baccalaureate degree or higher from a regionally accredited institution in a specific content area in lieu of the Praxis to meet the content knowledge assessment requirement. Candidates who received their degree in a specific content area may not have taken the specific coursework content detailed in IDAPA for the endorsement being sought.

The Committee brought their recommendations to the full PSC. The full PSC voted to recommend approval of the Praxis II assessments and cut scores to the State Board of Education. Additionally, the full PSC voted to recommend that those candidates with a baccalaureate degree or higher from a regionally accredited institution in the specific content area shall include the specific coursework content listed in the endorsement (IDAPA 8.02.02) sought by the candidate.

IMPACT

Approval of assessments and cut scores ensures compliance with Idaho Administrative Code. Amendment of the Content, Pedagogy and Performance Assessments rubric ensures that all candidates for certification have completed the content coursework required to deliver effective instruction in the content area.

ATTACHMENTS

Attachment 1 – ETS Praxis II Assessments & Cut Scores
Attachment 2 – Content, Pedagogy and Performance Assessments rubric

STAFF COMMENTS AND RECOMMENDATIONS

Administrative Code (Administrative Rule) requires individuals seeking teacher certification to receive a qualifying score on a state approved content, pedagogy or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the Professional Standards Commission at the December 2003 Board meeting, effective September 1, 2004. Since that time, there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, October 2006 and February 2018 Board meetings. Prior to the February 2018 Board action, the Department has been using updated cut scores for the PRAXIS II; however, they were not brought to the Board for approval. Consideration of the attached qualify scores are part of the ongoing process to maintain updated qualifying scores on Board approved content, pedagogy or performance assessments.

Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to amend the State Board-approved Content, Pedagogy and Performance Assessments rubric, to add the requirement of specific endorsement content coursework listed in IDAPA 08.02.02, in addition to a bachelor's degree in a specific content area.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Content Assessments and Cut Scores

Standard Instructional Certificate					
Endorsement Number	**Endorsement**	**Grade Level**	**ETS Praxis II Subject Assessment**	**Idaho Cut Score**	**Multi State Cut Score**
7921	**Agriculture Science & Technology**	(6-12)	5701 Agriculture	147	147
7010	**All Subjects (Candidates can take 5001 OR 7811)**	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
			Elementary Education: 5003 Mathematics Subtest	157	157
			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
7010	**All Subjects (Candidates can take 5001 OR 7811)**	(K-8)	CKT Elementary Education: 7812 Reading and Language Arts Subtest	161	161
			CKT Elementary Education: 7813 Mathematics Subtest	150	150
			CKT Elementary Education: 7814 Science Subtest	154	154
			CKT Elementary Education: 7815 Social Studies Subtes	161	161
8222	**American Government/Political Science**	(5-9)	5931 Government/Political Science	149	149
7222		(6-12)			
7770	**American Indian Language**	(K-12)	-	-	-
7038	**Bilingual Education**	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	**Biological Science**	(5-9)	5440 Middle School Science	150	150
7421		(6-12)	5235 Biology: Content Knowledge	139	-
7083	**Blended Early Childhood Education/Early Childhood Special Education**	(Birth-Grade 3)	5025 Early Childhood Education **OR** Elementary Subtests (See All Subjects 5001 or 7811)	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
7014	**Blended ElementaryEducation/Elementary Special Education**	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
7093	**Business Technology Education**	(6-12)	5101 Business Education: Content Knowledge	148	154
8440	**Chemistry**	(5-9)	5440 Middle School Science	150	150
7440		(6-12)	5245 Chemistry: Content Knowledge	139	-
8144	**Communication**	(5-9)	5221 Speech Communication: Content Knowledge	143	-
7144		(6-12)			
8400	**Computer Science**	(5-9)	5652 Computer Science	160	160
7400		(6-12)			
7030	**Deaf/Hard of Hearing**	(K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	**Early Childhood Special Education**	(PreK-3)	5025 Early Childhood Education	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
8451	**Earth and Space Science**	(5-9)	5440 Middle School Science	150	150
7451		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
8228	**Economics**	(5-9)	5089 Middle School Social Studies	150	150
7228		(6-12)	5911 Economics		

Content Assessments and Cut Scores

Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8990	Engineering	(5-9)	5051 Technology Education	154	159
7990		(6-12)			
8120	English	(5-9)	5047 Middle School English Language Arts	164	164
7120		(6-12)	5038 English Language Arts: Cotent Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
7036	Exceptional Child Generalist	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
7037		(6-12)			
7029		(K-12)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
7971	Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153
8226	Geography	(5-9)	5089 Middle School Social Studies	149	155
7226		(6-12)	5921 Geography	153	-
8542	Geology	(5-9)	5440 Middle School Science	150	150
7542		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520	Health	(5-9)	5551 Health Education	155	-
7520		(6-12)			
7521		(K-12)			
8221	History	(5-9)	5089 Middle School Social Studies	149	155
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	(5-9)	-	-	-
7133		(6-12)			
8134	Journalism	(5-9)	-	-	-
7134		(6-12)			
7080	Junior ROTC	(6-12)	-		
7139	Literacy	(K-12)	5301 Reading Specialist	164	164
7092	Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
7299	Mathematics Consulting Teacher	-	-	-	-
8320	Mathematics - Basic	(5-9)	5169 Middle School Mathematics	165	165
7320		(6-12)			
8300	Mathematics	(5-9)	5161 Mathematics: Content Knowledge	160	160
7300		(6-12)			

Content Assessments and Cut Scores

Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161
7820		(6-12)			
7810		(K-12)			
7420	Natural Science	(6-12)	5435 General Science: Content Knowledge	149	-
	Online-Teacher	(Pre-K-12)	-	-	-
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-
7512		(6-12)			
7511		(K-12)			
8430	Physical Science	(5-9)	5440 Middle School Science	150	150
7430		(6-12)	5245 Chemistry: Content Knowledge **OR**	139	-
			5265 Physics: Content Knowledge **OR**	129	-
			5435 General Science: Content Knowledge	149	-
8450	Physics	(5-9)	5440 Middle School Science	129	-
7450		(6-12)	5265 Physics: Content Knowledge		
8231	Psychology	(5-9)	5391 Psychology	154	154
7231		(6-12)			
8453	Science - Middle Level	(5-9)	5440 Middle School Science	150	150
7200	Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-
8220	Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-
8229	Sociology	(5-9)	5952 Sociology	154	154
7229		(6-12)			
8236	Sociology/Antrhopology	(5-9)	5952 Sociology	154	154
7236		(6-12)			
7045	Special Education Consulting Teacher	-	-	-	-
7020	Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
7981	Technology Education	(6-12)	5051 Technology Education	154	159
8137	Theater Arts	(5-9)	5641 Theatre	148	-
7137		(6-12)			
8852	Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158
7852		(6-12)			
7851		(K-12)			
7035	Visual Impairment	(K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8700	World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158
7700		(6-12)			
7710		(K-12)			
8702	World Language - American Sign Language	(5-9)	American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a	160
7701		(6-12)			

Content Assessments and Cut Scores

Standard Instructional Certificate					
Endorsement Number	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
7702		(K-12)		160 scale score)	
8796		(5-9)			
7796	World Language - Chinese	(6-12)	5665 Chinese (Mandarin): World Language	164	164
7715		(K-12)			
8830		(5-9)			
7730	World Language - French	(6-12)	5174 French: World Language	156	162
7712		(K-12)			
8740		(5-9)			
7740	World Language - German	(6-12)	5183 German: World Language	157	163
7713		(K-12)			
7750	World Language - Latin	(K-12)	5601 Latin	152	-
8720		(5-9)			
7720	World Language - Spanish	(6-12)	5195 Spanish: World Language	163	168
7711		(K-12)			

Content, Pedagogy and Performance Assessments

IDAPA 08.02.02.017 CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01.   **Assessments**. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

Content	Pedagogy	Performance
• ETS Praxis II Subject Assessments • ETS Praxis Content Knowledge for Teaching (CKT) Assessments as they become available • American Board Subject Area Exam (ABCTE) • Out-of-state approved content area assessments • Baccalaureate degree or higher from a regionally accredited institution in the specific content area, including the specific coursework content listed in the endorsement (IDAPA 08.02.02), in whichbeing sought by the candidate is seeking an endorsement	• Idaho Standards for Model Pre-Service Student Teaching Experience – State Specific Requirement	• Common Summative Assessment ○ Based on the Statewide Teacher Evaluation Framework ○ Overall rating of basic or higher ○ No components rated as unsatisfactory ○ Individualized Professional Learning Plan (IPLP)

Approved by the Idaho State Board of Education August 2018

SUBJECT

Setting interim and long-term achievement goals and literacy targets

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.
March 2018	US Department of Education approved Idaho's Consolidated State Plan.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
July 2019	US Department of Education approved Idaho's Consolidated State Plan Amendments.
October 2019	State Board of Education received an update on literacy growth targets and provided guidance on updating the literacy growth targets using the new assessment

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance
Section 33-1616, Idaho Code – Literacy interventions
Idaho Administrative Code 08.02.01.802 – Literacy Growth Targets;
Idaho Administrative Code 08.02.03 – Section 111, Assessment in the Public Schools, and Section 112, Accountability

BACKGROUND/DISCUSSION

The Every Student Succeeds Act (ESSA), signed into law in 2015, requires each state to submit a consolidated plan to the U.S. Department of Education ensuring the state has adopted challenging academic standards that are aligned to entrance requirements for credit-bearing coursework in the system of public higher education and relevant state career and technical education standards, and that the state administers high quality academic assessments in language arts, math and science aligned to the state's standards.

In addition, the plan must describe a statewide accountability system that complies with the provisions outlined in ESSA, including the establishment of ambitious state-designed long-term goals which include measurements of interim progress

toward meeting those goals, for all students and separately for each subgroup of students. Goals must be established for academic achievement as measured by proficiency on the annual assessments required in subsection (b)(2)(B)(v)(I) and for high school graduation rates, including the four year-adjusted cohort graduation rate, and the extended year adjusted cohort graduation rate.

Robust stakeholder feedback took place to set long-term goals for the state that achieved a balance of both ambitious and achievable. While several options were considered, the long-term goals were agreed upon by all stakeholders because the goals resulted in closing achievement gaps, especially for student groups that demonstrated the lowest achievement, and setting the long-term goal out for six years, encompassed half of a student's K-12 career.

Idaho's long-term goals for English Language Arts and Math were to reduce the percentage of non-proficient students by 1/3 over six years, using 2016 as the baseline year – with long term goals established to 2022. Interim progress goals were established by taking the difference between the long-term goal and the baseline and dividing by six years to identify the annual goal.

The long-term goal for graduation rate was established by the State Board of Education – that 95% of students would graduate by 2022. The interim goals were then established by subtracting the 2022 goal with the class of 2016 baseline and dividing by six years.

As the State Board and State Department staff prepare to establish new literacy targets (as required in Section 33-1616, Idaho Code), setting goals will include stakeholder feedback and be informed by two years of the new Idaho Reading Indicator assessment results. Feedback from the Board in the October 2019 meeting suggested considering establishing a long-term goal for a cohort of students tracking from Kindergarten to grade 3, and establishing fall to spring improvement targets annually at each grade level.

IMPACT

To address questions raised during the December 2019 Board meeting and in anticipation of the Accountability Oversight Report in April 2020, this agenda item is a review of how the ESSA long-term goals and measures of interim progress were established. This review and discussion may also inform the establishment of new literacy growth targets using results from the new Idaho Reading Indicator.

ATTACHMENTS

Attachment 1 – ESSA State Plan Long-Term and Interim Progress Goals
Attachment 2 – Setting Goals presentation

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 requires "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 IDAPA 08.02.03, 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.
   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. While all measures identified as part of the state's accountability framework are reported annually, only a subset of the measures identified in the Consolidated State Plan are used for identifying low performing schools as part of the federal accountability requirements.

In addition to the accountability measures identified above, Section 33-1616, Idaho Code requires the Board to set literacy growth targets through the negotiated rulemaking process. Pursuant to Section 33-1616, Idaho Code, the Board is required to set "student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks." The Board approved the current literacy growth targets at the August 2016 Regular Board meeting as a temporary and proposed rule. The current targets were based on performance on the previous version of the statewide reading assessment (Idaho Reading Indicator) and had been thoroughly negotiated with the various stakeholder groups prior to being brought to the Board for consideration. The temporary rule took effect August 11, 2016 and the pending (final) rule went in to effect March 29, 2017 at the end of the legislative session.

IDAPA 08.02.01.802 establishes the literacy growth targets based on the spring administration of the statewide reading assessments for grades kindergarten through grade three. The statewide trajectory growth targets indicated the statewide goal for year over year increases in the percentage of students reading at grade level. If met each year, the literacy growth targets would have resulted in students reading at grade level, based on the spring administration of the Idaho Reading Indicator by 2022.

The previous literacy growth targets were based on feedback from the school districts on what could be considered a realistic target over a six-year period at the state level and historical annual performance on the reading assessment. Future

recommendations would be based on a target level of proficiency over a set period of time, with annual growth based on the growth needed to meet the target by the specified timeframe.

At the October 2019 Board meeting, Board and Department staff updated the Board on the current literacy growth targets, progress made toward those targets and the need to update the current targets established in Administrative Code. Staff recommend the new targets include two areas:
- Annual Fall to Spring by grade, and
- Trajectory model for a cohort to reach proficiency by grade 3.

Based on affirmative feedback from the Board, staff will start preliminary discussions with education stakeholders in preparation of conducting negotiated rulemaking during the 2020-2021 rulemaking cycle for the purpose of amending IDAPA 08.02.01.802 and establishing new literacy growth targets. Formal Board action would take place through the approval of a future pending and proposed rule in 2020 that would replace the existing targets. As part of this processes, approval will also need to be granted by the Governor's Office to start the negotiated rulemaking process.

BOARD ACTION
This item is for informational purposes only.

IDAHO
STATE DEPARTMENT OF EDUCATION

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ESSA State Plan Long-Term and Interim Progress Goals

ACADEMIC ACHIEVEMENT

Mathematics

2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%

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English Language Arts/Literacy:

2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%

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GRADUATION RATES

4-year Graduation Rate

Class of 2016 baseline, Class of 2022 long-term goal, and Class of 2017-2021 interim targets

4-year Graduation Rate	2016	2017	2018	2019	2020	2021	2022
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%

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5-year Graduation Rate

Class of 2017 baseline, Class of 2022 long-term goal, and Class of 2019-2021 interim targets

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%
Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%

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ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency as approved in 2019 Amendment

2018 Baseline, 2023 Long-Term goal and 2019-2022 interim targets

2018 Baseline	2019	2020	2021	2022	2023 Long-Term Goal
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

Setting Goals

State Board of Education
February 12, 2020

State Academic Goals

- English Language Arts
- Math
- English Language Learner growth to proficiency
- 4 & 5 year Graduation Rate
- Literacy Targets for Grades K-3
- Others

Requirements in ESSA

➢ Academic Achievement
➢ English Language Proficiency
➢ Graduation Rate

➢ Same length of time for all students and subgroups
➢ Focus on closing achievement gaps

Idaho's Goals

Academic Achievement
Reduce percentage of not proficient students by 33% in 6 years (Baseline: 2016)

Graduation Rate
Reduce percentage of non-graduates by 75% in 6 years (Baseline: Class of 2016)

English Language Proficiency
Baseline - 2019*

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Calculating the long term goals

https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx

Example - Math: All Students

2016 – 41.6% proficient

    100% - 41.6% = 58.4% not proficient

Goal - Reduce the percent of students not proficient by 33%

    58.4 X 33% = 19.27%

Timeline is 6 years : 19.27 / 6 = 3.2

    Add 3.2 to each year to establish annual interim targets

Long Term Goal: By 2022, 61.1% of all students will be proficient in math

        Repeat the same process for all student subgroups

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2019 Update – Math Goals

Mathematics	2019 Goal	*2019 Actual*	2020 New*	2021 New*	2022
All Students	51.3%	*45.1%*	50.4%	55.8%	61.1%
Economically Disadvantaged	41.9%	*32.8%*	39.7%	46.6%	53.5%
Students with Disabilities	29.3%	*12.8%*	23.0%	33.2%	43.5%
English Learners	22.6%	*15.7%*	23.2%	30.6%	38.1%
American Indian or Alaskan Native	32.8%	*22.1%*	30.1%	38.2%	46.3%
Hispanic or Latino	35.0%	*25.9%*	33.3%	40.6%	48.0%

2019 Update – ELA Goals

ELA	2019 Goal	*2019 Actual*	2020 New*	2021 New*	2022
All Students	60.8%	*55.6%*	59.9%	64.3%	68.7%
Economically Disadvantaged	50.5%	*42.7%*	48.6%	54.5%	60.4%
Students with Disabilities	29.2%	*14.2%*	23.9%	33.6%	43.3%
English Learners	22.4%	*18.9%*	25.2%	31.6%	37.9%
American Indian or Alaskan Native	42.2%	*32.0%*	39.3%	46.5%	53.7%
Hispanic or Latino	44.7%	*36.9%*	43.2%	49.5%	55.7%

2019 Update – Progress toward English Language Proficiency

English Language Proficiency	2019 Goal	2019 Actual	2020 New*	2021 New*	2022
All Students	75.8%	76.2%	77.5%	79.3%	81.0%

2019 Update – Graduation Rate Goals

Graduation Rate	Class of 2019 Goal	*Class of 2019 Actual*	Class of 2020 New*	Class of 2021 New*	Class of 2022
All Students	87.3%	*80.7%*	85.5%	90.2%	94.9%
Economically Disadvantaged	82.4%	*72.5%*	79.3%	86.2%	93.0%
Students with Disabilities	75.3%	*56.1%*	67.4%	78.8%	90.1%
English Learners	83.3%	*74.4%*	80.7%	87.0%	93.3%
American Indian or Alaskan Native	74.1%	*67.6%*	75.0%	82.3%	89.6%
Hispanic or Latino	83.6%	*73.9%*	80.4%	86.9%	93.4%

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Establishing New Literacy Targets

- Guidance from SBOE
  - Annual - Spring to Spring by grade
  - Annual - Fall to Spring by grade
  - Trajectory for Cohort
    - Example: KG Spring 2019 to Grade 3 Spring 2022
    - Reduce % of students not at grade level in KG by X% by Grade 3 (Spring – continuously enrolled students)

Questions?

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Supporting Schools and Students to Achieve

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