

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 22, 2021**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>UNIVERSITY OF IDAHO – ANNUAL REPORT</b>	Information Item
<b>2</b>	<b>IDAHO DIGITAL LEARNING ACADEMY – ANNUAL REPORT</b>	Information Item
<b>3</b>	<b>2021 LEGISLATIVE UPDATE</b>	Action Item
<b>4</b>	<b>ACCOUNTABILITY OVERSIGHT COMMITTEE – RECOMMENDATIONS – ACCOUNTABILITY FRAMEWORK – SCHOOL QUALITY INDICATOR – CHRONIC ABSENTEEISM</b>	Action Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 22, 2021**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

University of Idaho (UI) Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.4

**BACKGROUND/DISCUSSION**

This agenda item fulfills the requirement established in Board Policy I.M.4 for each institution to provide an annual progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. The university's annual published progress report is attached. Any updates will be provided through the presentation. The annual performance measure reports are presented to the Board at the regular October Board meeting.

**IMPACT**

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

**ATTACHMENTS**

Attachment 1 – Annual Report

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The institution annual report gives the Board the opportunity to discuss progress toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives.

**BOARD ACTION**

This item is for informational purposes only.

# IDAHO IMPACT

ANNUAL REPORT UPDATE  
2020-21



**NO. 1**  
**BEST VALUE**  
*Public University*  
*in the West*



University  
of Idaho



# IDAHO IMPACT

The University of Idaho produces graduates ready to contribute to industry and the economy of this great state. We also conduct research that drives investments to help agriculture, industry and Idaho's communities thrive.

Vandals have an impact wherever they operate. It's our mission to continue that impact as we educate Idaho's future leaders, strengthen our research and support residents in each of the state's 44 counties.

This 2021 edition of Idaho Impact includes examples of that effort. It also includes progress on university strategic plan goals as well as highlights from our three strategic initiatives of supporting student success, prioritizing research and telling the story of higher education in the state. Taken together, these efforts demonstrate U of I's continued mission to support a thriving Gem State.

A handwritten signature in black ink, appearing to read 'C. Scott Green'.

President Scott Green





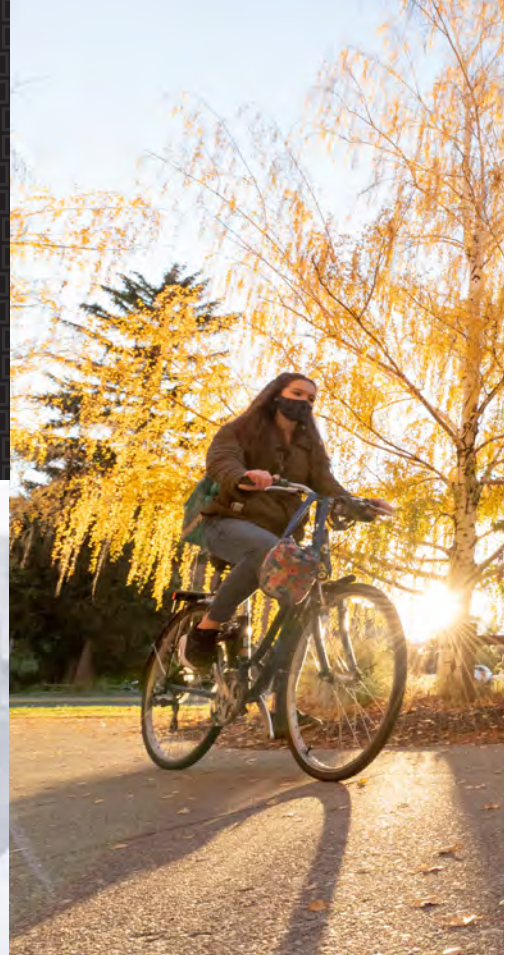


## MISSION

The University of Idaho  
shapes the future through  
innovative thinking,  
community engagement and  
transformative education.



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## VISION

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.



PPGA



## VALUES

Excellence  
Respect  
Integrity  
Perseverance  
Sustainability



**INNOVATE****GOAL 1:**

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

**SCHOLARLY AND CREATIVE WORK WITH IMPACT****Objective A:**

Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

**Objective B:**

Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds and increased percentage of undergraduates participating in research.

**Objective C:**

Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Indicators: Increase in above measures as well as invention disclosures.

PERFORMANCE MEASURES		Baseline 2014-15	2016-17	2017-18	2018-19	2019-20	Waypt 2 2022	Final Goal 2025
1.1 Terminal Degrees in Given Field (PhD, MFA, etc.)	Goal		285	300	325	325	380	425
	Actual	275	236	231	251	242		
1.2 Number of Postdocs, and Non-Faculty Research Staff with Doctorates	Goal		70	75	80	80	100	120
	Actual	66	102	92	83	103		
1.3 Research Expenditures (\$ Million)	Goal		100	105	115	115	135	160
	Actual	95	102	109	111.6	113.1		
1.4 Invention Disclosures	Goal		20	25	30	30	40	50
	Actual	14	21	24	26	35		
1.5 Number of Undergraduate and Graduate Students Paid from Sponsored Projects (PMR)	Goal		598 (UG) & 597 (GR) 1,195 Total	610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	622 (UG) & 621 (GR) 1,268 Total	660 (UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373 Total
	Actual	575 (UG) & 574 (GR) 1,149 Total	598 (UG) & 597 (GR) 1,195 Total	765 (UG) & 500 (GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total		
1.6 % of Students Involved in Undergraduate Research (PMR)	Goal		68%	69%	71%	71%	74%	75%
	Actual	66%	65%	61%	58%	60%		



**ENGAGE****GOAL 2:**

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

**OUTREACH THAT INSPIRES INNOVATION AND CULTURE****Objective A:**

Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Indicators: Number of University of Idaho Extension direct contacts with communities.

**Objective B:**

Develop community, regional, national and/or international collaborations that promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in Higher Education Research Institute survey) as well as total economic impact assessment (EMSI.).

**Objective C:**

Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate and dual-credit engagement.

PERFORMANCE MEASURES		Baseline (2014-15)	2016-17	2017-18	2018-19	2019-20	Waypt 2 2022	Final Goal 2025
<b>2.1 Go-On Impact</b>	Target		35%	40%	42%	45%	43%	45%
	Actual	N/A	35%	40.6%	41.4%	41.4%		
<b>2.2 Number of Direct U of I Extension Contacts</b>	Target		348,000	359,000	370,000	370,000	375,000	380,000
	Actual	359,662	360,258	405,739	425,128	440,793		
<b>2.3 % Faculty Collaboration with Communities (HERI)</b>	Target		61%	63%	65%	65%	68%	70%
	Actual	57%	57%	57%	57%	57%		
<b>2.4 NSSE Mean Service Learning, Field Placement or Study Abroad</b>	Target		56%	58%	60%	60%	66%	72%
	Actual	52%	52%	52%	52%	53%		
<b>2.5 Alumni Participation Rate</b>	Target		9%	10%	11%	11%	13%	15%
	Actual	9.0%	10.0%	10.3%	9.4%	8%		
<b>2.6 Economic Impact (\$ Billion)</b>	Target	1.1	1.1	1.2	1.3	1.3	1.7	2
	Actual	1.1	1.1	1.1	1.1	1.1		
<b>2.7 Dual-Credit (PMR)</b> a. Total Credit Hours b. Unduplicated Headcount	Target	a. 6,002 b. 1,178	a. 6,500 b. 1,200	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 10,170 b. 2,251	a. 12,004 b. 2,755	a. 11,606 b. 2,450	a. 11,504 b. 2,371		

## TRANSFORM

### GOAL 3:

Increase our educational impact.

## EDUCATIONAL EXPERIENCES THAT IMPROVE LIVES

### Objective A:

**Provide greater access to educational opportunities to meet the evolving needs of society.**

Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

### Objective B:

**Foster educational excellence via curricular innovation and evolution.**

Indicators: Increased retention, numbers of graduates, National Survey on Student Engagement High-Impact Practices score and reductions in remediation via curricular innovation.

### Objective C:

**Create an inclusive learning environment that encourages students to take an active role in their student experience.**

Indicators: Measures educational parity and retention rates (for new and for transfer students).



PERFORMANCE MEASURES		Baseline 2014-15	2016-17	2017-18	2018-19	2019-20	Waypt 2 2022	Final Target 2025
3.1 Enrollment	Target		12,000	12,500	13,000	13,000	15,000	17,000
	Actual	11,534	11,780	12,072	11,841	11,926		
3.2 Equity Metric: First Term GPA & Credits (% Equivalent)	Target		80% / 80%	85% / 85%	90% / 90%	90% / 90%	95% / 95%	100% / 100%
	Actual	75% / 75%	87.5% / 75%	75% / 75%	62.5% / 50%	62.5%/62.5%		
3.3 Retention – New Students (PMR)	Target		82%	83%	84%	84%	87%	90%
	Actual	77%	77.4%	81.6%	80.8%	77.3%		
3.4 Retention – Transfer Students (PMR)	Target		77%	78%	79%	79%	82%	85%
	Actual	83%	83.4%	82.4%	81.3%	82.6%		
3.5 Graduates (All Degrees)	Target		2,900	2,950	3,000	3,000	3,500	4,000
	Actual	2,861	2,668	2,487	2,561	2,646		
a) Undergraduate Degree (PMR)	Target		1,800	1,800	1,850	1,850	2,200	2,500
	Actual	1,767	1,651	1,570	1,639	1,675		
b) Graduate / Prof Degree (PMR)	Target		700 / 130	750 / 130	800 / 150	800/150	850 / 170	1,000 / 200
	Actual	741 / 123	584 / 122	543 / 143	538 / 134	592/132		
c) % of Enrolled UG That Graduate (PMR)	Target		20%	20%	20%	20%	20%	20%
	Actual	20%	20%	retired by SBOE				
d) % of Enrolled Grad Students That Graduate (PMR)	Target		29%	30%	31%	32%	33%	35%
	Actual	29%	30%	retired by SBOE				
3.6 NSSE High Impact Practices	Target		70%	70%	75%	75%	80%	85%
	Actual	67%	67%	73%	73%	77%		
3.7 Remediation a. Number b. % of First Time Freshman (PMR)	Target		a. 153 b. 14%	a. 158 b. 14%	a. 142 b. 12%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
	Actual	a. 162 b. 14%	a. 148 b. 13%	a. 203 b. 19%	a. 203 b. 21%	a. 220 b. 22%		

NEW STATEWIDE PERFORMANCE MEASURES		2016-17	2017-18	2018-19	2019-20
VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major)	Target		N/A		2000
	Actual	1,852	1,798	1,848	1,881
VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment.	Target		N/A		Math 56% ENGL 77%
	Actual	Math 50.2% ENGL 77.6%	Math 50.1% ENGL 79.4%	Math 51.9% ENGL 74.9%	Math 50.0% ENGL 73.4%
VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.	Target		N/A		74%
	Actual	57.6%	56.6%	59%	59.1%
IX. Percentage of students completing 30 or more credits per academic year.	Target		N/A		40%
	Actual	42.9%	42.4%	43.7%	42%
X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.	Target		N/A		34%
	Actual	35.4%	37.1%	38.2%	40.7%
XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).	Target		N/A		58%
	Actual	54.9%	59.3%	56.1%	59.5%
XII. Number of UG programs offering structured schedules.	Target		N/A		155/155
	Actual	160/160	retired by SBOE		
XIII. Number of UG unduplicated degree/certificate graduates.	Target		N/A		2,000
	Actual	1,651	1,570	1,639	1,675

The above table includes new statewide performance measures as reported to the State Board of Education.



**CULTIVATE****GOAL 4:**

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale

**A VALUED AND DIVERSE COMMUNITY****Objective A:**

Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

**Objective B:**

Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

**Objective C:**

Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end-user experiences (e.g. more customer service-oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

PERFORMANCE MEASURES		Baseline (2014-15)	2016-17	2017-18	2018-19	2019-20	Waypt 2 2022	Final Target 2025
4.1 "Great Colleges to Work For" Survey	Target		Survey Avg in 3rd Group (of 5) (56)	Survey Avg in 3rd Group (of 5) (62)	Survey Avg in 4th Group (of 5) (66)	Survey Avg in 4th Group (of 5) (66)	Survey Avg in 4th Group (of 5) (70)	Survey Avg in 4th Group (of 5) (73)
	Actual	N/A	Average in 3rd Group (of 5) (57)	Average in 3rd Group (of 5) (55)	Average in 2nd Group (of 5) (54)	Average in 2nd Group (of 5)		
4.2 Multicultural Student Enrollment (heads)	Target		2,922	3,130	3,305	3,305	4,000	4,300
	Actual	2,415	2,678	2,799	2,764	2,613		
4.3 International Student Enrollment (heads)	Target		800	950	1,100	1,100	1,500	2,000
	Actual	712	664	717	755	662		
4.4 Full-time Staff Turnover Rate	Target		17.0%	16.0%	15.0%	15.0%	12.0%	10.0%
	Actual	17.6%	15.7%	17.0%	15.8%	23.5%		
4.5 % Multicultural a. Faculty and b. Staff	Target		a. 20% b. 13%	a. 21% b. 14%	a. 22% b. 15%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19% b. 11%	a. 19% b. 13%	a. 22.1% b. 12.5%	a. 20.6% b. 12.1%	a. 21.3% b. 13.2%		
4.6 Cost Per Credit Hour (PMR)	Target		\$355	\$366	\$377	\$377	\$412	\$450
	Actual	\$335	\$355	\$383	\$412	\$423		
4.7 Efficiency (Graduates Per \$100K) (PMR)	Target		1.26	1.32	1.37	1.37	1.54	1.70
	Actual	1.20	1.10	0.97	0.96	0.97		

# GAME CHANGERS

The University of Idaho has taken several steps to meet the four metrics of Complete College America's "Game Changers" initiative aimed at closing institutional performance gaps.

## PURPOSE

Aligning the college experience to each student's goals for the future

- **Degree Finder** – Explore more than 220 U of I majors via an online database
- **Career Finder** – Discover majors and in-demand careers with the EMSI-powered database
- **Student Life** – Students can pick from more than 200 student clubs, 34 Greek chapters and countless other opportunities for engagement

## STRUCTURE

Building course road maps that make the path to a degree clear

- Four-year plans in the curriculum inventory management system (2021-22 University Catalog)

## MOMENTUM

Helping students meet critical early milestones that put them on track to graduate

- **VandalStar Program** – Adoption of a student advising online tool to support retention
- **Momentum Pathways**
  - 15 to finish / 30 credits per year
  - Math pathways
  - Math and English co-requisite courses
  - Momentum year (In the first year, complete gateway Math and English + 9 credits in the major)
  - Academic maps with proactive advising

## SUPPORT

Addressing student needs and removing barriers to academic success through various programs

- Centralized Advising (Strategic Enrollment Management)
- Career Services
- Degree Mapping
- Student Support Services



**FY20**

**\$23.15M**  
Corps./Orgs./Nonprofits

**\$14.8M**  
Alumni

**\$9.6M**  
Friends/Others

**\$1.8M**  
Faculty/Staff/Retirees

**\$417K**  
Parents

**17,852**  
donors

**\$49.77M**  
RAISED AND DESIGNATED FOR:

**\$22.17M**  
STUDENTS

**\$16.5M**  
ACADEMIC AND  
OTHER PROGRAMS

**\$6.4M**  
FACULTY/  
RESEARCH SUPPORT

**\$4.7M**  
FACILITIES

**\$8M**  
Endowments

Donors provided \$8 million in endowment contributions to the U of I Foundation in FY20, with more than \$2.1 million funding 39 new endowments.

**\$2.1M**  
New Endowments

## FY21 SIGNATURE GIFTS

### Northwest Farm Credit Services

**\$2 million** for multiple initiatives benefiting the College of Agricultural and Life Sciences. The gift includes support for the Agri Beef Meat Science and Innovation Center Honoring Ron Richard, the Idaho Center for Plant and Soil Health at Parma, the Wayne Thiessen Potato Research Professorship Endowment, scholarship support and seed money to create a new national student organization.

### Tom Slayton '72

A **\$1 million** donation to create an endowed professorship in East Asian politics. The gift supports courses of study in political science that opened opportunities for Slayton.

### Amalgamated Sugar

**\$500,000** to support needed improvements at the Parma Research and Extension Center.

### Idaho Beef Council

**\$250,000** to establish a graduate fellowship to advance research into beef safety and nutrition.

### Anheuser-Busch

**\$200,000** to support agronomy research in Idaho.

### ICCU Arena

Over 91% of the overall fundraising goal met. Construction is on schedule for a Fall 2021 opening.

### Ashley and Mike Lupati '10

An endowment gift from the couple creates permanent funding for the Athletics Fueling Center that supports Vandal student-athletes as they work toward their goals.





### Public-Private Partnership

## 50YR INVESTMENT

U of I entered into a 50-year lease of its steam plant and utility system to a concessionaire as part of a public-private partnership (P3) that will allow investment in student success and research initiatives. The 50-year agreement with Sacyr Infrastructure and Plenary closed at the end of 2020. It's designed to provide the university approximately \$6 million annually over 50 years. Current funding will be invested in student scholarships, research measures including increased graduate and post-doctoral positions, as well as student recruitment efforts.

### Idaho CAFE

Design for the dairy portion of the Idaho Center for Agriculture, Food and the Environment is underway with groundbreaking set for July 2021. The project will span three counties: a 2,000-cow research dairy near Rupert, a discovery complex near Jerome and collaborative food science efforts with other institutions such as the College of Southern Idaho in Twin Falls. Dairy research will kick off with \$10 million in USDA funding received by the College of Agricultural and Life Sciences in 2020.

# \$10M

USDA FUNDING



### ICCU Arena

Idaho Central Credit Union (ICCU) Arena is slated to open in **Fall 2021** as the home of Vandal Basketball as well as campus and community events. This building shines a light on Idaho's valuable wood products industry and will be a showpiece of mass-timber construction.

### Seed Potato Germplasm Facility

Construction on a new Seed Potato Germplasm Facility is underway on the Moscow campus. The **\$5.2 million** project improves facilities where 90% of the state's 300-plus potato varieties trace their roots. Construction will continue through June 2021.

### Campus Drive and Pedestrian Mall

Improvements to repair, upgrade and fix areas of Campus Drive and the Pedestrian Mall in Moscow were funded with **\$1.7 million** from the Permanent Building Fund. Work, which also improved fire access, finished in Fall 2020.

### IRIC Rooftop Solar Panels



Installation of **393 photovoltaic solar panels** on the Integrated Research and Innovation Center roof helps the university close in on the goal of carbon neutrality. The project was funded by the U of I Sustainability Center, Associated Students of the University of Idaho, U of I Facilities and private donations.



### A TOP BEST VALUE

The University of Idaho rose into the Top 50 of U.S. News and World Report Best Value colleges in Fall 2020, placing the state's land-grant institution at No. 37, above all public comprehensive degree-granting universities in the West and third among all public colleges and universities in the nation. The "Best Value" rankings compare overall quality of the institution related to its price and any need-based aid or discounts given.



### VIRTUAL VISIT

Prospective students can interact and engage with U of I staff, talk to counselors, take a virtual tour, discover majors and even talk to a current student as part of a Virtual Visit program unveiled online in Spring 2020.

### CLOSER THAN YOU THINK

Digital campaigns for students from other Western states highlight U of I's proximity with the phrase "We're Closer Than You Think." The campaigns include digital ads, custom landing pages, personalized email and video assets, all achieving an engagement benchmark above the industry standard.

# INITIATIVE STUDENT SUCCESS

**\$30M**  
SCHOLARSHIPS

**5K** IN-PERSON  
COURSE SECTIONS

**1<sup>st</sup> 15** CYBERSECURITY  
BACHELOR STUDENTS

**↑40** VANDAL PROMISE  
SCHOLARSHIPS

**10,791**  
ENROLLMENT

**72%** From Idaho  
**41%** First in Family

**↑21%** WUE Program  
**↑4.2%** Grad Students

**↑110** LAW  
STUDENTS

**↑3%** 6-YEAR  
GRAD RATE

**↑136** DEGREES  
EARNED

## U OF I IN ACTION

\$30 million in scholarships and waivers are offered to U of I students.

Nearly 5,000 course sections were held in-person in Fall 2020 and Spring 2021 with no cases of COVID-19 traced to the classroom.

## CYBERSECURITY

15 students enrolled in Idaho's first bachelor's degree in cybersecurity, elevating decades of producing students who found careers in the field. U of I is leading a statewide coordinated educational collaboration in cybersecurity with a focus on streamlining the process for certificates and associate, bachelor and graduate degrees.

## VANDAL PROMISE

The need-based Vandal Promise Scholarship helps bridge the \$5,000 gap many students face after Pell grants and available scholarships, and the cost to attend college, are considered. The program grew to more than 40 students in Fall 2020.

## ENROLLMENT AND RETENTION: FALL 2020

Enrollment: 10,791 – a drop of 3% in full-time, degree-seeking students.

71.7% of students are from Idaho. 41% of undergrads are the first in their family to attend college

Western Undergraduate Exchange enrollment up 21%

The WUE program provides a tuition discount to students from all 16 Western Interstate Commission for Higher Education (WICHE) states.

New graduate student enrollment up 4.2%

New College of Law students: 110 law transfer students accepted from Concordia College of Law in Boise.

## RETENTION AND GRADUATION

2019-20 first-year student retention was 76.8%, down from 77.3% in 2018-2019.

Six-year graduation rate: 59.5% in FY20, up from 56.1% in FY19.

## DEGREES

2,615 overall degrees/certificates earned in 2019-20, up from 2,479 in 2018-19.





### **COVID-19 RESPONSES TOUCH MANY FRONTS**

- U of I started a COVID-19 testing lab, opening testing to the Moscow campus and the greater community.
- ECHO Idaho used its teleconferencing platform to deliver real-time updates on COVID-19 protocols to Idaho healthcare providers in the early days of the pandemic.
- Researchers partnered with the City of Moscow to improve wastewater testing for SARS-CoV-2, the virus that causes COVID-19, and develop an early warning system for detecting increases of cases in the community.
- U of I modeled intervention strategies to help the Idaho Department of Health and Welfare and Gov. Brad Little's Coronavirus Task Force make healthcare decisions.
- A Department of Biological Sciences team is working to identify a cure for coronaviruses, including COVID-19. Researchers will also develop a pipeline for identifying drugs that block viruses from infecting human cells
- Breastfeeding women with COVID-19 do not pass the SARS-CoV-2 virus in milk but do transfer milk-borne antibodies that are able to neutralize the virus, according to a multi-institutional study led by U of I researchers.

### **U OF I, PARTNERS RECEIVE MORE THAN \$2M IN DOE NUCLEAR RESEARCH FUNDING**

The U.S. Department of Energy awarded more than \$2 million in nuclear research funding to projects in partnership with College of Engineering faculty to advance understanding of new nuclear technologies and make them safer to operate nationwide.

### **RESEARCH TEAM EARNS NEARLY \$6M TO BATTLE LYME DISEASE, SURGING TICK-BORNE ILLNESSES**

U of I science and engineering researchers are leading a nearly \$6 million National Science Foundation cooperative agreement, using large and complex data sets to improve prediction and response measures for tick-borne diseases. Researchers will design a data framework to organize and clean case data and track movement of tick-borne diseases across the U.S.

### **A DEEPER UNDERSTANDING OF IDAHO'S LAKES**

Master's student Heather Crawford is tackling Idaho's water-related challenges to ensure clean water for industry, people and recreation in our state. Crawford's 2020 efforts on Payette Lake in McCall will provide accessible data to guide decisions on the use of regional lakes for recreation and drinking water.

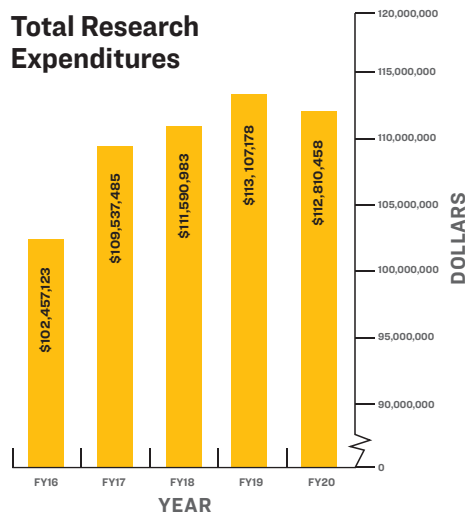
### **DEVELOPING NEW WHEAT VARIETIES**

Researchers in the College of Agricultural and Life Sciences released three new wheat varieties, providing growers with answers for higher yields and better quality crops across the state.

## \$112.8 MILLION IN EXPENDITURES

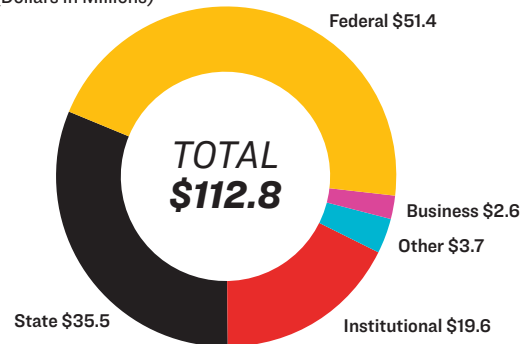
A university working group focusing on the steps to achieve R-1 status under the Carnegie Classification of Institutions of Higher Education developed a roadmap in 2020. U of I will invest in post-doctoral researchers and graduate students to help faculty accomplish research objectives. The benefit to the university will be a larger share of federal research dollars, higher quality research programs, and a greater ability to attract quality faculty and students.

**Total Research Expenditures**



**Total Research Expenditures by Funding Source**

(Dollars in Millions)



**Summary of Sponsored Project Activity**

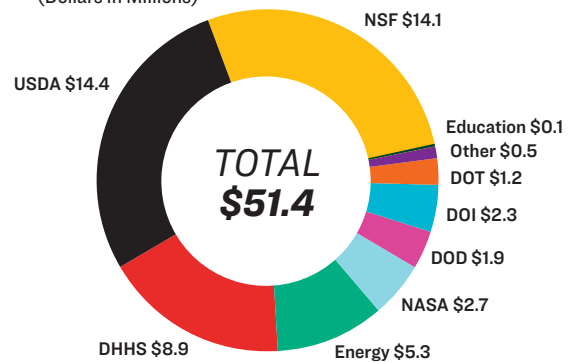
SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	1015	\$290,235,931

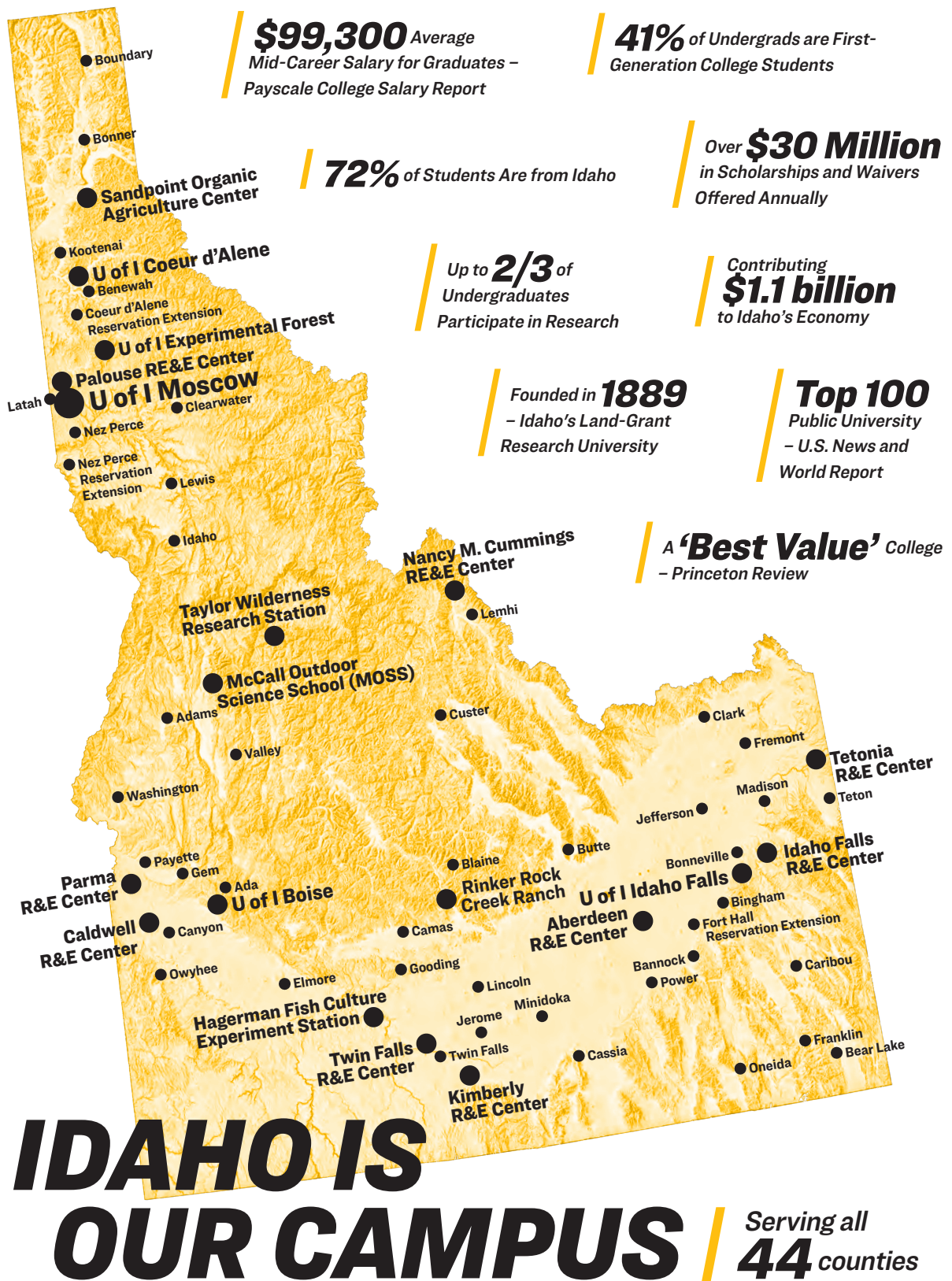
AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	456	\$51,306,960
Other Actions	221	\$41,476,388
<b>TOTAL AWARDS</b>	<b>677</b>	<b>\$92,783,348</b>

**Federal Research Expenditures by Sponsoring Agency**

(Dollars in Millions)



Data is Pending Higher Education Research And Development (HERD) approval.







**IDAHO DIGITAL LEARNING ACADEMY**

**SUBJECT**

Idaho Digital Learning Academy Annual Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-5501, Idaho Code

Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

**BACKGROUND/DISCUSSION**

According to Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. The report must include at a minimum a copy of Idaho Digital Learning Academy's Acceptable Use Policy and Fee Schedule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Academy is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners; and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho content standards, and the increased demand from colleges and industry.

**IMPACT**

As of March 2021, Idaho Digital Learning Academy served approximately 62,000 enrollments for the 2020-2021 school year, which is a 76% increase from the 2019-2020 school year. Of the 115 school districts in Idaho, 99% of them participated in 2020-2021. The number one reason for taking Idaho Digital Learning Academy courses is online course preference. Other reasons include courses not offered locally, scheduling conflicts; homeschool students; early graduation; medical reasons; and dual credit or AP courses offered.

Idaho Digital Learning Academy is accredited through Cognia Accreditation (formerly AdvancEd).

**ATTACHMENTS**

Attachment 1 – Idaho Digital Learning Academy Presentation

Attachment 2 – Fee Policy Statement

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 22, 2021**

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Attachment 3 – Acceptable Use Policy

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Digital Learning Academy (IDLA) was established by the legislature in 2002 through the enactment of the Idaho Digital Learning Academy Act of 2002. Pursuant to Section 33-5502, Idaho Code, the IDLA was created as “a public school-choice learning environment which joins the best technology with the best instructional practices. The IDLA as provided for in this chapter, is not a single department of state government unto itself, nor is it a part of any of the twenty (20) departments of state government authorized by section 20, article IV, of the constitution of the State of Idaho, or of the departments prescribed in Section [67-2402](#), Idaho Code. It is legislative intent that the Idaho Digital Learning Academy operate and be recognized not as a state agency or department, but as a governmental entity whose creation has been authorized by the state, much in the manner as other single purpose districts.” The IDLA is further defined in Section 33-5505, Idaho Code as follows:

- (3) "Idaho Digital Learning Academy" means an online educational program organized as a fully accredited school with statewide capabilities for delivering accredited courses to Idaho resident students at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the State Board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

While the IDLA provides direct instruction to students through online courses and content, it is not considered a school in the same sense as a school that is part of a traditional school district or a public charter school. IDLA provides online courses as a service to our public schools, and students access their courses through the public school in which they are enrolled. In order to access IDLA courses the student must follow the policies established by their school of attendance and only has access to those courses the school district or charter school has identified. IDLA courses are transcribed by students' school of attendance.

**BOARD ACTION**

This item is for informational purposes only.



## Idaho State Board of Education



April 22, 2021



**Dr. Cheryl Charlton**  
Superintendent



**Jeff Simmons**  
Director of Supervision  
and Instruction



**Jolene Montoya**  
Director of Curriculum



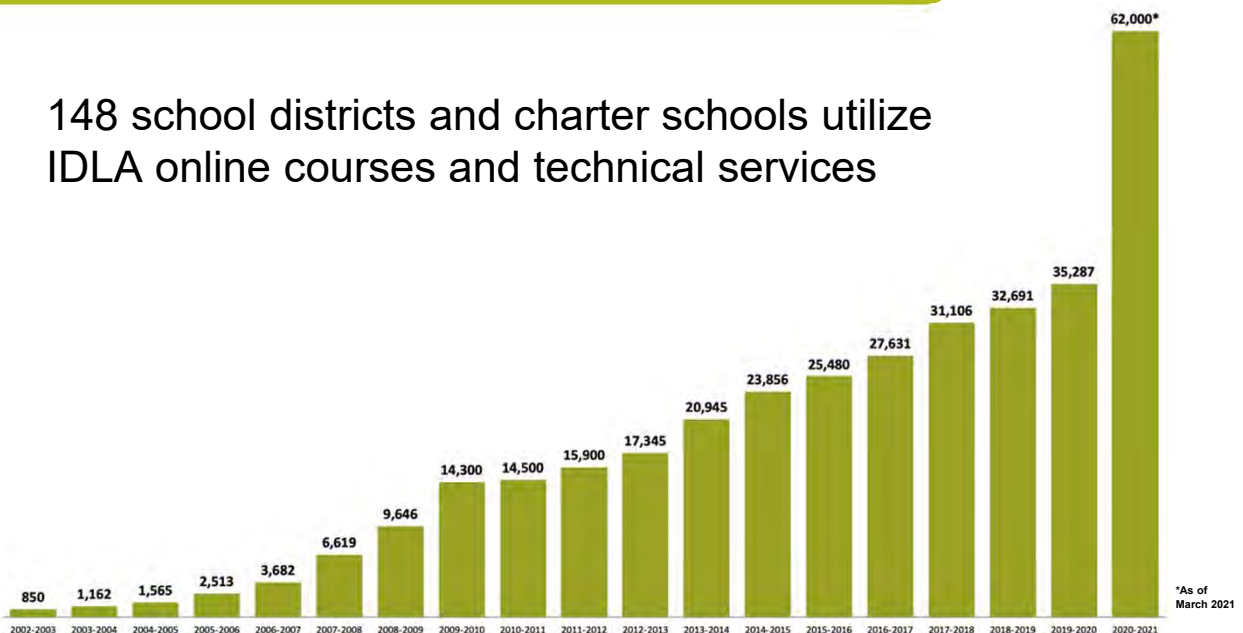
## Presentation Highlights

- Overview of Services
- Course Offerings and Support Resources
- Student Profiles and Growth
- Statewide Solutions for Rural and Urban
- IDLA Coronavirus Response to District Needs
- Elementary Program
- Credit Recovery



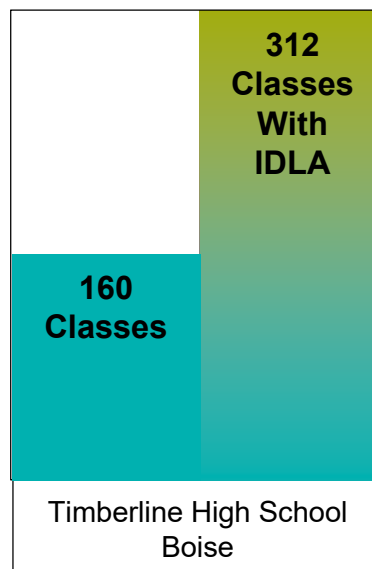
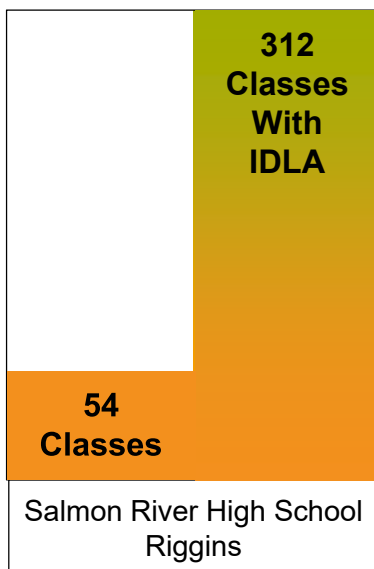
## Enrollments

148 school districts and charter schools utilize IDLA online courses and technical services





## Course Offerings





## State Affiliate for Idaho



## IREA

### Spring 2021

- IREA Regional Meetings
- Scholarships and member discounts
- Administrator Peer Networking
- Hiring Support
- Hardship Supports for Administrators, Business Managers, IT Support, Special Education Staff and Counselors
- Virtual student support – [Virtual SLP](#), [OT and Behavioral Health](#)
- Support from the IRSA in key stakeholder awareness

### Coming Soon!

- IREA State Conference
- Emergency Protocols
- Communications Support
- Traveling and Shared Staff
- Substitute Pools
- Collective Purchasing
- Gifted and Talented Student Support
- Humanities and CTE Content
- Course content and test prep
- CDL for Bus Drivers
- Para Certification



## Post Secondary Partnerships



## Post Secondary Partnerships



## State Supported Programs

### Governor's Emergency Education Relief Funds May 2020

- **Reduce district cost for online classes**
  - Provide students with the needed courses for any achievement gap, credit recovery, graduation requirement, and preparation courses for career and college
  - Reduce costs to core and graduation required classes for all school districts and charter schools
  - Over 44,000 enrollments served with \$2,100,000 grant funding
- **Create elementary program**
  - K-6 literacy and math aligned to Idaho Standards
  - Over 2,000 elementary students served with \$602,000 grant funding
- **Access to digital content catalog**
  - Access to IDLA's standards-based digital instructional content
  - All core subjects and most electives, grades 7-12
  - Many districts utilized for online/hybrid instruction, reaching approximately 30,000 students
  - One time grant funding for repository creation: \$181,800



## COVID Response

- eDay Webpage with curated resources
- Improved Open Content at no cost
- HyperDocs
- Professional Development for remote learning
- Developing school board professional development
- Live Support Desk with HyperDocs
- Governor's Emergency Council, and Digital Divide Committee
- Co-Chaired \$30 million grant committee
- Launch of K - 6 Program





## Thank you for your support

Idaho State Board of Education

Governor's Office

Idaho State Legislature

Idaho State Department of Education

University Partners

25 Student Teachers during 21-22 School Year

- BSU (12)
- LCSC (5)
- ISU (4)
- WGU (2)



## Student Teaching Feedback

*"I think it was a good learning experience for both of us last semester, as I was able to get a new perspective on feedback, live presentations and new ways of communicating with students, she brought a fresh new set of ideas with her. I think she took away some invaluable skills with working with students online and finding new ways to connect with them." - IDLA Teacher*

*"I was able to share my experiences both face-to-face and online, and I was able to gather from my student teacher their experiences as well... I firmly believe that we both grew as online teachers and were able to share tools and tips with each other." - IDLA Teacher*

*"My experience with student teaching at IDLA has been spectacular... I feel like I have been able to jump in and learn... I am so thankful to IDLA for this experience. Thank you for allowing me the opportunity to do my student teaching during a pandemic!" - Student Teacher*



## Elementary - Overview

- Supplemental program in Partnership with Local Schools
- ELA and Math Grades K-6
  - Idaho certified teachers
  - Research based curriculum
  - Personalized instruction according to the needs of the student
  - Common assessments to measure student growth
  - Live synchronous sessions required
  - Response to intervention process



## Elementary Parent Feedback

### There was a clear theme...

*"Zoom class/meetings. Seeing the teacher and kids make distance learning seem more normal."* - Parent

*"Zoom calls are going well. My child really enjoys seeing his teacher and classmates. Also it's exciting for my child to be called out."* - Parent

*"The live sessions are great! The teachers do an amazing job teaching online! My child in kindergarten especially loves using zoom and getting to interact with the other kids."* - Parent

*"The teachers are engaging and my kids genuinely enjoy being "in class" with them."* - Parent



## Elementary Student Feedback

### There was a clear theme.

*"I like that we get to know new people through learning online."* - IDLA Student

*"That I have 4 teachers my mom, ELA, Math, and at elementary school."* - IDLA Student

*"I like that I can communicate with my teacher and meet new friends during live class."* - IDLA Student

*"That I get to see my friends faces in Zoom."* - IDLA Student



## Emphasis on Quality

### Quality Matters 2020 Community in Review Report

#### ***"Idaho Digital Learning Alliance and Springfield Public Schools -***

*Both of these K-12 members tackled online elementary course design in 2020. Using QM's new K-12 Rubric Annotation notes for elementary courses as a guide, these organizations worked hard to make sure even their youngest learners were set up for success."*





## Coming next - Elementary Launchpad

**WHO:** Launchpad is for students in grades K-5

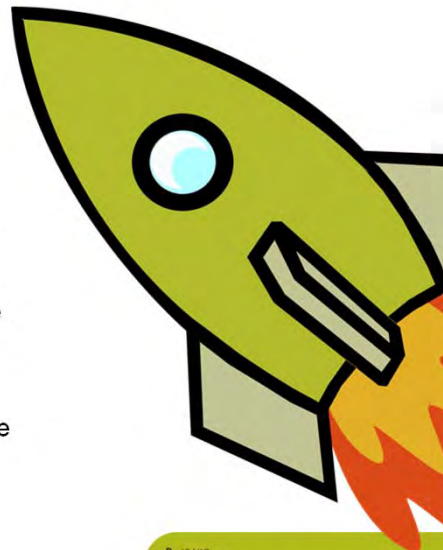
**WHAT:** Reading and Math enrichment and intervention classes

**WHEN:** Beginning Summer 2021

**WHERE:** Online and in-person at the local school -- local schools are our partners!

**WHY:** To meet the academic needs of students wherever they are

**HOW:** Students will work in iStation for 20-30 minutes per day on highly engaging, individualized lessons. IDLA teachers review progress and host live sessions with small groups of students. Live sessions are skill focused and child centered.



## Coming Next - Elementary Science & Soc. Studies

**WHO:** Grades 3, 4 & 5

**WHAT:** Science and Social Studies offerings. New option, Independent of ELA and Math courses.

**WHEN:** Fall 2021

**WHERE:** Online, asynchronous, Optional live sessions with activities that are enrichment focused

**WHY:** Local schools and parents asked us for this offering

**HOW:**

- 16 Asynchronous lessons in Science
- 16 Asynchronous lessons in Social Studies
- Aligned to Idaho Content Standards



## Coming Next - Credit Recovery

Recovery of lost learning will be important for those students with academic need

IDLA's Credit Recovery program is targeted towards those students who may have gaps in their learning

Credit Recovery will address both academic and non-academic factors correlated with student success

Credit Recovery will leverage the partnership between IDLA and the local school, utilizing both online and in-person resources



## Coming Next - Credit Recovery

**WHO:** Students who were unsuccessful as first time learners of a specific course

**WHAT:** Grades 11-12 Core content (ELA, Math, Soc St, Sci)

**WHEN:** Beginning Summer 2021

**WHERE:** Online (synchronous and asynchronous) and in-person at the local school

**WHY:** To meet the academic needs of students in danger of not graduating

**HOW:** Utilizing IDLA online content, IDLA Teachers, and Social Emotional Learning (SEL) supports provided by the local school



## Coming Next - Credit Recovery

Goal: Launch Grades 11-12 Core by Summer 2021

Expand offerings to include all Grades 9-12 Core by Summer 2022

Continue to build Social Emotional Learning (SEL) support for students throughout our program



## Additional Student Supports

### Social Emotional Learning (SEL) Initiative

- Near peer mentoring
  - Target students who have disengaged or are not logging in
- Student clubs and groups
  - Create additional opportunities for engagement with peers

### eTutoring

- Currently available on demand to all IDLA Students





Thank  
you



## IDAHO DIGITAL LEARNING ACADEMY FEE POLICY

Thanks to the COVID support from the Governor, State Board of Education, and State Department of Education, IDLA will be able to offer many of our courses at a reduced rate for the 2020-2021 school year. Dual Credit and AP courses will continue to be offered at no cost with the use of the Advanced Opportunities Program. Reference IDLA session flyers for course availability at [www.idahodigitallearning.org](http://www.idahodigitallearning.org).

See IDLA COVID Fees Flyer for the list of reduced fee courses.

For all fees not covered by COVID funding, the following fee policy will be applied:

**Fees for Idaho Digital Learning Academy:** The fee schedule for 2020-2021 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below.

**Idaho Digital Learning Academy Per-Enrollment Cost:** The 2020-2021 cost for one (1) enrollment is \$75 for Idaho students (unless covered by COVID funding).

**Advanced Placement/Dual Credit Courses:** Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, unless courses are delivered in a custom session (see Custom Session Courses below).

In collaboration with Idaho Digital Learning Academy, Local Education Agencies shall assist students with obtaining college credit, examinations, and materials such as textbooks (see Textbooks below).

**Custom Session Courses:** All Custom Session in the 2020-2021 school year require a minimum of 12 students. Any courses requested and implemented through Idaho Digital Learning Academy's Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning website for MOU Addendum and request form). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.

**Custom Session Courses:** All Custom Session in the 2020-2021 school year require a minimum of 12 students. Any courses requested and implemented through Idaho Digital Learning Academy's Custom Session Course program will incur costs based on the following for the 2020-2021 school year:

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**ATTACHMENT 2**

Total Number of Students in the Section	Regular Cohort Courses ( <i>minimum of 12 students</i> )	DC and AP Courses ( <i>minimum of 12 students</i> )	Hybrid (with video conferencing) ( <i>minimum of 20 students</i> )	Middle School Pathways, Keyboarding, STEM Careers, 8th gr. Career Exploration, and CS Discoveries ( <i>minimum of 12 students</i> )
12+	\$15 per student	\$180 Flat Fee	\$15 per student	\$15 per student

*Idaho Digital Learning Alliance reserves the right to modify the fee policy. LEAs will be notified of any changes.*

**Middle School Keyboarding and Middle School Pathways to Success, 8th Grade Career Explorations, Computer Science Discoveries, and STEM Careers:** Idaho Digital Learning Academy offers these courses at \$15 per enrollment. Any middle school courses in which half the content is delivered (4 units) the Idaho Digital Learning Academy fee is also \$15 per enrollment

**Textbooks:** Idaho Digital Learning Academy provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, Idaho Digital Learning Academy and the LEA will assist the student in obtaining the required text(s). For example, advanced placement and dual credit courses may require additional textbooks or required readings not available online. Please refer to the Idaho Digital Learning Academy Course Catalog posted at [www.IdahoDigitalLearning.org](http://www.IdahoDigitalLearning.org) for a list of required textbooks.

### **Idaho Digital Learning Academy Refund Policy**

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

- **All cohort sessions:**
  - Orientation: If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
  - 12 week or Custom Sessions: The Idaho Digital Learning Academy office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
  - 16 week session: The Idaho Digital Learning Academy office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.
- **Flex sessions:**
  - The drop deadline for all flex classes is 14 days after the student gains course access.
  - If a student is inactive in class for a period of 14 consecutive days, the

instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.

- **Course Withdrawals:**
  - A course fee will not be assessed, nor will a final grade be reported to the local school if a student is withdrawn from a course prior to the drop/fee deadline.
  - Students that are withdrawn from a course after the drop deadline, will have a "W" reported to the local school, and full course fees will be assessed.
- **Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.**



## **IDAHO DIGITAL LEARNING ACADEMY ACCEPTABLE USE POLICY**

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

Idaho Digital Learning Academy Acceptable Use of Technology Policy (AUP)

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning Academy. All students are expected to use Idaho Digital Learning Academy and the resources provided to access Idaho Digital Learning Academy for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy.

Prohibited uses of technology

The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:

- defamatory
  - inaccurate
  - abusive
  - rude
  - obscene
  - profane
  - sexually explicit
  - threatening
  - harassing
  - racially offensive
  - illegal
  - encouraging the use of illegal materials
  - inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy
- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.
- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.
- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses,

uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.

- Violation of any local, state, or federal regulation or statute.
- You will not use Idaho Digital Learning Academy resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Academy board.

Idaho Digital Learning Rights and Responsibilities.

- Idaho Digital Learning Academy reserves the right to monitor all activity related to Idaho Digital Learning Academy courses or sites.
- Idaho Digital Learning Academy reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning Academy.
- Opinions, advice, services and all other information expressed by Idaho Digital Learning Academy staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning Academy.

Discipline

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Academy shall be based on the severity of the infraction.

- If the Idaho Digital Learning Academy teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning Academy, the teacher will notify your site coordinator.
- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.
- The teacher may also wish to hold a conference with you and your parents.
- The Idaho Digital Learning Academy board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning Academy.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 22, 2021**

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**SUBJECT**

2021 Legislative Update

**REFERENCE**

June 2020	Board approved legislative ideas for the 2020 legislative session.
August 2020	Board approved three pieces of legislation for the 2020 legislative session.
February 2021	Board was provided an update on the progress of education related legislation and legislation that would directly impact the Board's agencies and institutions for the 2021 Legislative Session.

**BACKGROUND/DISCUSSION**

This item will provide the Board with an update on education-related legislation that has been introduced during the 2021 Legislative Session. This will be the Board's second opportunity to consider education-related legislation for the current session.

**Board Submitted Legislation:**

Of the three pieces of legislation approved by the Board at the August 2020 Regular Board meeting, one (community college tuition cap) was requested to be held by the community college presidents. The remaining two were introduced and printed by the Senate Education Committee.

**SB1006** - Idaho Literacy Achievement and Accountability Act: this legislation combines existing sections of Idaho Code regarding literacy intervention and assessment provisions into a new chapter. It also defines the existing Idaho Comprehensive Literacy Plan and codifies the existing process for updating the Idaho Comprehensive Literacy Plan. It also codifies training for local governing boards on state literacy intervention resources and how to use their literacy proficiency data to set meaningful goals. As of April 22<sup>nd</sup>, this legislation had passed the Senate and was waiting on the House of Representatives 3<sup>rd</sup> Reading Calendar for consideration.

**SB1007** – this legislation amends existing law to provide that local salary schedules for public school staff salaries shall include certain minimum amounts and to clarify eligibility requirements for professional endorsements and advanced professional endorsements. This legislation was incorporated into HB 280. HB 280 incorporates all of the provisions of SB1007 and adds an additional provision allowing experience earned at an accredited private school to be considered when determining eligibility for the Professional Endorsement and Advanced Professional Endorsement. HB 280 passed the House and the Senate.

**Other Education Related Legislation:**

**HB 22a** – this legislation removes the existing annual funding cap on charter school support unit growth. Existing Idaho Code limited the annual increase in support units at a single charter school to more than 30 support units per year. Last fall, two virtual charter schools exceeded this cap. Removal of the cap will allow the two virtual charter schools to receive funding resulting from the additional support units. The additional support units, statutorily, will result in additional salary based apportionment and discretionary funding. The bill included language that made it retroactive for all of FY 2021. Absent a supplemental appropriation, the fiscal impact of the additional support units over those covered by the FY 2021 appropriation would be covered by the Public Education Stabilization Fund. Following the passage of HB 22, funding was added to the public schools budgets for the Administrators Division (HB 353), Teachers Division (HB 354), and Operations Division (HB 355) to the FY 2021 appropriations. The amount indicated was identified as coming from COVID relief funds. The respective bills did not include language that set aside the current local education agency funding provisions based on average daily attendance and support units established in Chapter 10, Title 33. Additionally, the language adding the funding to the applicable public school budgets (“the Federal COVID-19 Relief Fund for the period July 1, 2020, through June 30, 2021”) is not specific to the use of the added funds, nor does it take into consideration the difference between how the foundation funding is distributed to the local education agencies required by Idaho code and the draw down of the federal funding on a reimbursement bases. The total estimated cost of the added support units between the three impacted budgets is \$6,137,700 (HB 353 - \$329,900; HB 354 - \$3,634,700; HB 355 - \$2,173,200).

**HB 67** – Amends existing law to clarify who has the authority to close public schools or limit school activities or programs for the purpose of stopping the spread of infection disease. Passed the House and the Senate and was signed by the Governor on March 3 2021.

**HB 68** – Adds to existing law to provide for policies regarding the prevention and spread of infectious disease at public colleges and universities. Limits the authority to close Lewis-Clark State College, Boise State University, Idaho State University, and University of Idaho to the State Board of Education and the authority to close the community colleges to their local boards of trustees. Passed the House and the Senate and was signed by the Governor on March 3 2021.

**HB 339a** – This legislation would prohibit any state agency or political subdivision from mandating that an individual in this state must use a face mask, face shield, or other face covering for the purpose of preventing or slowing the spread of a contagious or infectious disease. This would include the public postsecondary institutions and school districts. This bill also includes a provision indicating that any violation of the prohibit would result in the termination of any disaster



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 22, 2021**

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emergency or public health order. This bill is on the House second reading calendar.

**SB 1115** – This legislation moves the Public Charter Schools Commission out from within the Office of the State Board of Education making is a stand-alone agency under the State Board of Education. Additional amendments revert the process for appointing all commissioners back to the Governor, with confirmation by the senate and removing duplicative provisions related to the charter school performance certificates. This legislation has passed the Senate and the House.

**Administrative Rules Update:**

Five rule dockets were approved by the Board for the Legislature to consider during the 2021 Legislative Session. All pending rule dockets have been accepted in whole or in part by the House and Senate Education Committees.

**“Normal” Pending Dockets**

Docket 08-0202-2001 – Career Technical Certification. Accepted in whole.

Docket 08-0201-2002 – ADA Reporting and FTE Enrollment. Accepted in part. The methodology establishing how school districts and charter schools reported FTE student enrollment for reporting purposes only was accepted. Additional language removing a statutory conflict regarding counting only in-person students was rejected.

Docket 08-0501-2001 – Seed Certification Chapter Repeal. Accepted in whole.

Docket 47-0101-2001 – IDVR Vocation Rehabilitation Programs. Accepted in whole.

**Omnibus Docket**

08-0000-1900F (Fee Rule) - Administrative Code Fees in IDAPA 08 Codified as of June 30, 2019. Accepted in whole.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or explain specific details of the legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

**IMPACT**

This update provides the Board with the status of education-related legislation that has been introduced or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff with the authorization to share the Board’s position with legislators, including to testify for or against bills based on the Board’s action(s).

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 22, 2021**

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**ATTACHMENTS**

Attachment 1 – Introduced Education Related Legislation  
Attachment 2 – HB22a – Governor’s Transmittal Letter

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The attached summary provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board’s governance. The status of each bill, at the time the agenda material was prepared is provided. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred. Additional education related legislation that has been introduced prior to the Board meeting, but not included in Attachment 1, may also be discussed.

Board staff will be prepared to provide the Board with an update at the Board meeting on any pieces of legislation that the Board wishes to have additional information on.

**BOARD ACTION**

This item is for informational purposes only.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 22, 2021**

**ATTACHMENT 1**

**2021 Education/Board Agency Related Legislation**  
Updated 4/19/21

Bill No.	Description	Last Action
<a href="#">H0002</a>	Bond, levy elections, disclosures: Requires any ballot question to authorize a bond after July 1, 2021, to the information and language required by Section 33-439 and 33-439A, Idaho Code, in order to be binding and prohibits the ballot question from including other information or language regarding any other bond, levy, or matter, whether previous, current, or proposed. Creates of penalty of \$10,000 fine for failure to comply with the provisions of these sections on the office of the county clerk and nullifies passage of the bond. The secretary of state will levy the fine and deposit it in the general fund of the state of Idaho.	01/15/2021 House - Reported Printed and Referred to <b>State Affairs</b>
<a href="#">H0008</a>	Bond, levy, ballot disclosures: Requires any ballot question to authorize a bond after July 1, 2021, to the information and language required by Section 33-439 and 33-439A, Idaho Code, in order to be binding and prohibits the ballot question from including other information or language regarding any other bond, levy, or matter, whether previous, current, or proposed. Allows a registered elector and resident to challenge the taxing districts failure to comply. Upon a determination by the court that the taxing district failed to comply with the provisions of this section, the court must declare the out21 come of the ballot question nullified and, in addition, must order the taxing district to reimburse the court clerk for the election costs associated with the ballot question and award court costs and fees to the complainant. School districts are taxing districts.	02/04/2021 House - Take bill off General Orders; referred to <b>State Affairs</b>
<a href="#">H0022a</a>	Public charter schools, funding: Section 33-5208, Idaho Code, caps the number of support units a charter school can grow in a single year to 30. The bill will remove the support unit cap, starting with FY21. Support units are used for calculating the public schools salary-based apportionment and discretionary funding. A support unit average value in FY21 is approximately \$103,000.	01/28/2021 House - <b>PASSED</b> - 68-2-0 03/05/2021 Senate - <b>PASSED</b> - 29-2-4 03/23/2021 House - Reported Signed by Governor on March 23, 2021
<a href="#">H0023</a>	Endowment land exchange, repeal: This bill seeks to eliminate inactive provisions of law. In 2001, the Idaho Legislature authorized a land exchange between the Land Board, Idaho State University, the University of Idaho and the State Board of Education with the goal of transferring title of certain endowment Lands that comprised the Center for Higher Education in Idaho Falls to the universities. Since this land exchange authorized by Idaho Code 58-156 was completed in 2002.	02/04/2021 House - <b>PASSED</b> - 69-0-1 03/08/2021 Senate - <b>PASSED</b> - 35-0-0 03/12/2021 House - Reported Signed by Governor on March 12, 2021
<a href="#">H0053</a>	Electronic notices, govt entities: Allows public notices by governmental entities, including state agencies, institutions, and school districts the option to publish public notices or publications electronically using the government entity's official website.	02/10/2021 House - <b>FAILED</b> - 32-38-0, Filed in Office of Chief Clerk

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<a href="#">H0062</a>	Empower parents in education act: Creates a state education savings account reserve fund for the state allocation for public education appropriations then distributes the funds 62% of all public school funds to the student education savings account; 30% to the students home district; 5% for premium payments to LEAs, 3% to the small district stabilization fund. The 62% is then divided between those students who registered with an LEA for an education savings account and 50% of that amount is deposited into the student's education savings account. Creates a per pupil levy rate reporting requirement.	02/01/2021 House - Reported Printed and Referred to <b>Ways &amp; Means</b>
<a href="#">H0065</a>	Monuments, memorials, protection: adds a new section to Chapter 1, Title 73, Idaho Code, and provides for the protection of certain historic monuments and memorials. No monument or memorial erected on State property may be relocated, removed, disturbed, or altered without approval of the Idaho Legislature by way of a Concurrent Resolution. The legislation also preserves the names of historic figures and historic events memorialized in or dedicated to public schools, streets, bridges, structures, parks, preserves, or other public areas of the State or any of its political subdivisions that were in place prior to July 1, 2021.	02/01/2021 House - Reported Printed and Referred to <b>State Affairs</b>
<a href="#">H0066aaS</a>	Bond, levy election disclosures: Creates a new section of code notwithstanding any other provision of law except for the provisions of section 63-802, Idaho Code, any taxing district that proposes to submit any question to the electors of the district that would authorize any levy, except for the levies authorized for the purposes provided in sections 63-802 and 33-802(4), Idaho Code, and except for levies relating to bonded indebtedness where section 34-913, Idaho Code, applies, must include in the ballot question, or in a brief official statement on the ballot but separate from the ballot question, a disclosure setting forth in simple, understandable language. prohibits the ballot question from including other information or language regarding any other bond, levy, or matter, whether previous, current, or proposed.	02/03/2021 House - <b>PASSED</b> - 46-24-0 04/12/2021 Senate - <b>PASSED</b> - 35-0-0 04/19/2021 House - Amendments <b>PASSED</b> - 48-20-2, title approved, to JRA for enrolling
<a href="#">H0067</a>	Schools, infectious disease: Amends and adds to existing law to clarify who has the authority to close schools or limit school activities or programs for the purpose of stopping the spread of infectious disease. Removes the authorization for schools to be closed on order of the State Board of Health and Welfare or local health authorities. Creates a new section of code stating only the Governor, State Board of Education or local school board/board of directors to close schools to prevent the spread of infectious disease. Includes emergency clause.	02/11/2021 House - <b>PASSED</b> - 65-5-0 02/25/2021 Senate - <b>PASSED</b> - 31-3-1 03/03/2021 House - Reported Signed by Governor on March 3, 2021
<a href="#">H0068</a>	Higher ed, infectious disease: Adds to existing law to provide for policies regarding the prevention and spread of infectious disease at colleges and universities adopted by the colleges and universities and limits the authority to close the public institutions to the State Board of Education for the institutions under the Boards direct governance to the community college board of trustees for the community colleges. Includes emergency clause.	02/11/2021 House - <b>PASSED</b> - 59-11-0 02/25/2021 Senate - <b>PASSED</b> - 27-7-1 03/03/2021 House - Reported Signed by Governor on March 3, 2021



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<a href="#">H0069</a>	Ed, continuous improvement council: Amends existing law to provide for an advisory council on continuous improvement plans and student achievement measures and to revise provisions regarding staff evaluations, removes the requirement for school district and charter school college and career advising plans, and literacy intervention plans to be submitted to the State Board of Education.	02/01/2021 House - Reported Printed and Referred to <b>Education</b>
<a href="#">H0072</a>	Lottery, joint lotteries – Amends existing law to provide that the commission may adopt certain rules and to revise joint lottery provisions. Changes in the lotteries the state participates in would impact funding for the permanent building fund, school district bond levy equalization fund, and school facilities.	02/02/2021 House - Reported Printed and Referred to State Affairs
<a href="#">H0073</a>	Local gov, uniform accounting: Amends, repeals, and adds to existing law to provide for a uniform system of accounting and financial transparency from local governmental entities and education providers.	02/15/2021 House – <b>PASSED</b> - 54-15-1 03/10/2021 Senate – <b>PASSED</b> - 26-8-1 03/18/2021 House - Reported Signed by Governor on March 18, 2021
<a href="#">H0089</a>	Firearms, school property: allows school district employees, with an enhanced concealed weapons license, to carry a concealed weapon on school property with or without permission of the school board.	02/05/2021 House - Reported Printed and Referred to <b>State Affairs</b>
<a href="#">H0090</a>	Monuments, memorials, leg approval: provides for the protection of certain historic monuments and memorials. No monument or memorial erected on State property may be relocated, removed, disturbed, or altered without approval of the Idaho Legislature by way of a Concurrent Resolution. The legislation also preserves the names of historic figures and historic events memorialized in or dedicated to public schools, streets, bridges, structures, parks, preserves, or other public areas of the State or any of its political subdivisions that were in place prior to July 1, 2021.	02/09/2021 House – <b>PASSED</b> - 51-19-0 02/10/2021 Senate - Introduced, read first time; referred to: <b>State Affairs</b>
<a href="#">H0094</a>	Criminal justice data system: Amends existing law to authorize a designee from the State Board of Education to serve on the Data Oversight Council and to provide for a vice chairman.	02/18/2021 House – <b>PASSED</b> - 70-0-0 03/11/2021 Senate - <b>PASSED</b> - 33-0-2 03/18/2021 House - Reported Signed by Governor on March 18, 2021
<a href="#">H0106</a>	Election date, school districts: Idaho's election laws provide for four possible election dates each year - March, May, August and November. This legislation would eliminate the August election date.	02/15/2021 House – <b>PASSED</b> - 45-24-1 02/16/2021 Senate - Introduced, read first time; referred to: <b>State Affairs</b>
<a href="#">H0111</a>	School employees, category 3: Amends existing law to provide that school employees at category 3 contract status shall not advance beyond such status until they complete certain requirements	02/25/2021 House – <b>PASSED</b> - 65-0-5 03/15/2021 Senate – <b>PASSED</b> - 33-0-2 03/19/2021 House - Reported Signed by Governor on March 19, 2021
<a href="#">H0116</a>	Higher ed tuition, fees: Amends existing law to provide that tuition and fees at state institutions of higher education shall be the same or lower in the 2021-2022 and 2022-2023 academic years as they were on December 31, 2020, and to provide for rules allowing students to opt in or opt out of paying fees.	02/11/2021 House - Reported Printed and Referred to <b>Education</b>
<a href="#">H0121</a>	Voting, college credit: Amends existing law to prohibit the use of college credit to affect a student's vote.	02/12/2021 House - Reported Printed and Referred to <b>State Affairs</b>

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<a href="#">H0122</a>	Firearms, school property: Amends existing law to provide that certain persons shall not be prohibited from possessing weapons on school property.	03/11/2021 House - <b>PASSED</b> - 52-18-0 03/12/2021 Senate - Introduced, read first time; referred to: <b>State Affairs</b>
<a href="#">H0127</a>	Broadband fund, board: Adds to existing law to establish the Idaho Broadband Fund and the Idaho Broadband Advisory Board. Education infrastructure is one of the permissible areas for accessing the fund.	03/01/2021 House - <b>PASSED</b> - 40-27-3 03/15/2021 Senate - <b>PASSED</b> - 25-10-0 03/23/2021 House - Reported Signed by Governor on March 23, 2021
<a href="#">H0141a</a>	Procurement, universities: Adds to and amends existing law to provide that a state agency may not enter into a noncompetitive contract with a state institution of higher education unless authorized by the Administrator of the Division of Purchasing.	03/01/2021 House - <b>PASSED</b> - 66-0-4 03/11/2021 Senate - <b>PASSED</b> - 35-0-0 03/17/2021 House - Reported Signed by Governor on March 17, 2021
<a href="#">H0153</a>	Higher ed, separate budget bills: Adds to existing law to provide that separate appropriation bills shall be prepared for each state college and university.	02/15/2021 House - Reported Printed and Referred to <b>Appropriations</b>
<a href="#">H0169</a>	Agency performance measures: Amends existing law to provide for certain agency performance measures. Requires at least one agency performance measure on citizen engagement, satisfaction, or trust; and one measure on employee engagement to quantify satisfaction, productivity, effectiveness, or retention.	03/08/2021 House - <b>PASSED</b> - 69-1-0 03/09/2021 Senate - Introduced, read first time; referred to: <b>State Affairs</b>
<a href="#">H0172</a>	Extended learning opportunities: Adds to existing law to provide that students may receive credit for extended learning opportunities outside of the classroom or by demonstrating prior knowledge of a content area. This is already allowed at the school district or charter schools discretion.	03/02/2021 House - <b>PASSED</b> - 67-2-1 03/16/2021 Senate - <b>PASSED</b> - 34-0-1 03/23/2021 House - Reported Signed by Governor on March 23, 2021
<a href="#">H0173</a>	School safety and security program: Amends existing law to establish the School Safety and Security Program in the Office of the State Board of Education.	03/02/2021 House - <b>PASSED</b> - 68-0-2 03/08/2021 Senate - <b>PASSED</b> - 34-0-1 03/19/2021 House - Reported Signed by Governor on March 19, 2021
<a href="#">H0174</a>	School boards, local education orgs: Amends existing law to provide that a board of school district trustees "may" rather than "shall" enter into a negotiation agreement with a local education organization.	03/08/2021 House - <b>PASSED</b> - 45-25-0 03/09/2021 Senate - Introduced, read first time; referred to: <b>Education</b>
<a href="#">H0175</a>	Education, in-person: Amends existing law to provide for in-person instruction when possible during an emergency. Amends Section 33-1612, Idaho Code, Thorough System of Public Schools, identifying a student's individual right to uninterrupted education as part of the state's thoroughness provisions. The State Constitution establishes a duty to provide a uniform, thorough, and fee system of public education.	03/02/2021 House - <b>PASSED</b> - 55-14-1 04/06/2021 Senate - <b>PASSED</b> - 35-0-0 04/13/2021 House - Reported Signed by Governor on April 13, 2021
<a href="#">H0178</a>	Apprenticeships, licensing: Adds to existing law to provide for certain apprenticeship programs.	03/02/2021 House - <b>PASSED</b> - 65-2-3 04/08/2021 Senate - <b>PASSED</b> - 35-0-0; 04/13/2021 House - Reported Signed by Governor on April 13, 2021
<a href="#">H0203</a>	School bus drivers, retired: Amends existing law to provide that persons qualified to drive school buses who have retired may be rehired while still receiving PERSI benefits.	03/03/2021 House - <b>PASSED</b> - 67-0-3 04/06/2021 Senate - <b>PASSED</b> - 35-0-0 04/13/2021 House - Reported Signed by Governor on April 13, 2021

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<a href="#">H0215</a>	Education expenses: Amends existing law to establish the Strong Students Grant Program and the Strong Students Scholarship Program, which provide funds to eligible students for certain education expenses.	03/08/2021 House - U.C. to be returned to Education Committee <i>Replaced by HB294</i>
<a href="#">H0220</a>	Abortion, public funds: Adds to existing law to prohibit the use of public funds for abortion. Amendments include references to higher education institution, the State Board of Education and the Department of Education	03/02/2021 House – <b>PASSED</b> - 55-14-1 04/07/2021 Senate - Reported out of committee; to 14th Order for amendment
<a href="#">H0221</a>	Teacher certificates: Adds to existing law a new section to provide for teacher certificates specific to a local education agency (school district or public charter school). Minimum qualification include BA/BS, requires mentoring and PD for unspecified amount of time. No endorsement, continuing education requirements or renewal.	03/04/2021 House – <b>PASSED</b> - 54-13-3 03/05/2021 Senate - Introduced, read first time; referred to: <b>Education</b> – Held in Committee
<a href="#">H0222</a>	Ed, continuous improvement, commission: Amends existing law to provide for a commission on continuous improvement plans and student achievement measures and to revise provisions regarding staff evaluations, college and career advising, and literacy intervention.	03/04/2021 House – <b>PASSED</b> - 52-15-3 04/07/2021 Senate – <b>PASSED</b> - 35-0-0 04/13/2021 House - Reported Signed by Governor on April 13, 2021
<a href="#">H0226</a>	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for <b>fiscal year 2021</b> .	03/02/2021 House – <b>FAILED</b> - 34-36-0 03/02/2021 House - Filed in Office of the Chief Clerk
<a href="#">H0227</a>	APPROPRIATIONS – PUBLIC TELEVISION – Relates to the appropriation to Idaho Public Television for <b>fiscal year 2021</b> .	03/10/2021 House - U.C. to be returned to Appropriations Committee
<a href="#">H0244</a>	College credit, voting – Amends existing law to prohibit the exchange of college credit for a student's vote.	02/25/2021 House - Reported Printed and Referred to <b>State Affairs</b>
<a href="#">H0247</a>	Ed expenses, reimbursement - Adds to existing law to provide for reimbursement to parents for eligible education expenses under certain circumstances.	02/26/2021 House - Reported Printed and Referred to <b>Education</b> <i>Replaced with HB 293</i>
<a href="#">H0248</a>	School districts, health insurance - Adds to existing law to provide that a school district or public charter school may use part of its salary-based apportionment to pay for its employees to be covered by the state employee health insurance plan.	03/04/2021 House – <b>PASSED</b> - 51-14-5 03/05/2021 Senate - Introduced, read first time; referred to: <b>Education</b>
<a href="#">H0249</a>	Human sexuality, instruction - Amends existing law to change the current requirement allowing parents to opt out their student from participation in instruction regarding human sexuality to a requirement that the parent or guardian opt their student in to such education.	03/05/2021 House – <b>PASSED</b> - 56-12-2, 03/08/2021 Senate - Introduced, read first time; referred to: <b>Education</b>
<a href="#">H0250a</a>	Advanced opportunities, exams - Amends existing law to provide that advanced opportunities funds may be used for college entrance examinations, preliminary college entrance examinations, and exam proctor fees and other administrative costs.	03/10/2021 House - <b>PASSED</b> - 68-0-2 04/08/2021 Senate - <b>PASSED</b> - 34-0-1 04/13/2021 House - Reported Signed by Governor on April 13, 2021
<a href="#">H0263</a>	Approp, work dev council, orig - WORKFORCE DEVELOPMENT COUNCIL – Relates to the appropriation to the Workforce Development Council for <b>fiscal year 2022</b> , including funding for the Workforce Development Training Fund and new funds for the your apprenticeship readiness grants.	03/04/2021 House – <b>PASSED</b> - 59-8-3 03/11/2021 Senate - <b>PASSED</b> - 35-0-0 03/17/2021 House - Reported Signed by Governor on March 17, 2021
<a href="#">H0264</a>	Facilities funds, charter schools - Amends existing law to revise provisions regarding public charter school facilities funds. This	03/08/2021 House - <b>PASSED</b> - 69-0-1 04/08/2021 Senate - <b>PASSED</b> - 34-0-1

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	amendment to Idaho Code 33-5208 eliminates an automatic reduction in the Charter School Facilities fund if there is a reduction of the total educational support.	04/13/2021 House - Delivered to Governor at 10:20 a.m. on April 13, 2021
<a href="#">H0265</a>	Ed, transportation, emergency costs - Amends existing law to provide for the state share of the Transportation Support Program following an emergency. The case that an emergency disrupts the normal operations, the formula will compare the reimbursable cost to last non-emergency impacted fiscal year. If there is a decrease of 10% or more, the reimbursement will be based upon the non-emergency year.	03/08/2021 House - <b>PASSED</b> - 69-0-1 04/08/2021 Senate - <b>PASSED</b> - 34-0-1 04/13/2021 House - Delivered to Governor at 10:20 a.m. on April 13, 2021
<a href="#">H0280</a>	Ed, professional endorsements – Incorporates the amendments in the Board’s bill, SB 1006, to the definition of local salary schedules and clarifying the award of the professional endorsements and advanced professional endorsements for out of state teachers. New amendments add provisions for instructional staff working in private schools to have their experience recognized in the same manner as out of state instructional staff for purposes of earning the professional endorsements and placement on the career ladder.	03/09/2021 House - <b>PASSED</b> - 65-0-5 04/08/2021 Senate – <b>PASSED</b> – 70-0-0 04/13/2021 House - Reported Signed by Governor on April 13, 2021
<a href="#">H0281</a>	Mask mandates, prohibition - Adds to existing law to establish provisions prohibiting state or political subdivisions, including schools, from issuing mask mandates.	03/04/2021 House - Reported Printed and Referred to <b>State Affairs</b>
<a href="#">H0283</a>	Approp, public television, orig - Relates to the appropriation to Idaho Public Television for <b>fiscal year 2022</b> .	03/08/2021 House - <b>PASSED</b> - 36-34-0 03/16/2021 Senate - <b>PASSED</b> - 28-6-1 03/19/2021 House - Reported Signed by Governor on March 19, 2021
<a href="#">H0293</a>	Ed expenses, parents, reimbursement Adds to existing law to provide for reimbursement to parents for eligible education expenses when their students school does not provide for in-person learning.	03/10/2021 House - <b>PASSED</b> - 55-15-0 03/11/2021 Senate - Introduced, read first time; referred to: <b>Education</b> <i>Replaced HB 247</i>
<a href="#">H0294a</a>	Strong students grant, scholarship - Amends existing law to establish the Strong Students Grant Program and the Strong Students Scholarship Program, which provide funds to eligible students for certain education expenses, including private school tuition.	03/09/2021 House - <b>PASSED</b> - 47-22-1 04/05/2021 Senate - <b>FAILED</b> - 16-18-1 04/09/2021 House - Returned from Senate Failed; Filed in the office of the Chief Clerk <i>Replaced HB 215</i>
<a href="#">H0298</a>	Immunizations, exemptions - Amends existing law to provide that school officials shall provide parents and guardians with information in communications regarding student immunizations, indicating how they can exempt their student from the state immunization requirements.	03/12/2021 House – <b>PASSED</b> - 59-10-1 04/13/2021 Senate – <b>PASSED</b> - 30-5-0 04/19/2021 House - Returned Signed by the President; Ordered Transmitted to Governor
<a href="#">H0299</a>	College credit, voting - Amends existing law to prohibit the exchange of college credit to influence a student’s vote.	03/10/2021 House – <b>PASSED</b> - 63-6-1 03/19/2021 Senate - Reported out of committee; to 14th Order for amendment
<a href="#">H0301</a>	Required immunization liability act - If an employer requires its employees to receive a vaccination, this legislation specifies that the employer assume liability for damages that may have arisen from requiring their employees to receive a vaccination.	03/08/2021 House - Reported Printed and Referred to <b>Commerce &amp; Human Resources</b>



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<a href="#">H0318</a>	Approp, edu bd, comm college, orig - Relates to the appropriation to the State Board of Education for Community Colleges for <b>fiscal years 2021 and 2022.</b>	03/18/2021 House - <b>PASSED</b> - 53-14-3 03/18/2021 Senate - <b>PASSED</b> - 33-2-0 03/23/2021 House - Reported Signed by Governor on March 23, 2021
<a href="#">H0320</a>	Driver's education - Amends, repeals, and adds to existing law regarding driver's education programs and driver's permits. These amendments could impact the Driver Training Account pursuant to Section 49-208, Idaho Code. All disbursements for driver training purpose made from this account are made under certificate of the State board of Education. This program is managed by the Department of Education.	03/18/2021 House - Take bill off General Orders; referred to <b>State Affairs</b>
<a href="#">H0321</a>	School board trustee vacancies - Amends existing law to revise provisions regarding school board trustee recall elections and vacancies.	03/12/2021 House - Reported Printed and Referred to <b>State Affairs</b>
<a href="#">H0329</a>	Sch boards, student clubs and orgs - Amends existing law to provide that school boards shall have the authority to adopt policies and procedures regarding student clubs and organizations.	04/07/2021 House - <b>PASSED</b> - 52-18-0 04/08/2021 Senate - Introduced, read first time; referred to: <b>Education</b>
<a href="#">H0330</a>	Residency reqs, armed forces - Amends existing law to revise residency requirements for former members of the United States armed forces.	03/18/2021 House - Reported Printed and Referred to <b>Education</b> - Held in Committee
<a href="#">H0331</a>	Full-day kindergarten - Amends existing law to provide funding for full-day kindergarten and to provide that students in full-day kindergarten shall be counted as full-time students for purposes of enrollment counts.	03/12/2021 House - Reported Printed and Referred to <b>Education</b>
<a href="#">H0338</a>	Approp, controller, orig - Relates to the appropriation to the Office of the State Controller for fiscal year 2022. Includes	04/12/2021 House - <b>PASSED</b> - 54-13-3 04/14/2021 Senate - <b>PASSED</b> - 35-0-0 04/19/2021 House - Returned Signed by the President; Ordered Transmitted to Governor
<a href="#">H0339a</a>	Mask mandates, prohibited - Adds to existing law to establish provisions regarding the prohibition of mask mandates, including public postsecondary institutions and school districts.	04/14/2021 House - <b>PASSED</b> - 47-22-1 04/19/2021 Senate - Introduced, read first time; referred to: <b>Health &amp; Welfare</b>
<a href="#">H0350</a>	School trustee elections - Amends existing law to revise provisions regarding appointments and elections to fill vacant school trustee positions after a recall or resignation following a recall petition.	04/16/2021 House - <b>PASSED</b> - 55-14-1 04/19/2021 Senate - Introduced, read first time; referred to: <b>State Affairs</b>
<a href="#">H0351</a>	School community councils - Adds to existing law to establish provisions regarding school community councils at each public school. Councils will serve in an advisory capacity to school and district administrators and the school board.	04/13/2021 House - Bill Previously Held at Desk, Referred to <b>Ways &amp; Means</b>
<a href="#">H0352</a>	Racist, sexist concepts - Adds to existing law to prohibit instruction and advocacy in public schools on racist or sexist concepts.	04/13/2021 House - Bill Previously Held at Desk, Referred to <b>Ways &amp; Means</b>
<a href="#">H0353</a>	Approp, pub schls admin, orig - ADMINISTRATORS DIVISION - Relates to the appropriation to the Public Schools Educational Support Program's Division of Administrators for fiscal year 2022 and fiscal year 2021.	04/19/2021 House - U.C. to hold place on third reading calendar one legislative day

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<a href="#">H0354</a>	Approp, pub schls teachers, orig – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Teachers for fiscal year 2022 and fiscal year 2021.	04/13/2021 House - <b>FAILED</b> – 34-34-2, Filed in Office of Chief Clerk
<a href="#">H0355</a>	Approp, pub schls operations, orig – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Operations for fiscal year 2022 and fiscal year 2021.	04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">H0356</a>	Approp, pub schls children's, orig – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Children’s Programs for fiscal year 2022 and fiscal year 2021	04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">H0357</a>	Approp, pub schls facilities, orig – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Facilities for fiscal year 2022.	04/07/2021 House – <b>PASSED</b> - 70-0-0 04/13/2021 Senate – <b>PASSED</b> – 34-0-1 04/19/2021 House - Returned Signed by the President; Ordered Transmitted to Governor
<a href="#">H0358</a>	Approp, pub schls cntrl srvs, orig – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Central Services for fiscal year 2022.	04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">H0359</a>	Approp, pub schls deaf blind, orig– Relates to the appropriation to the Public Schools Educational Support Program’s Division of Educational Services for the Deaf and the Blind for fiscal year 2022.	04/07/2021 House - <b>PASSED</b> - 70-0-0 04/12/2021 Senate – <b>PASSED</b> – 35-0-0 04/15/2021 House - Delivered to Governor at 11:05 a.m. on April 15, 2021
<a href="#">H0364</a>	Critical thinking, higher ed: Protecting Critical Thinking In Higher Education – Adds to existing law to implement the Protecting Critical Thinking in Higher Education Act.	04/16/2021 House - <b>PASSED</b> – 56-12-2 04/19/2021 Senate - Introduced, read first time; referred to: Education
<a href="#">H0368</a>	Extracurricular, review boards– Amends existing law to prohibit the supervision and regulation of public school extracurricular activities by certain entities unless such entities establish a review board and to provide requirements for and duties of the review board.	04/15/2021 House - Reported Printed and Held at Desk
<a href="#">H0372</a>	Approp, edu department, orig	04/19/2021 House - Read second time; Filed for Third Reading
<a href="#">H0375</a>	State budget, education– Adds to existing law to prohibit certain conduct and educational materials in public schools, including institutions of higher education, and to prohibit the expenditure of moneys for certain purposes.	04/19/2021 House - Reported Printed and Referred to <b>Education</b>
<a href="#">HCR009</a>	Immunizations, requirements - States findings of the Legislature and declares that the Legislature shall oppose efforts to require, mandate, or force the immunization, vaccination, inoculation, or genetic modulation of any person against that person’s will.	02/26/2021 House - Bill Previously Held at Desk, Referred to <b>Health &amp; Welfare</b>
<a href="#">HCR012</a>	Social justice, universities - States findings of the Legislature and declares that social justice ideology as taught in universities does not serve the public good.	03/04/2021 House - Reported Printed and Referred to <b>Education</b>
<a href="#">HCR016</a>	High school activities, coaching– States findings of the Legislature and requests that the Idaho High School Activities Association to amend its bylaws and rules and modify Rule 17-2-3 to exclude parents from this rule; to cease creating additional rules that restrict parents' constitutional rights to "nurture and direct their children's destiny"; to	04/13/2021 House - Bill Previously Held at Desk, Referred to <b>Ways &amp; Means</b>

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	comment parents who are actively involved in the nurturing, development, and growth of their children and applaud their participation and active role in their children's scholastic and non-scholastic activities.	
<a href="#">HCR019</a>	ARPA funds, study committee – States findings of the Legislature and creates a legislative interim committee to study and make recommendations regarding the expenditure of certain federal funds received under the American Rescue Plan Act of 2021 – The committee shall study and make recommendations to the Second Regular Session of the Sixty-sixth Idaho Legislature regarding the expenditure of federal funds received under ARPA for any purpose other than water infrastructure, broadband infrastructure, and sewer infrastructure.	04/09/2021 House - <b>ADOPTED</b> - 54-13-3 04/12/2021 Senate - Introduced, read first time; referred to: <b>State Affairs</b>
<a href="#">HCR020</a>	ARPA funds, study committee – States findings of the Legislature and creates a legislative interim committee to study and make recommendations regarding the expenditure of federal funds for sewer and broadband infrastructure under the American Rescue Plan Act of 2021. The committee shall be composed of the members of the House of Representatives Environment, Energy and Technology Committee and the members of the Senate Local Government and Taxation Committee. The committee shall study and make recommendations to the Second Regular Session of the Sixty-sixth Idaho Legislature regarding the expenditure of federal funds received for broadband infrastructure and sewer infrastructure under ARPA.	04/09/2021 House - <b>ADOPTED</b> - 55-11-4 04/19/2021 Senate - Reported out of Committee with Do Pass Recommendation; to 10th order; held one legislative day
<a href="#">S1006</a>	Idaho literacy achievement and accountability act: Amends, repeals, and adds to existing law to enact the Idaho Literacy Achievement and Accountability Act.	01/26/2021 Senate <b>PASSED</b> 35-0-0 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">S1007</a>	Ed, salary schedules, professional endorsements: Amends existing law to provide that local salary schedules for public school staff salaries shall include certain minimum amounts and to clarify eligibility requirements for professional endorsements and advanced professional endorsements.	01/26/2021 Senate <b>PASSED</b> 35-0-0 01/27/2021 House - Read First Time, Referred to <b>Education</b> <i>Replaced by HB 280</i>
<a href="#">S1008</a>	Approp, edu bd, office, add'l: \$166,500 <b>FY21 Supplemental</b> budget for IT and Data Management	01/26/2021 Senate <b>PASSED</b> 35-0-0 01/29/2021 House <b>PASSED</b> 64-3-3 02/09/2021 Senate - Signed by Governor on 02/09/21
<a href="#">S1039a</a>	Workforce readiness diploma: Adds to existing law to provide for a workforce readiness diploma. Requires students to pass a technical skills assessment, the workplace readiness assessment, and demonstrate competency of career technical education program standards to be issued a workforce readiness diploma by a school district or charter school.	02/08/2021 Senate – <b>PASSED</b> - 33-0-2 04/12/2021 House – <b>PASSED</b> - 67-0-3 04/19/2021 Senate - Amendment <b>PASSED</b> - Ayes 35 Nays 0 Excused 0; title approved; to enrolling
<a href="#">S1043a</a>	School board hearings, exec session: Amends Idaho Code 33-205 to allow for student hearings in executive session, to preserve the privacy of the student.	02/11/2021 Senate – <b>PASSED</b> - 32-2-1 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">S1045</a>	Edu, advanced opp, nonpublic school: Creates a new section to provide advanced opportunities funding for nonpublic school students, subject	02/16/2021 Senate - <b>PASSED</b> – 28-6-1 04/12/2021 House - <b>PASSED</b> - 66-1-3

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	to appropriation. Limits the per student amount to \$750 per student for their four years of high school.	04/14/2021 Senate - Reported delivered to Governor at 2 p.m. on 04/14/21
<a href="#">S1046a</a>	Innovation classrooms: Creates a new section to provide for the creation of innovation classrooms in which an alternative curriculum will be taught. Requires school districts to establish innovation classrooms using alternate curriculum when requested by a group representing 24 or more students. Excludes students participating in an innovative classroom from being included in the school accountability results unless wanted by the school district.	03/05/2021 Senate - <b>PASSED</b> - 26-7-2 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">S1052</a>	Elementary students, flex schedules: Adds to existing law to provide for flexible school schedules for academically advanced elementary school students.	02/04/2021 Senate - Reported Printed; referred to <b>Education</b>
<a href="#">S1061a</a>	Election deadlines - Amends existing law to revise provisions regarding certain election deadlines. The purpose of this legislation is to provide clearer and more consistent deadlines in election processes. This legislation was amended in the house to also remove the August election date for community colleges and school districts on bonded indebtedness and property tax levy questions.	03/02/2021 Senate - <b>PASSED</b> - 35-0-0 04/19/2021 House - <b>PASSED</b> - 46-21-3, title approved, to Senate
<a href="#">S1067</a>	Elections, recall petitions: In the event that a school discontinuance election is held, the cost of conducting the election would be borne by the county, rather than the school district.	02/18/2021 Senate - <b>PASSED</b> - 35-0-0 03/05/2021 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading
<a href="#">S1075</a>	Kindergarten, jump-start program: creates a kindergarten jump-start program and parent training program that would allow a school district to offer a four week kindergarten jump-start program and training program for parents.	02/24/2021 Senate - <b>PASSED</b> - 32-1-2 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">S1091</a>	Approp, edu bd, office, add'l: This bill provides an additional appropriation of \$50,000 in onetime trustee and benefit payments from the Miscellaneous Revenue Fund to the Office of the State Board of Education for <b>FY 2021</b> .	02/17/2021 Senate - <b>PASSED</b> - 34-0-1 03/12/2021 House - <b>PASSED</b> - 69-0-1 03/17/2021 Senate - Signed by Governor on 03/17/21
<a href="#">S1105</a>	Bond, levy expiration, tax notice: Amends existing law to revise bond and levy expiration date information.	03/04/2021 Senate - <b>PASSED</b> - 34-0-1 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">S1109</a>	Idaho promise mentor program: Adds to existing law to establish a volunteer college and career mentoring program in the Office of the State Board of Education.	02/25/2021 Senate - <b>FAILED</b> - 17-17-1; to Secretary of Senate
<a href="#">S1114</a>	K-3 technology program: Adds to existing law to provide that certain funds shall be allocated for a kindergarten through grade 3 technology program covering reading, math, science, or a combination of such subjects.	02/16/2021 Senate - Reported Printed; referred to <b>Education</b>
<a href="#">S1115</a>	Public charter schools: This legislation would move the Public Charter School Commission out from under the Office of the State Board of Education, and make it a separate agency under the State Board. It would authorize the Commission to appoint a director, and for the director to hire staff. Additional amendments revert the appointing authority for all Commission members back to the Governor and	03/01/2021 Senate - <b>PASSED</b> - 34-0-1 04/08/2021 House - <b>PASSED</b> - 69-1-0 04/14/2021 Senate - Signed by Governor on 04/14/21

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	amends existing law to remove provisions regarding a performance framework and to revise provisions regarding the Public Charter School Commission.	
<a href="#">S1116a</a>	Weapons, school property: Amends existing law to revise provisions regarding expulsion of or denial of enrollment to students who possess dangerous or deadly weapons or firearms on school property.	03/02/2021 Senate - <b>PASSED</b> - 35-0-0 04/06/2021 House - <b>PASSED</b> - 69-0-1 04/14/2021 Senate - Signed by Governor on 04/14/21
<a href="#">S1117</a>	Quality educator loan assistance: Adds to existing law to establish the Quality Educator Loan Assistance Program. This is a education loan repayment program for educators willing to work in rural schools with large populations of economically disadvantaged students.	02/16/2021 Senate - Reported Printed; referred to <b>Education</b>
<a href="#">S1135</a>	Firearms, schools - Amends existing law to revise provisions regarding possession of a firearm or other deadly weapon on school grounds. It does not allow students of the school to carry firearms on school property, even if they qualify for an enhanced carry permit. It also requires that the decision to authorize personnel to carry be included in the school district or charter school's annual safety plan.	02/24/2021 Senate - Reported Printed; referred to <b>State Affairs</b>
<a href="#">S1147</a>	Approp, edu bd, ag research, orig – Relates to the appropriation to the Agricultural Research and Cooperative Extension Service for <b>fiscal year 2022</b> .	03/04/2021 Senate – <b>PASSED</b> - 34-0-1 03/16/2021 House - <b>PASSED</b> - 69-0-1 03/22/2021 Senate - Signed by Governor on 03/22/21
<a href="#">S1148</a>	Approp, STEM action center, orig - Relates to the appropriation to the STEM Action Center for <b>fiscal year 2022</b> .	03/04/2021 Senate – <b>PASSED</b> - 34-0-1 03/05/2021 House - <b>PASSED</b> - 69-0-1 03/22/2021 Senate - Signed by Governor on 03/22/21
<a href="#">S1152</a>	Approp, voc rehab, orig – Relates to the appropriation to the Division of Vocational Rehabilitation for <b>fiscal year 2022</b> .	03/04/2021 Senate – <b>PASSED</b> - 34-0-1 03/05/2021 House - <b>PASSED</b> - 69-0-1 03/22/2021 Senate - Signed by Governor on 03/22/21
<a href="#">S1154</a>	Approp, edu bd, career tech, orig – Relates to the appropriation to the Division of Career Technical Education for <b>fiscal year 2021 and fiscal year 2022</b> .	03/04/2021 Senate – <b>PASSED</b> - 34-0-1 03/18/2021 House – <b>PASSED</b> - 69-0-1 03/24/2021 Senate - Signed by Governor on 03/24/21
<a href="#">S1175</a>	Approp, edu bd, hlth prgms, orig - Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for <b>fiscal year 2022</b> .	03/15/2021 Senate - <b>PASSED</b> - 33-2-0 04/12/2021 House - <b>PASSED</b> - 38-29-3 04/16/2021 Senate - Signed by Governor on 04/16/21
<a href="#">S1179</a>	Approp, edu bd, college univ, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education for <b>fiscal years 2021 and 2022</b> .	03/17/2021 Senate - <b>PASSED</b> - 27-6-2 04/07/2021 House – <b>FAILED</b> - 13-57-0 04/08/2021 Senate - Returned from House Failed; to Secretary of Senate
<a href="#">S1187</a>	Approp, edu bd, special prgms, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Special Programs for <b>fiscal year 2022</b> .	03/18/2021 Senate - <b>PASSED</b> - 34-1-0 04/12/2021 House - <b>PASSED</b> - 49-18-3 04/16/2021 Senate - Signed by Governor on 04/16/21
<a href="#">S1192</a>	Approp, edu bd, charter com, orig – Relates to the appropriation to the Public Charter School Commission for <b>fiscal year 2022</b> . Moves the	04/08/2021 Senate – <b>PASSED</b> - 34-0-1 04/12/2021 House - – <b>PASSED</b> - 67-0-3



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	funding from the Office of the State Board of Education to the Public Charter School Commission as a separate division under the Board. <i>Trailer bill to SB115.</i>	04/19/2021 Senate - Reported signed by the Speaker & ordered delivered to Governor
<a href="#">S1193</a>	Approp, edu bd, office, add'l- Relates to the appropriation to the Office of the State Board of Education for fiscal year 2021 – Early Education Grant (PDG)	04/12/2021 Senate - <b>PASSED</b> - 18-17-0 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">S1202</a>	Approp, edu bd, office, orig - This is the FY 2022 original appropriation bill for the Office of the State Board of Education. It appropriates a total of \$30,524,700 and caps the number of authorized full-time equivalent positions at 56.25. This budget includes support for the central Administration Program, IT and Data Management Program, and the Office for School Safety and Security. T	04/14/2021 Senate – <b>PASSED</b> – 31-4-0 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day
<a href="#">S1204</a>	ARPA funds, state funds - Adds to existing law to provide that ARPA moneys are cognizable and to create governing principles and funds for their expenditure.	04/19/2021 Senate – <b>PASSED</b> - 26-9-0 04/19/2021 House - Read First Time, Filed for Second Reading
<a href="#">SCR105</a>	Rule rejection, board of ed: States findings of the Legislature and rejects certain subsections of a rule of the State Board of Education relating to Rules Governing Administration.	02/15/2021 Senate – <b>ADOPTED</b> – voice vote 04/19/2021 House - U.C. to hold place on third reading calendar one legislative day

	Bill passed/adopted at least one legislative body
	Bill passed both bodies
	Bill failed
	No action on bill in last 30 days
	Board approved bills, submitted through executive agency process or budget request process

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**SUBJECT**

Accountability Oversight Committee School Quality Recommendations

**REFERENCE**

October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver.
August 2016	Accountability Oversight Committee presented recommendations to the Board regarding a new accountability framework, aligned to the Every Student Succeeds Act. The recommended framework included a recommendation to include chronic absenteeism on the state data dashboard.
August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the Accountability Oversight Committee.
June 2020	Board received the fiscal year 2020 report from the Accountability Oversight Committee with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report.
December 2020	Board received an update from the Accountability Oversight Committee on the status of the committee's review of the state's high school accountability assessment and school quality measure.
February 2021	Board adopted recommendations from the Accountability Oversight Committee on the state assessments administered in high school, including moving the administration of the ISAT to the 11 <sup>th</sup> grade.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.  
Section 33-110, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.03 – Section 112, Accountability; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measurable Progress

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**BACKGROUND/DISCUSSION**

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

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

In June 2020, Board President Critchfield tasked the AOC with additional work to gather and analyze information and make recommendations to the Board regarding two aspects of the state's K-12 accountability system: the high school assessment for accountability, and the school quality measure. Based on previous AOC analysis in annual reports and other feedback received by the Board, the committee was asked to consider whether the student engagement surveys are valuable school quality measures within the accountability system.

Prior to developing these recommendations, the AOC analyzed the state's student engagement survey data and the Cognia study (Appendix D) which examined the correlations between Idaho students' level of engagement (as reported through the student engagement surveys) and their academic achievement. After reviewing the AOC's previous work (from 2015 and 2016) and the school quality measures previously considered for the accountability framework, the AOC discussed possible school quality measures and their benefits and challenges. The AOC identified chronic absenteeism as a potential metric and delved deeply into available research and data on absenteeism, as well as models used by other states to incorporate chronic absenteeism into their accountability systems.

The AOC's recommendations regarding the school quality measures are detailed in Attachment 1. The committee report includes four appendices. Appendix A is a presentation on Chronic Absence provided to the AOC by Abelardo Fernandez, Vice President of Collective Impact and Director of the National Center for Community Schools for Children's Aid. It provides information on chronic absenteeism, data indicating the importance of the metric, and strategies schools can use to address absenteeism issues. Appendix B provides infographics from Attendance Works that show how chronic absenteeism qualifies as a school quality measure and a tiered approach to mitigating chronic absenteeism in schools. The Indiana Chronic Absenteeism Model presented in Appendix C provides context to the AOC's specific recommendations regarding using chronic absenteeism in Idaho's accountability system. Finally, Appendix D is the Cognia study of Idaho's student engagement survey data.

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The following reflect the summarized version of the AOC's recommendations related to school quality:

- Use chronic absenteeism as a school quality indicator (and discontinue state funded and administered student engagement surveys);
- Use a chronic absenteeism model that includes two separate school quality indicators to address both students who regularly attend and improved attendance of students who were previously chronically absent; and
- Provide professional development and resources to support districts and schools in improving rates of chronic absence.

### IMPACT

Idaho Administrative Code IDAPA 08.02.03, sections 112 through 114, are tied to the state's accountability framework. The AOC recommendations related to the school quality measures would require amendments to these sections of rule. Additionally, if the State Board moves forward with the AOC's recommendation to shift the school quality measure used for school identification calculations for K-8 schools from the student engagement survey to chronic absenteeism, the state will need to propose changes to the Idaho Consolidated State Plan used for federal accountability. Any amendments to provisions in the Idaho Consolidated State Plan that are also in IDAPA 08.02.03 would have to be first amended through the negotiated rulemaking process prior to the Board approving the changes in the Idaho Consolidated State Plan.

### ATTACHMENTS

Attachment 1	Accountability	Oversight	Committee	School	Quality
	Recommendations				

### BOARD STAFF COMMENTS AND RECOMMENDATIONS

Idaho's public-school system accountability framework is established by the Board in Administrative Code, IDAPA 08.02.03, and 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 out by school category and include measures of student academic achievement and school quality as determined by the State Board of Education."

Pursuant to IDAPA 08.02.03.112, the school quality measures for all school categories (K-8, high school, and alternative high school) include state satisfaction and engagement surveys administered to parents, students and teachers. Further, the Idaho Consolidated State Plan identifies the student engagement surveys as the school quality measure used in the calculations to identify schools for Comprehensive Support and Improvement.

In August 2016, the AOC recommended including chronic absenteeism as a measure within the accountability framework for all school categories (K-8 schools,

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high schools, and alternative high schools) by reporting it on the state's data dashboard. However, during the negotiated rulemaking process, feedback indicated that stakeholders were not ready to include the metric. Staff ensured the AOC was well aware of this feedback during their considerations. If the Board chooses to adopt the AOC's recommendations, proposed changes to rule will go through the negotiated rulemaking process, which will allow for ample opportunity to gather and address stakeholder feedback regarding the potential changes. Following acceptance of the change in IDAPA 08.02.03 by legislature, the Consolidated State Plan would then need to be amended and submitted to the US Department of Education for consideration.

**BOARD ACTION**

I move to adopt the Accountability Oversight Committee recommendations as submitted in Attachment 1.

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



**Accountability Oversight Committee  
School Quality Indicator Recommendation  
March 15, 2021**

The Accountability Oversight Committee (AOC) was asked by the Board to explore options for the K-8 school quality measure, including whether to retain the student engagement survey currently in use. The AOC discussed various options for the school quality measure, explored in greater depth the efficacy of the current student engagement survey, and recommends that chronic absenteeism be the school quality measure for K-8 school accountability.

**Definition of Chronic Absenteeism.**

“A district/school/subgroup chronic absenteeism rate is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. For example, children who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason.”<sup>1</sup>

**Recommendation: Use Chronic Absenteeism as a School Quality Indicator.**

**Considerations:**

- For K-8, we recommend chronic absenteeism be used in the Comprehensive Support and Improvement (CSI) school identification model in place of the current student engagement surveys.
- We recommend discontinuing state funded and administered student engagement surveys.
- We recommend adding chronic absenteeism to the data dashboard / report cards at the state, district, and school levels K-12 (including alternative schools).
- For high schools and alternative high schools, we recommend continuing to use the current college and career readiness measures as the school quality measures for high school identifications. We recommend gathering data from the use of chronic absenteeism at the K-8 level for several years before considering whether to use absenteeism as a school quality measure at the high school level.

**Background and Reasoning:**

- Idaho is required to report chronic absenteeism to the federal government. Thus, this data is already gathered through the ISEE system, and could easily be used for school identification purposes.

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<sup>1</sup> Connecticut State Department of Education, 2018

- Research indicates that students who are chronically absent are more likely to read below grade level and/or drop out of high school. The data indicates that chronic absenteeism is strongly correlated to academic achievement throughout a student's K-12 education.<sup>2, 3, 4, 5, 6</sup>
- The presentation by Abelardo Fernandez further demonstrates the impact of chronic absenteeism on student performance (Appendix A).
- Chronic absenteeism is a dynamic metric. Districts and schools can review absenteeism on a regular basis (as often as they choose), allowing for more responsive use of the data than is possible with many other potential metrics.
- Idaho previously considered including chronic absenteeism within the accountability system, either on the dashboard or as a school quality measure, but did not do so. Chronic absenteeism is now used in 36 states and the District of Columbia as a school quality measure for federal accountability purposes. Consequently, there is more data available regarding how to use absenteeism to improve student outcomes.
- In reviewing the student engagement surveys currently in use within Idaho's school identification system, the AOC found the following:
  - A previous AOC review of the survey indicated that it may not differentiate between schools in a meaningful manner.
  - A 2020 study conducted by Cognia (Appendix D) for the State Department of Education did not find consistent, strong relationships between survey results and student achievement.
  - Anecdotal feedback from educators and other stakeholders has revealed that the survey has not been as helpful as hoped in guiding efforts to make Idaho's K-8 schools more effective. Additionally, feedback from the field indicated that the surveys were time consuming and the time spent for students to complete the surveys did not result in actionable data.
- The AOC recognizes that Idaho's K-12 funding model may change from a focus on average daily attendance (ADA) to enrollment. We do not believe the change would disrupt use of chronic absenteeism as an accountability metric, since the state is required to report chronic absenteeism to the federal government. Additionally, drawing a focus to student absenteeism data could reduce the likelihood that moving away from ADA funding would impact student attendance (research shows that states with attendance-based funding models typically have higher attendance rates).<sup>7</sup>

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<sup>2</sup> Ginsburg, Jordan & Chang, 2014

<sup>3</sup> Allensworth, Gwynne, Moor & de la Torre, 2014

<sup>4</sup> Balfanz & Byrnes, 2012

<sup>5</sup> Baltimore Education Research Consortium, 2011

<sup>6</sup> Chen & Rice, 2016

<sup>7</sup> Ely & Fermanich, 2013

**Recommendation: Use a Chronic Absenteeism model that includes two separate School Quality Indicators that address both students who regularly attend and chronically absent students whose attendance improves.**

Additional Considerations:

- We recommend the 10% school quality weight be split so that each of the chronic absenteeism measures (status and change) account for 5% of the total weight within the school identification calculations.
- We recommend the status indicator calculate and rank schools based on the percentage of students who regularly attend (are not chronically absent). For the school identification process, this percentage would be calculated annually and then averaged over three years.
- We recommend the chronic absenteeism change indicator look at the percentage of students in each school who were previously chronically absent (in the year prior) whose attendance improved by 3 percentage points or more the following year. For the school identification process, this percentage would be calculated annually and then averaged over three years.

Background and Reasoning:

- This approach is a modification of the model used by Indiana (Appendix C), but separates the indicators (rather than using a ratio) to be more consistent with Idaho's approach to other metrics in the accountability system.
- By utilizing both a status and change metric, we believe that schools with low absenteeism rates will not be penalized, both because they would score well on the status metric and because the change metric is focused on students who demonstrated chronic absenteeism.
- While schools with higher rates of absenteeism (which are more likely to be schools with higher percentages of students with low socioeconomic status) would not score as well on the status metric, they would have increased opportunity to show positive gains on the change metric.
- This approach puts the chronic absenteeism focus on students within a school, making it most likely that districts and schools will give their attention to identifying and addressing the needs of individual students.

**Recommendation: Provide Professional Development and Resources to Support Districts and Schools in Improving Rates of Chronic Absenteeism**

Additional Considerations:

- We recommend the Board include in their deliberations the potential direct and indirect costs that could come with using chronic absenteeism as a school quality indicator.

- We recommend the funds currently used to administer the student engagement survey be redirected to support districts and schools in addressing chronic absenteeism.
- When chronic absenteeism is presented to the education and stakeholder communities, a clear plan needs to be in place articulating the benefits of this metric and the roles and responsibilities at each level of the educational system for addressing absenteeism, as well as the resources needed to address it.

**Background and Reasoning:**

- If the Board adopts Chronic Absenteeism as a school quality measure for school identification, it would be a new measure within the accountability system. Thus, it will be critical to ensure districts and schools understand the metric, how the data will be used, the connection between absenteeism and academic achievement, and what they can do to impact it.
- There are well-articulated, multi-tiered protocols available showing what educators can do within their current scope of responsibilities and resources to address chronic absenteeism (see Appendix A and B). These protocols also outline the resources needed for more intensive interventions with students who persist in being absent from school. These tiers are similar to the Multi-Tiered System of Supports (MTSS) already used by districts and schools to provide students with academic support.
- The SDE provided the AOC with an analyses of available Idaho chronic absenteeism data, which revealed potential problems with the accuracy of the data. Thus, an important component of any roll out of chronic absenteeism as the K-8 school quality indicator will be effective, state-wide professional development on how to report data.

**Supporting Documentation**

- Appendix A: Chronic Absence Presentation by Abelardo Fernandez
- Appendix B: Chronic Absenteeism Overview
- Appendix C: Indiana Chronic Absenteeism Model
- Appendix D: Cogna Study of Idaho Student Engagement Surveys

## References

Allensworth, E.; Gwynne, J.; Moor, P.; de la Torre, M. (2014). *Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools*. Chicago, IL: University of Chicago consortium on Chicago school research. Retrieved at <https://consortium.uchicago.edu/sites/default/files/publications/Middlepercent20Gradespercent20Report.pdf>.

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Baltimore Education Research Consortium (2011). *Destination graduation: sixth grade early warning indicators for Baltimore city schools their prevalence and impact*. Retrieved from <http://baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf>.

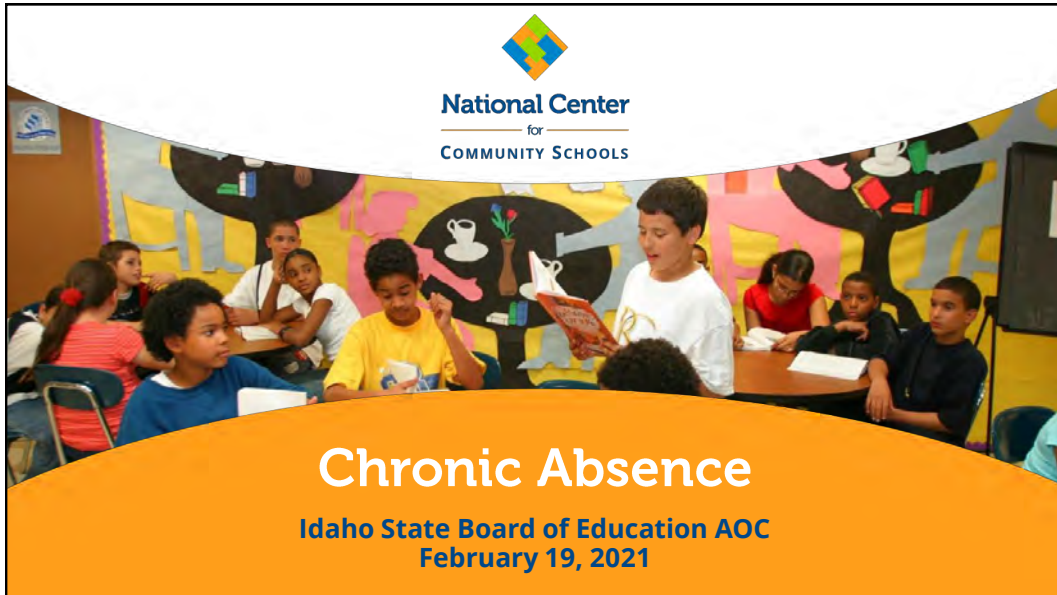
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Connecticut State Department of Education, *Using Accountability Results to Guide Improvement*, January 2018, third edition, page 19.

Ely, T. & Fermanich, M. (2013). *Learning to Count: School Finance Formula Count Methods and Attendance-Related Student Outcomes*. Journal of Education Finance, Vol. 38. No. 4.

Ginsburg, A.; Jordan P.; & Chang, H. (2014). *Absences add up: How school attendance influences student success*. Retrieved from [http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up\\_090114-1-1.pdf](http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up_090114-1-1.pdf).





## Definitions


**Average Daily Attendance:** the percentage of enrolled students who attend school each day

**Chronic Absence:** missing 10% or more of school over the course of an academic year for any reason (excused or unexcused)

**Severe Chronic Absence:** missing 20% or more of school per year (approximately two months) for any reason

**Satisfactory Attendance:** missing 5% or less over the course of an academic year

**Truancy:** refers *only* to unexcused absences and is defined by each state

 *Source: Hedy Chang, Attendance Works*

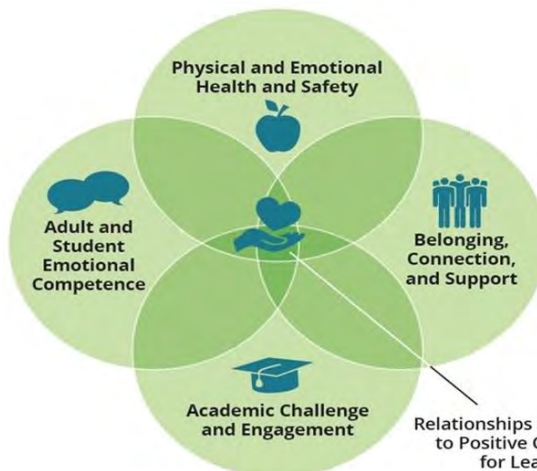
## Why is Chronic Absence Important?

- ♦ Chronic absence is associated with **negative outcomes** including **low academic achievement, school truancy, dropping out, delinquency** and **substance abuse**.
- ♦ The **educational experience of regularly attending students can be adversely affected** when teachers must divert their attention to meet the learning and social needs of chronically absent children when they return to school.



Source: National Center for Children in Poverty

## Absenteeism is a Sign that Positive Conditions for Learning are Missing in Any Mode of Instruction



www.attendanceworks.org

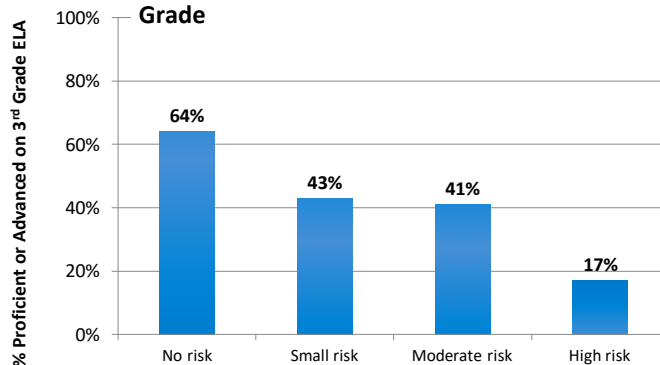
4

True or False?

Regular attendance  
in Kindergarten  
doesn't really matter.

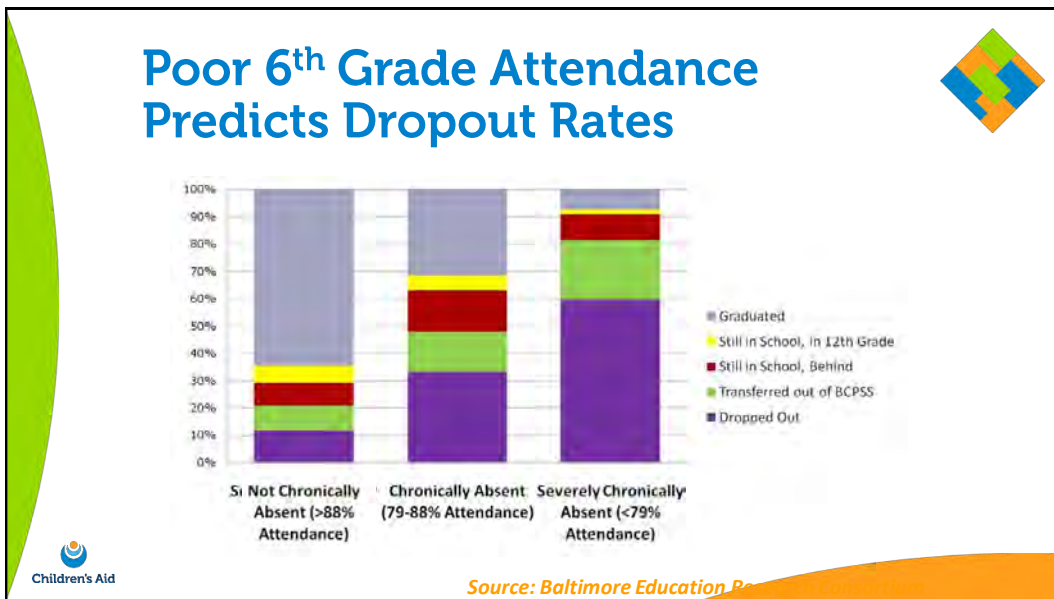
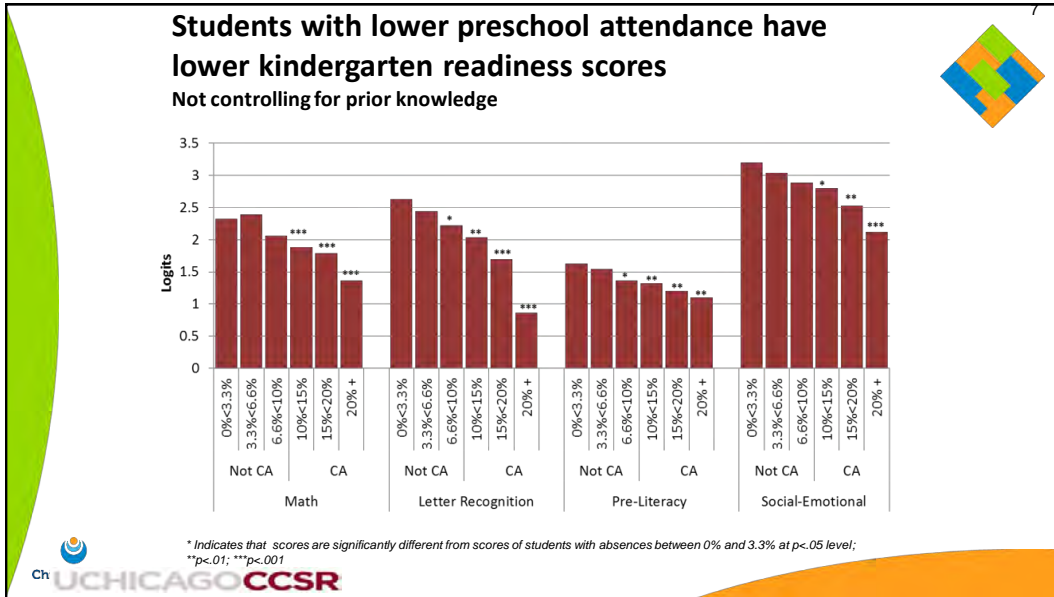


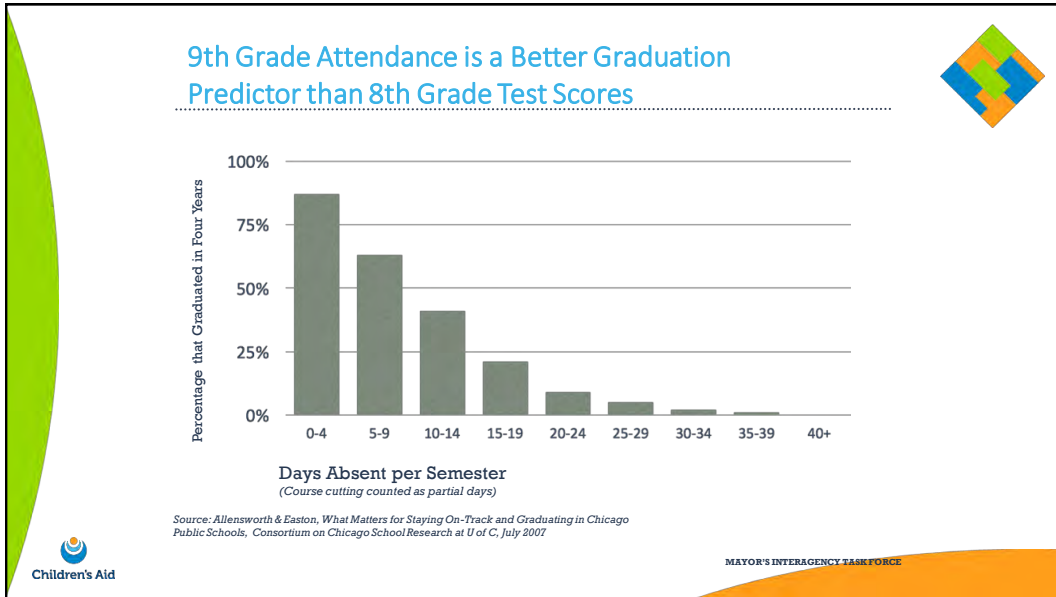
**Students Chronically Absent in K & 1<sup>st</sup> Grade  
Much Less Likely to Read Proficiently in 3<sup>rd</sup>  
Grade**



Risk level, according to Kindergarten & 1<sup>st</sup> Grade absences

Source: Applied Survey Research & Attendance Works (April 2011)





## True or False?

We don't need to worry about large numbers of students missing school until middle or high school.



## In NYC, 1 in 5 Elementary School Children are Chronically Absent



- ◆ 90,000 students in grades K-5 missed at least a month of school in 2008
- ◆ In 5 of NYC's 32 districts, at least 30% of elementary students were chronically absent

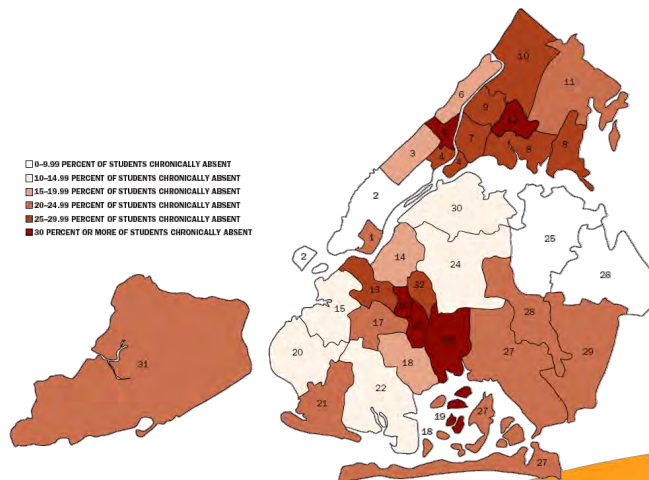


Source: Center for NYC Affairs, 2008

### ELEMENTARY CHRONIC ABSENTEEISM WIDESPREAD THROUGHOUT NYC

This map illustrates that chronic absenteeism is a problem in elementary schools throughout the city, but is particularly high in low-income areas like the South Bronx and Central Brooklyn. See the chart on page 16 for full details, by district.

#### LEVELS OF ELEMENTARY SCHOOL CHRONIC ABSENTEEISM BY DISTRICT



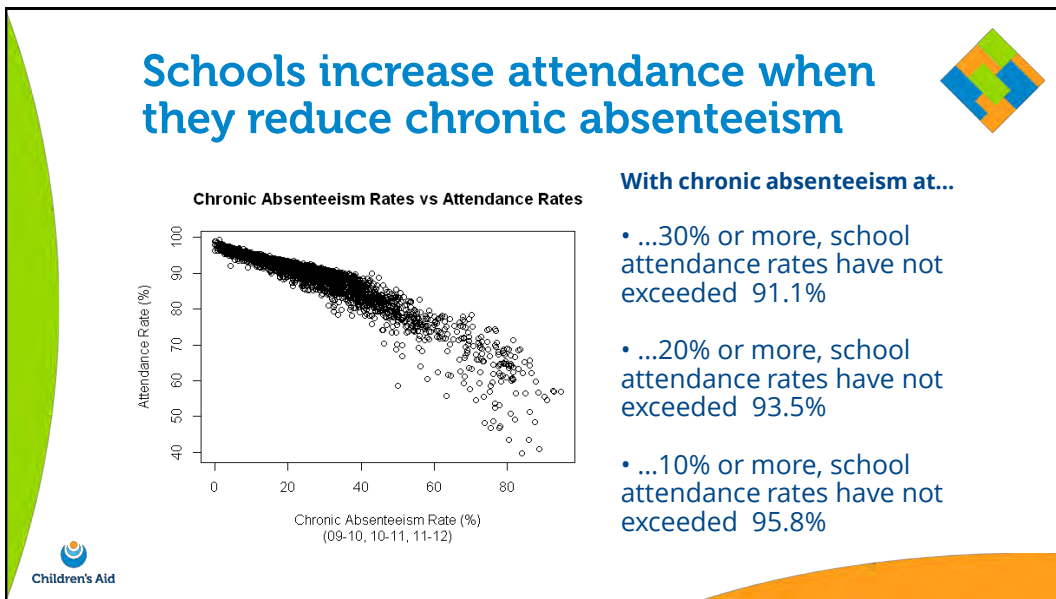
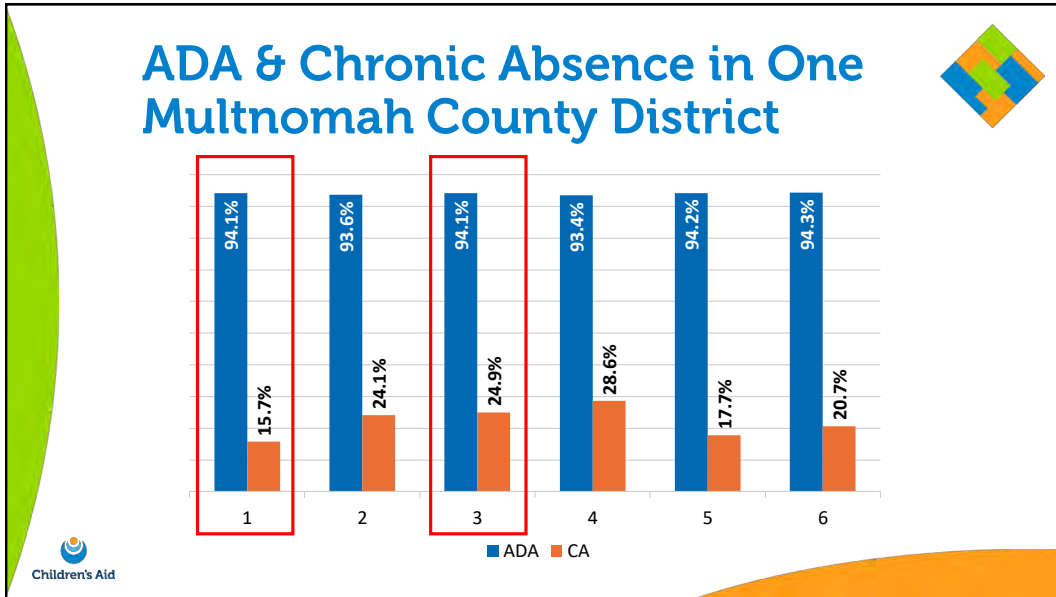
## True or False?

**Tracking Average Daily Attendance will show you if you have a Chronic Absence issue at your school.**

## Most Schools and Districts Do Not Monitor Chronic Absence



- ◆ Schools typically only track data on average daily attendance and truancy (unexcused absences)
- ◆ But, both can mask high levels of chronic absence



## Looking at Local Data

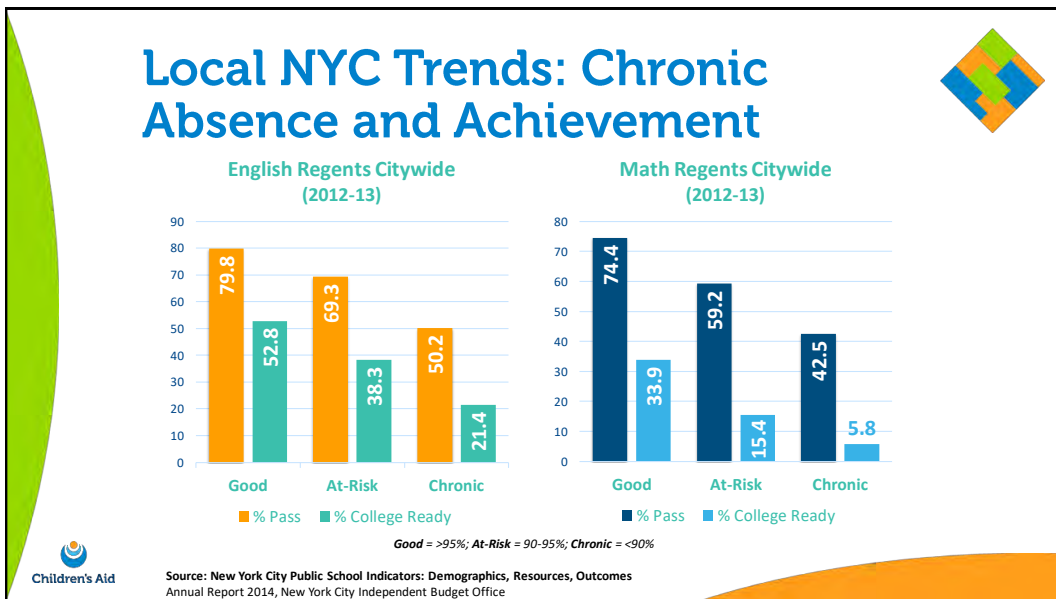
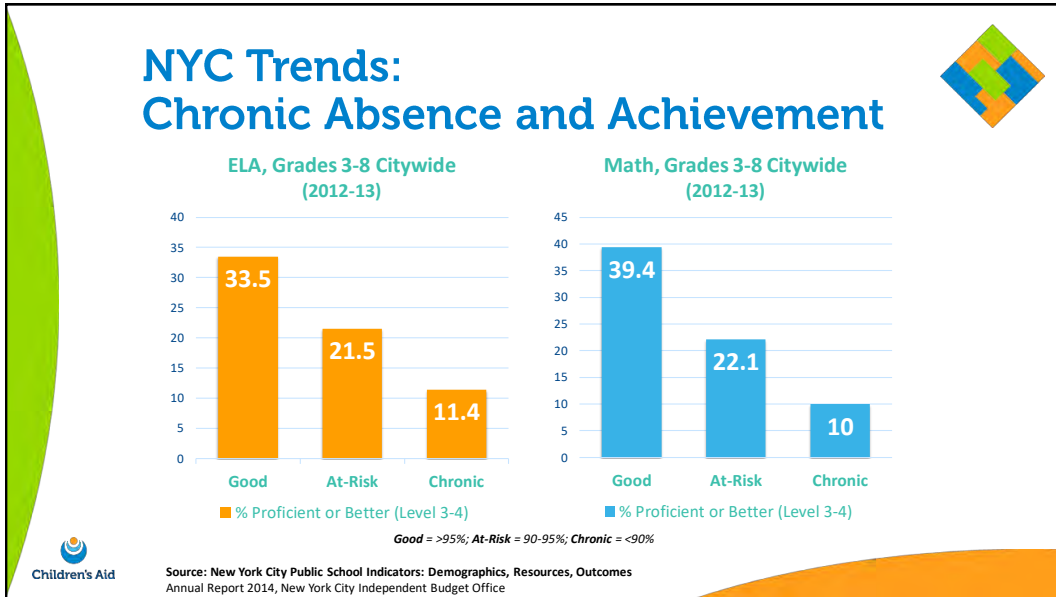


- ♦ Reporting
- ♦ Picking winners (and losers)



- ♦ Planning
- ♦ Improvement
- ♦ Evaluation



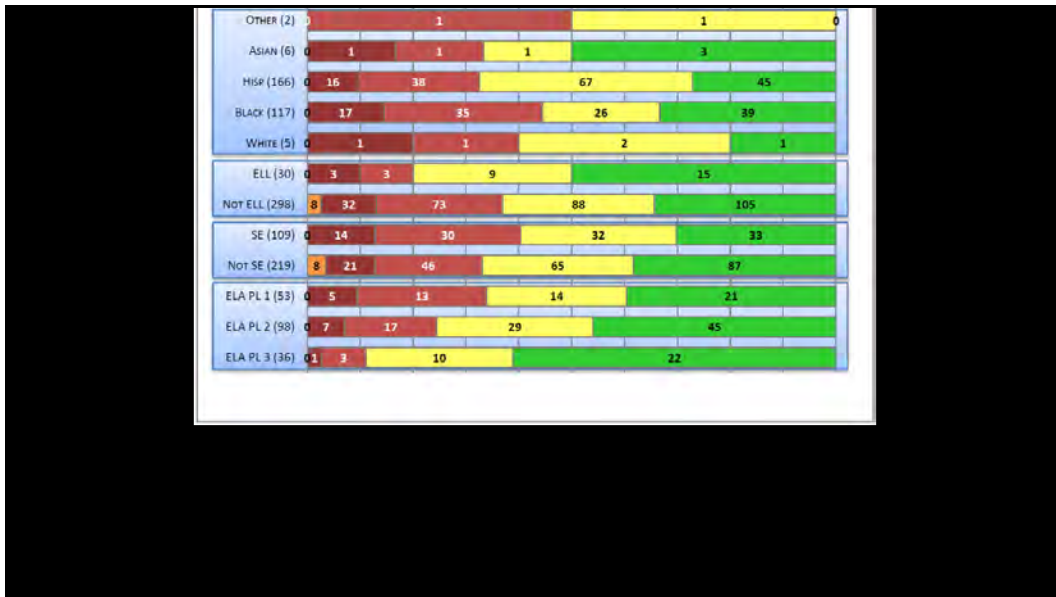
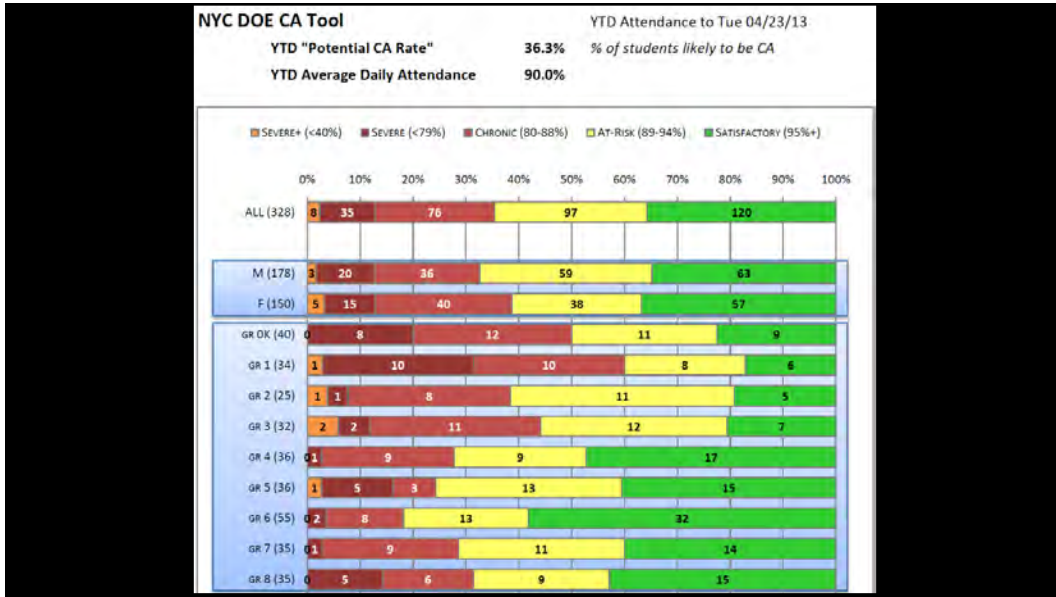


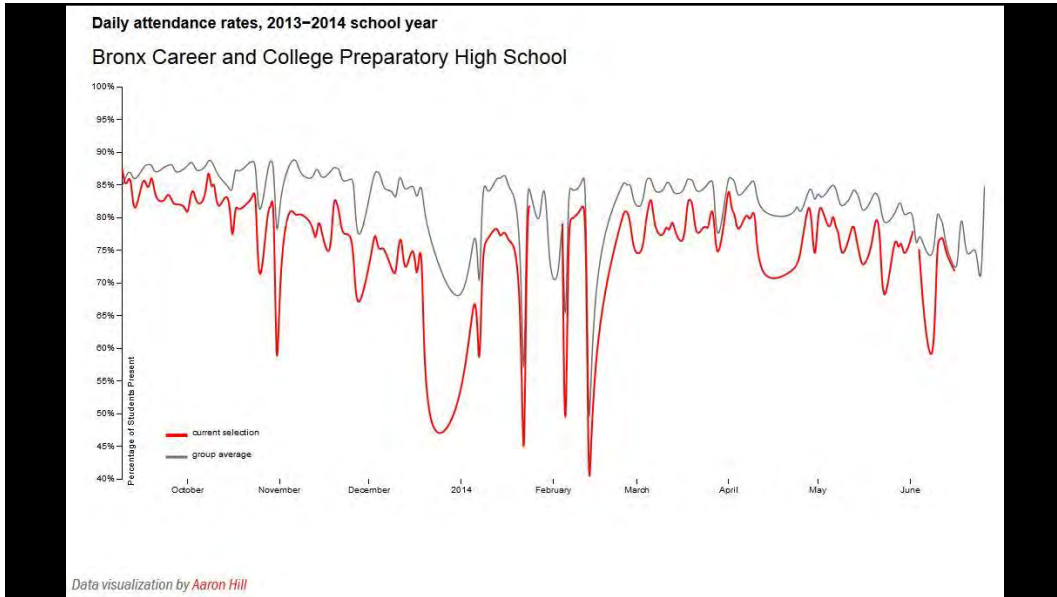


# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 22, 2021

ATTACHMENT 1





## True or False?

Because kids (and their families) are ultimately responsible for getting to school every day, schools and partners can't do anything to address chronic absence.

## Causes of Chronic Absence



- ♦ Students who **cannot** attend school
  - Illness, family responsibilities, housing instability, work or involvement with juvenile justice
- ♦ Students who **will not** attend school
  - Avoiding bullying, unsafe conditions, harassment or embarrassment
- ♦ Students who **do not** attend school
  - They or their parents don't see value in school or student has something they'd rather be doing



Source: Balfanz and Byrnes, 2012

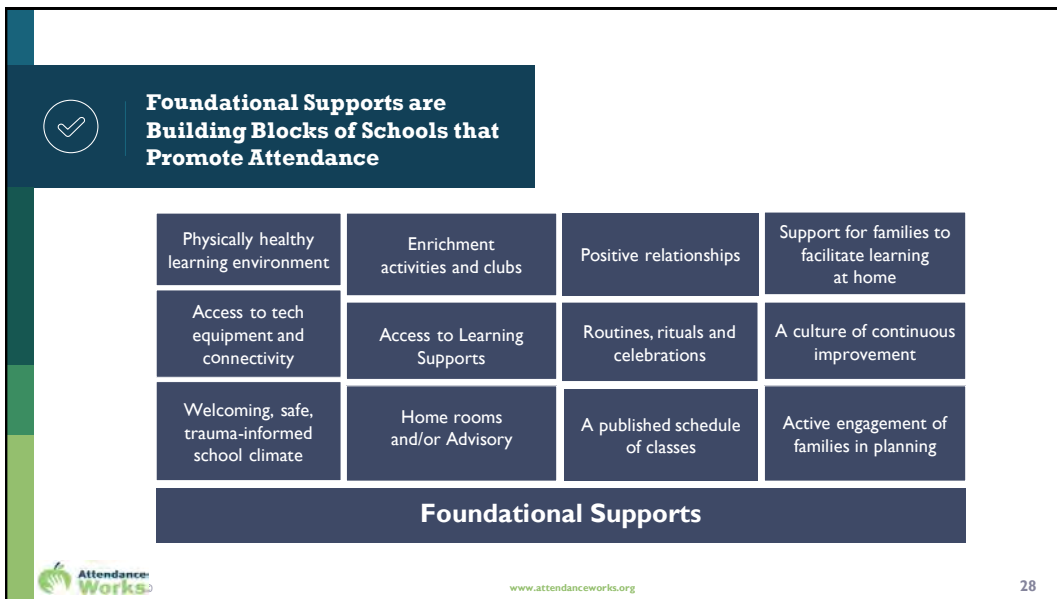
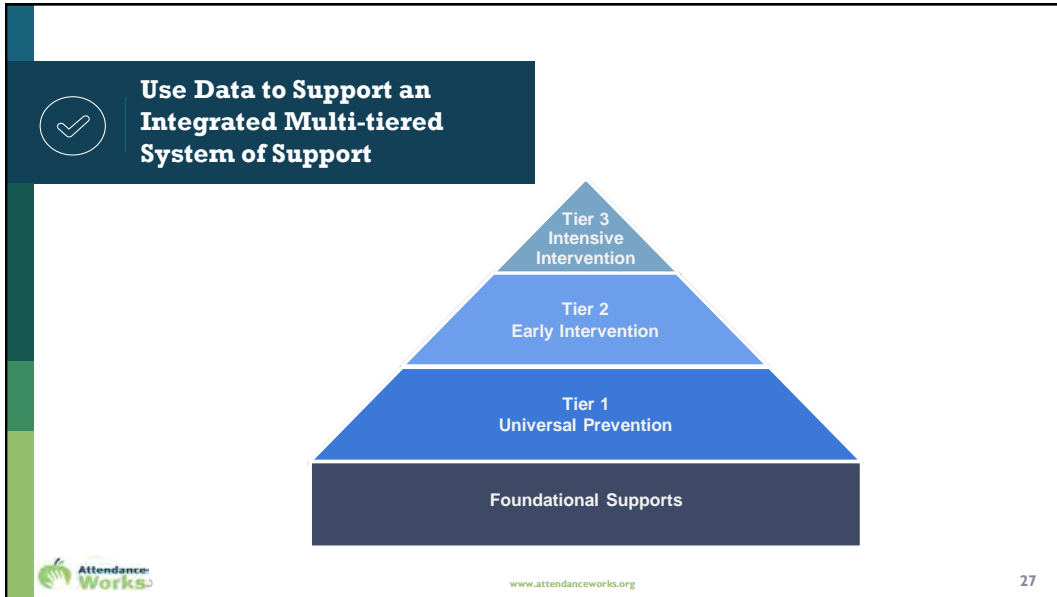
## Schools + Communities Can Make a Difference

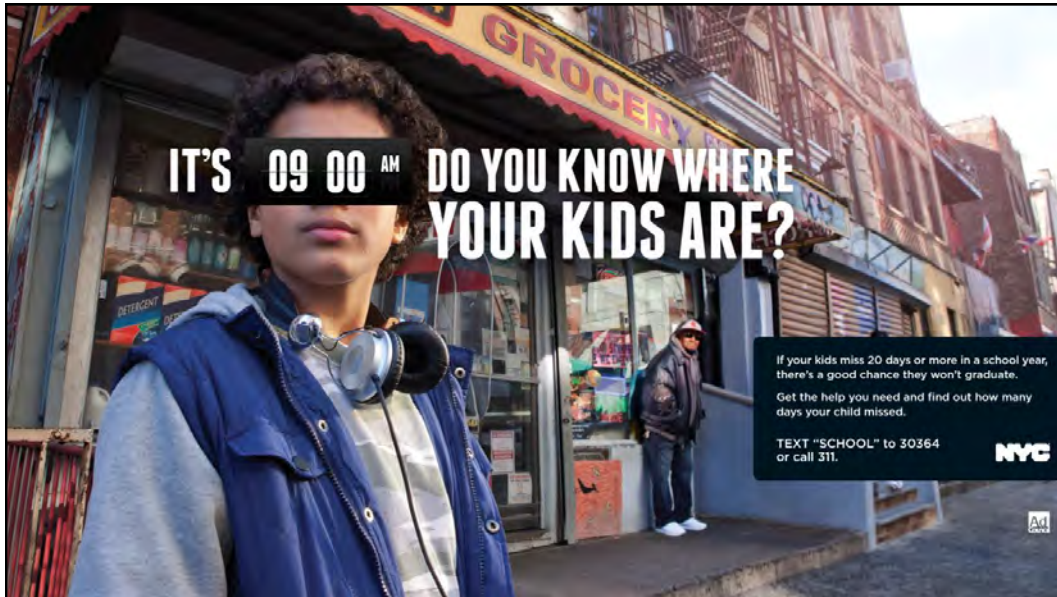


### Characteristics of Effective Strategies

- ♦ Partner with **community agencies** to help parents carry out their responsibility to get children to school
- ♦ Make chronic absence a **priority**, set a target and monitor progress over time
- ♦ Examine **factors contributing to chronic absence**, esp. from school, home and community perspectives
- ♦ Combine **universal and targeted strategies**
- ♦ Offer **positive supports** before punitive action
- ♦ It's all about **relationships**







## Every Student, Every Day



1. Success Mentors work with Target Students
2. School-Wide Strategies to promote good attendance
3. Principal's Weekly Student Success Summit
4. Family Engagement
5. Measure, Monitor and Act



## Success Mentors: Working with Target Students



- ♦ Morning meet and greet
- ♦ Phone call home every time student is absent
- ♦ Meet one-on-one and/or in small groups
- ♦ Track students' attendance and improvements
- ♦ Work as a team to identify appropriate supports and interventions
- ♦ Reach out to and engage students' families

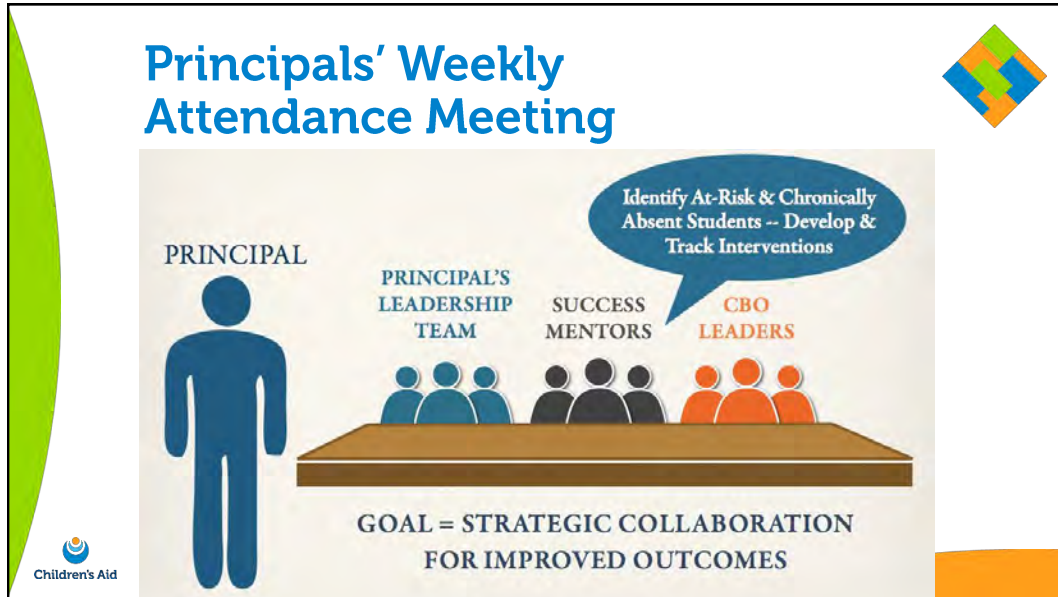


## School-Wide Strategies to Promote Good Attendance



- ♦ Goal is to promote a positive school-wide culture that encourages all students to attend school every day
- ♦ Strategies include:
  - attendance award assemblies for good *and* improved attendance
  - class competitions for best attendance
  - engaging clubs/activities before, during or afterschool





## Family Engagement

- ◆ Goal is to a build positive relationship
- ◆ Critical for elementary school students, whose attendance relies on parents bringing them to school each day
- ◆ Listen to parents, be open-minded and non-judgmental
- ◆ Work with families to identify and address barriers/needs
- ◆ Parent Summit and Resource Fair

The Children's Aid logo is in the bottom left corner.

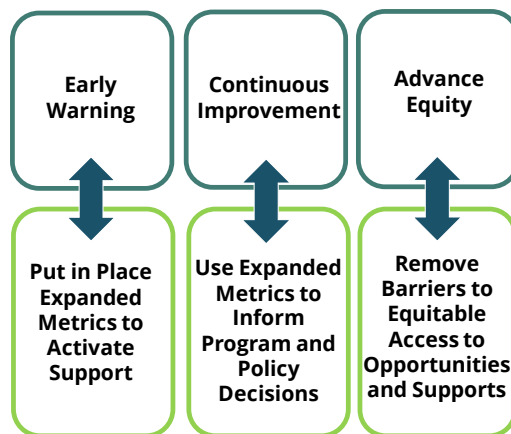
## Every Student, Every Day: The Impact



- ♦ Chronically absent students with Success Mentors gained over **11,800** days of attendance, as compared to similar students who did not have mentors.
- ♦ In the first two years, our pilot schools **outperformed** the comparison schools, as well as citywide averages in reducing CA.
- ♦ Elementary: CA was **reduced by more than 25%**-- nearly twice the reduction in CA than in comparison schools.
- ♦ Middle: CA was **reduced by more than 16%**-- more than twice the reduction in CA than in comparison schools.
- ♦ High Schools: CA was **reduced by nearly 3%**-- more than two and a half times better than the CA rate in comparison schools, CA increased.



## Accountability to what?



AOC School Quality Recommendation  
APPENDIX B: Chronic Absenteeism Overview

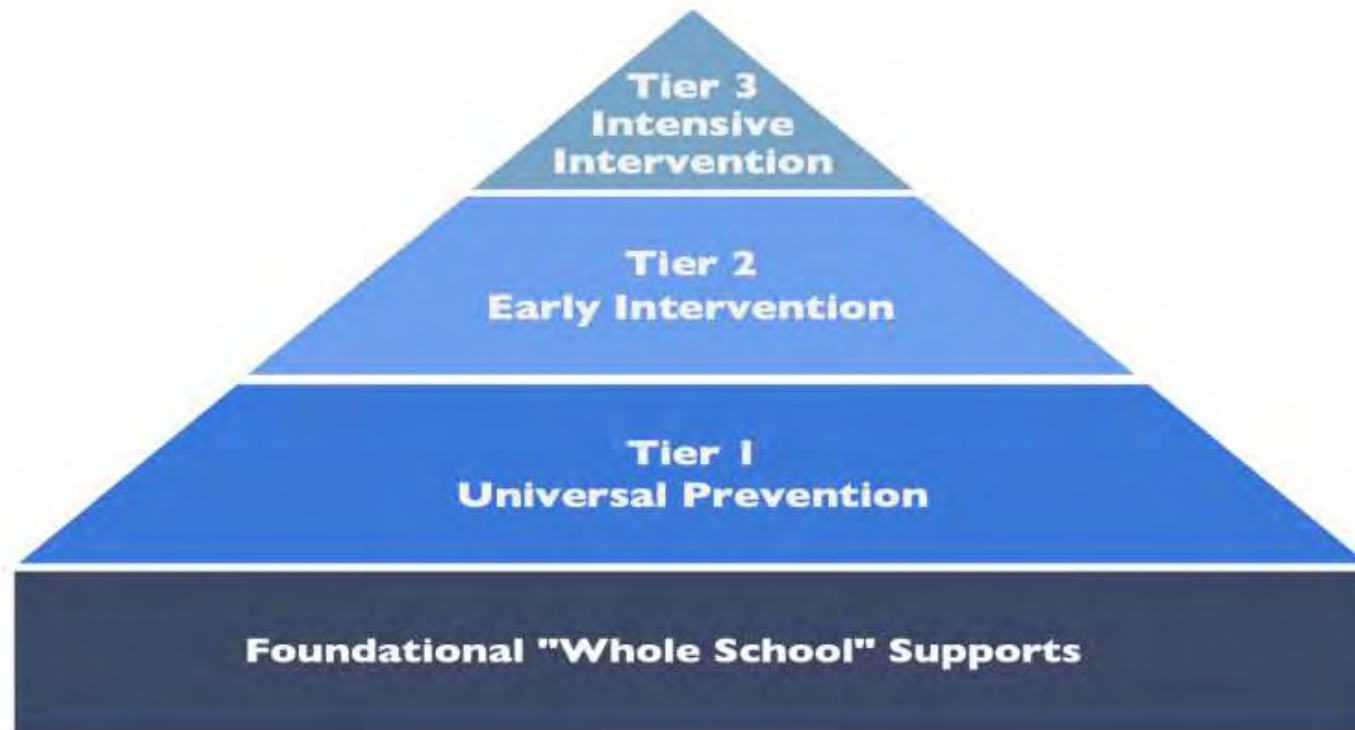
Chronic Absenteeism Overview<sup>1</sup>

ESSA Requirements and Chronic Absenteeism	
Be applicable to every student	All enrolled students are included in attendance counts; no students are excluded.
Provide summary and disaggregated data	Chronic absence rates can be reported separately for all subgroups of students in a school, district, and state.
Be comparable across a state's school districts	States already have protocols that standardize attendance taking and reporting. The U.S. Department of Education's Office for Civil Rights has recently required states to track and report a standard measure of chronic absence. As a result, chronic absence rates will be comparable within states and, unlike many indicators, across the nation.
Be able to distinguish differences in performance among schools	Chronic absence levels vary substantially among students and schools within any district or state. These variations are not random; they represent meaningful differences in student engagement, achievement, and success.
Be valid	Test scores are measures of test success, which can be strongly or weakly related to subject matter mastery. Chronic absence, on the other hand, measures how much school has been missed.
Be reliable	Counting errors aside, taking attendance and computing chronic absence repeatedly will yield a consistent result.
Have a proven impact on achievement	An abundance of studies link chronic absence to academic achievement.

SOURCE: Attendance Works

<sup>1</sup> All images retrieved from Attendance Works: [attendanceworks.org](https://attendanceworks.org)

AOC School Quality Recommendation  
APPENDIX B: Chronic Absenteeism Overview

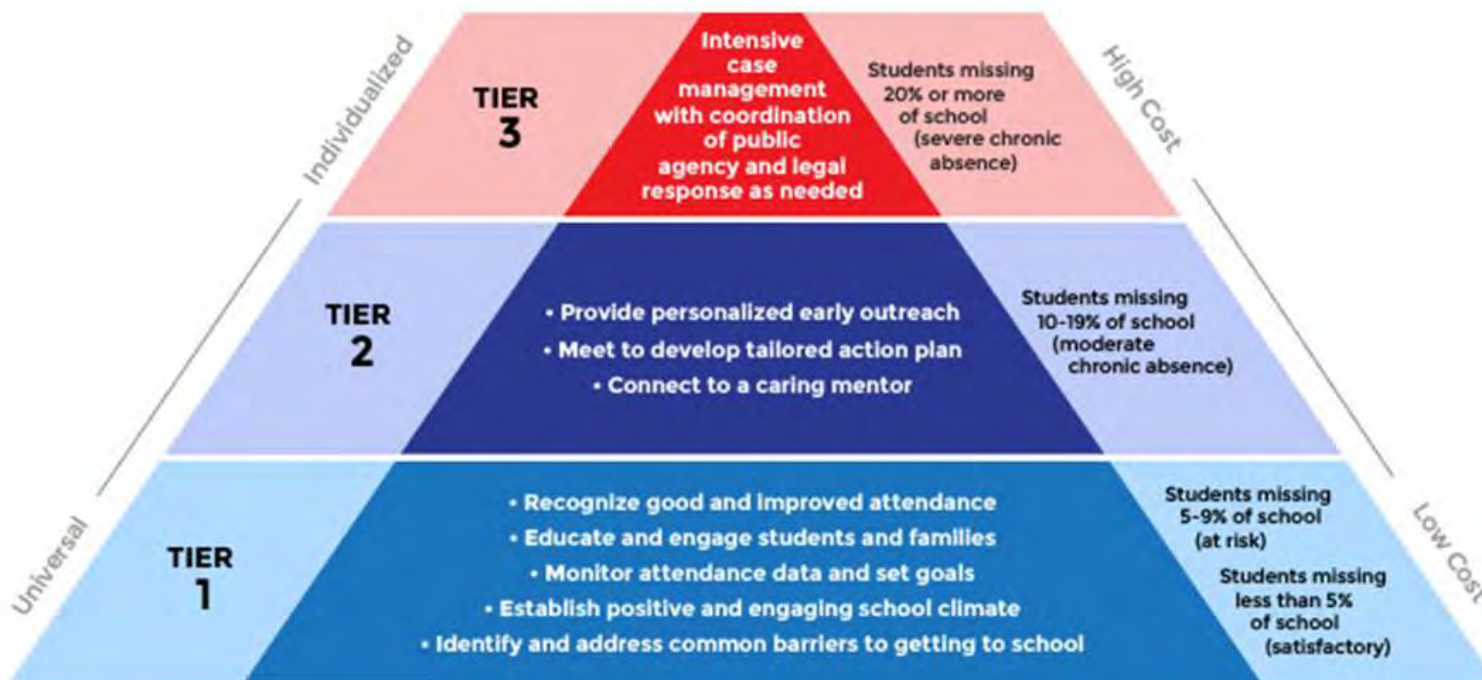


[www.attendanceworks.org](http://www.attendanceworks.org)



AOC School Quality Recommendation  
APPENDIX B: Chronic Absenteeism Overview

Improving attendance requires a tiered approach that begins with prevention.





DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick  
Superintendent of Public Instruction

*Working Together for Student Success*

**The Addressing Chronic Absenteeism Indicator for 2017-2018 Accountability  
(as written in ESSA plan approved January 19, 2018)**

Indiana's ESSA (Every Student Succeeds Act) plan includes an Addressing Chronic Absenteeism Indicator for schools that serve students in grades Kindergarten through eighth grade.

- Schools must have at least 20 students who were enrolled for at least 162 days<sup>1</sup>. This will become the denominator (Total Number of Students Enrolled)
- Attendance Percentage is calculated by the Number of days Attended (on the Attendance Collection) divided by the Number of days Enrolled (Days Attended + Days Excused Absent + Days Unexcused Absent).
  - Attendance exceptions provided for by state law do not count as absences, and should be reported by the school as a day attended to the state. These exceptions include: service as a page or honoree of general assembly; service on precinct election board or for political candidates/parties; witness in judicial proceeding; educationally related nonclassroom activity; or exhibiting or participating in state fair (see IC 20-33-2-14 through 17.7)
- Persistent Attendee is defined as a student who was enrolled for at least 162 days and who has an Attendance Percentage of least 96%.
- Improving Attendee is defined as a student who was enrolled for at least 162 days, was not a persistent attendee, whose current year Attendance Percentage is at least 3 percentage points higher than their Attendance Percentage the previous year.
- Calculation:

$$\frac{\# \text{ Persistent Attendees} + \# \text{ Improving Attendees}}{\text{Total Number of Students Enrolled}} \times 1.25$$

- The points for this indicator are capped at 100 and follow the traditional scale:

90.0 – 100.0 points	A
80.0 – 89.9 points	B
70.0 – 79.9 points	C
60.0 – 69.9 points	D
0.0 – 59.9 points	F

- The weight for this indicator is 5%.
- Note that an individual student can only count as a Persistent Attendee or an Improving Attendee not both.
- The factor of 1.25 is set using the goal of 80%. In other words, schools that have at least 80% of their students as Persistent Attendees or Improving Attendees, will receive the full 100 points.

<sup>1</sup> The Attendance collection (DOE-AT) is utilized to determine the total number of days enrolled as for all other indicators.



# Research Brief: Prediction Study for the Idaho Student Engagement Survey

v1.1, December 11, 2020

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## Executive Summary

### Overview

The Cognia™ Student Engagement Survey (SES) collects feedback from students and provides insights for educators on opportunities to be more responsive to student needs. The Idaho State Department of Education (ISDE) has administered the SES statewide for elementary and middle schools since the 2017-2018 school year and high school since the 2018-2019 school year. Additionally, elementary and middle school results on the SES are incorporated in the state's system of meaningful differentiation for federal accountability under the Every Student Succeeds Act (ESSA). This research brief outlines the results of a research study for the 2018-2019 administration in Idaho.

The SES was developed based on extensive research into authentic student engagement, self-efficacy, and motivation. Prior research described positive relationships between overall student engagement and academic achievement on tests similar to statewide summative assessments. Specific domains within overall engagement have been notably documented to be related to achievement particularly behavioral engagement at the elementary, middle, and high-school levels; cognitive engagement at the middle and high school levels; and emotional engagement in support of general engagement and outcomes<sup>1</sup>.

This prediction study examines the likelihood of achieving proficiency on the 2018-2019 administration of Idaho State Achievement Test (ISAT) according to subject area (English Language Arts, Mathematics), grade (3-8, 10), SES engagement domain (Behavioral, Cognitive, Emotional), and engagement type (Committed, Compliant, Disengaged). These likelihoods may be considered similarly to probabilities or expectations; when engagement types yield higher likelihoods, those students are more likely to have achieved proficiency. Regression of domain-specific engagement type on ISAT proficiency results provides evidence for the contribution of student engagement to academic proficiency as well as indicating the role of engagement beyond proficiency.

### Results

Significant relationships between engagement and proficiency are demonstrated as anticipated by prior literature; the results, however, are more nuanced than a general summary can provide. The likelihood of proficiency generally increases across grades for English Language Arts (ELA) while likelihoods decrease across grades for Math, both corresponding to observed proficiency rates. Once these differences in

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<sup>1</sup> Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.

subject area have been considered, the patterns of results are quite similar across ELA and Math outcomes; therefore, further results are discussed encompassing both subject areas.

- The Behavioral domain demonstrates similar patterns of likelihoods across grades as increased engagement generally corresponds to increased likelihood of proficiency. Increases are most notable between the Disengagement and Compliant engagement types while there is smaller differentiation between Compliant and Committed engagement types.
- In the Cognitive domain, Compliant students are more likely to demonstrate proficiency than Disengaged or Committed students. This separation is largest in elementary school, nearly disappearing in high school.
- Lastly, the Emotional domain demonstrates patterns of likelihood of proficiency that are highly dependent on grade or grade-span. In elementary schools, students demonstrating Emotional Disengagement are more likely to achieve proficiency than students who were Compliant or Committed. In middle school, Compliant students are typically most likely to achieve proficiency while Disengaged students are least likely. Finally, in high school the variability in likelihoods is smallest with a general trend of increasing engagement yielding higher likelihoods of proficiency.

### Conclusion

Two major themes emerge from the results of this study: (1) the likelihood of proficiency in ELA or Math is greatly increased for students who are Compliant over students who are Disengaged and (2) the difference in likelihoods is greatest when comparing Compliant and Disengaged students versus comparing Compliant and Committed students. Therefore, focused efforts to decrease Disengagement among students may be expected to produce returns of increased proficiency on large-scale summative assessment.

The results of this study indicate the need for future research examining the specific relationship between engagement types and expectations of performance and engagement promoted by academic assessments. Students who are Disengaged express little motivation, meaning, or ownership for their learning or performance regardless of ability. In contrast, students who are Compliant are extrinsically motivated to pursue understanding or complete the task at hand. Students who are Committed are intrinsically motivated with respect to their learning and performance, seeking opportunities for challenge, improvement, and to deepen understanding. The sensitivity of large-scale summative assessment to each of these levels of engagement requires further research. Additionally, further research into the relationship between student engagement and other types of assessment (i.e., formative, interim, benchmark) could yield rich information about the role of engagement in academic performance against measures that are more closely related to students' classroom experience.

### Study Overview

Student-entered Student ID values have been collected during SES administrations since the 2017-2018 school year, allowing important variables to be linked to student-specific SES results and providing powerful research opportunities. This study takes advantage of the unique student identifier to explore the relationships between student engagement type for each domain and student proficiency in ELA and Math via the ISAT resulting from the 2018-2019 school year.

The SES has been discussed in sufficient detail in previous reports and is not covered here. The ISAT is a series of achievement tests in ELA and Math that are administered annually to students in grade 3-8 and 10, statewide. Student performance on these assessments is evaluated according to four levels



(Below Basic, Basic, Proficient, and Advanced) with proficiency for accountability purposes indicated by levels 3 and 4. Definitions of proficiency and the knowledge, skills, and behaviors that students must demonstrate to achieve levels 3 and 4 are conditional on grade level; therefore, this study focuses on the relationship between student engagement type by domain against proficiency in ELA and Math by grade.

The data sources for this study are described via results presented in Table 1, which presents the matching outcomes by grade and data source<sup>2</sup>. Results for each of the grade-span versions of the SES are presented against the corresponding assessment grades as elementary school (grades 3-5), middle school (grades 6-8), and high school (grade 10). The final data used for analysis are constrained according to the intended input and outcome variables; data is limited to student results with matched Student ID values, valid assessment grades, valid assessment outcomes, and matching engagement survey grade-spans. With nearly 20,000 valid student achievement results per grade in the 2018-2019 school year, greater than 99% of all achievement records were matched to appropriate SES results.

**Table 1. Data Sources and Matching Results by Grade**

Match	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
<b>Total ELA or Math Results</b>	17,935	18,659	19,677	20,270	19,744	19,436	17,539
<b>Records with Elem. SES</b>	99.82%	99.72%	99.40%	--	--	--	--
<b>Records with Mid. SES</b>	--	--	--	99.39%	99.67%	99.52%	
<b>Records with High SES</b>	--	--	--	--	--	--	99.68%

## Descriptive Statistics

Using the matched data sets described previously, the distribution of student engagement results and proficiency is explored and presented to provide context for the subsequent prediction analysis. Calculated using the appropriate totals provided in Table 1, percentages of student proficiency by subject area, grade, engagement domain, and engagement type are provided in Table 2.

Student proficiency results are presented by grade as percentages of students achieving Proficient or Advanced on the 2018-2019 ISAT in ELA or Math. The majority of students achieve proficiency in ELA, increasing across grades to nearly two-thirds of students in grade 10. For Math, a slight majority of students demonstrate proficiency at grade 3; however, this decreases to nearly one-third of students in grade 10.

Student engagement results are similarly presented by grade as percentages of students classified according to engagement type with each domain. Commitment is highest in grade 3 and decreases across grades; the Emotional domain demonstrates highest commitment in elementary school shifting to similar engagement across domains in high school.

<sup>2</sup> It is important to note here that simple matching to Student ID was performed for this study; therefore, the validity of the match results are solely dependent on student-provided values from the SES administration and the state-provided values for the accountability values. Unmatched cases as well as mismatches are possible though unlikely and infrequent.



Table 2. Student Percentages by Variable and Grade

Variable	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
<b>ELA</b>	Proficiency	52.99%	54.01%	59.08%	57.34%	60.23%	56.42%	62.91%
<b>Math</b>	Proficiency	55.97%	52.37%	47.25%	44.61%	48.40%	43.59%	36.42%
<b>Behavioral</b>	Committed	63.40%	60.49%	57.56%	64.98%	58.14%	50.68%	43.04%
	Compliant	28.67%	29.47%	30.85%	14.53%	16.70%	18.51%	42.66%
	Disengaged	4.57%	5.89%	7.13%	13.35%	16.56%	20.71%	8.70%
<b>Cognitive</b>	Committed	67.32%	63.36%	60.12%	52.93%	46.48%	40.78%	44.26%
	Compliant	27.87%	30.79%	32.99%	40.08%	44.35%	47.47%	44.90%
	Disengaged	4.81%	5.85%	6.89%	6.99%	9.16%	11.75%	10.84%
<b>Emotional</b>	Committed	76.16%	71.66%	66.02%	56.82%	47.88%	42.72%	39.41%
	Compliant	12.01%	12.77%	14.69%	17.70%	22.49%	25.22%	35.24%
	Disengaged	11.83%	15.57%	19.29%	25.48%	29.63%	32.06%	25.36%

## Results

Multiple logistic regression is the statistical approach used in this study to estimate the likelihood of ELA and Math ISAT proficiency from engagement type by domain. Distributions of student performance, definitions of proficiency, and specific interpretations of proficiency differ by both subject area and grade; therefore, separate multiple logistic regression models are estimated for each subject-by-grade combination for a total of 14 models.

Estimated values or predictions resulting from estimation of a multiple logistic regression model range from 0 to 1 and indicate the likelihood or probability that a student would achieve proficiency on the ELA or Math assessment given their engagement type for each of the engagement domains. Lower values indicate that a student with the corresponding engagement type would be unlikely to achieve proficiency; higher values indicate that a student would be more likely to achieve proficiency.

## ELA Results

The percentage of students who achieved proficiency in ELA and were also classified according to one of the engagement types in 2018-2019 are presented in Table 3 by engagement domain and grade. These results demonstrate that higher percentages of proficient students typically demonstrate Compliant or Committed engagement across domains and grades. The general trends described previously are observed here; additionally, large differences in percentages of students Disengaged versus Compliant is notable in the Behavioral and Cognitive domains. These results provide support for the multiple logistic regression approach to examine the likelihood of ELA proficiency as explained by grade- and domain-specific student engagement.





**Table 3. Percentages of ELA Proficiency and Engagement Type by Domain and Grade**

Variable	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
<b>Behavioral</b>	Committed	66%	64%	61%	68%	61%	54%	48%
	Compliant	27%	28%	30%	14%	16%	18%	41%
	Disengaged	4%	4%	6%	11%	14%	17%	6%
<b>Cognitive</b>	Committed	66%	62%	60%	55%	47%	42%	46%
	Compliant	30%	33%	35%	39%	46%	49%	45%
	Disengaged	4%	5%	6%	6%	7%	9%	9%
<b>Emotional</b>	Committed	79%	74%	68%	60%	51%	47%	42%
	Compliant	9%	11%	14%	18%	23%	26%	36%
	Disengaged	12%	15%	19%	22%	26%	28%	22%

Figure 1 presents the likelihoods of ELA proficiency in grades 3-8 and 10 as explained by Behavioral, Cognitive, and Emotional engagement type; Table 4 provides numerical summaries of this information. For all grades, the model fit results indicate that the interaction of engagement types by domains are significant predictors of ELA proficiency (i.e, significant Likelihood Ratio Tests) and that the models fit well to the data (i.e., non-significant Hosmer-Lemeshow results). Together, these results allow us to proceed with interpretation of the models<sup>3</sup>. Complete regression coefficients and model fit evaluation results are presented in the Appendix.

Overall, the likelihood of achieving proficiency typically ranges between 0.4 and 0.6 with the lowest likelihood estimated for Emotional Compliance in grade 3 (0.376) and the highest likelihood estimated for Behavioral Commitment in grade 10 (0.657).

Results by grade:

- The average likelihood of proficiency increases across grades, from 0.454 in grade 3 to 0.562 in grade 10; consistent with the increasing rates of proficiency observed.
- The average likelihood of proficiency is highest for Compliant students across all grades (0.542), followed by Committed (0.521), then Disengaged (0.474). In grade 10, however, Committed students are more likely to be Proficient (0.602) than Compliant students (0.584).
- The pattern of relationships is similar across grades for the Behavioral and Cognitive domains.
- The pattern of relationships in the Emotional domain appear to be similar within grade-span but differ between grade-span; results are similar within elementary school (grades 3-5), middle school (6-8), and some differentiation from high school (grade 10).

<sup>3</sup> While the best-fitting models included interactions between engagement domains, the impact of these interactions was deemed to be limited. In the interest of clear and succinct interpretation, results are presented independently for each engagement domain within grade.



Results by domain:

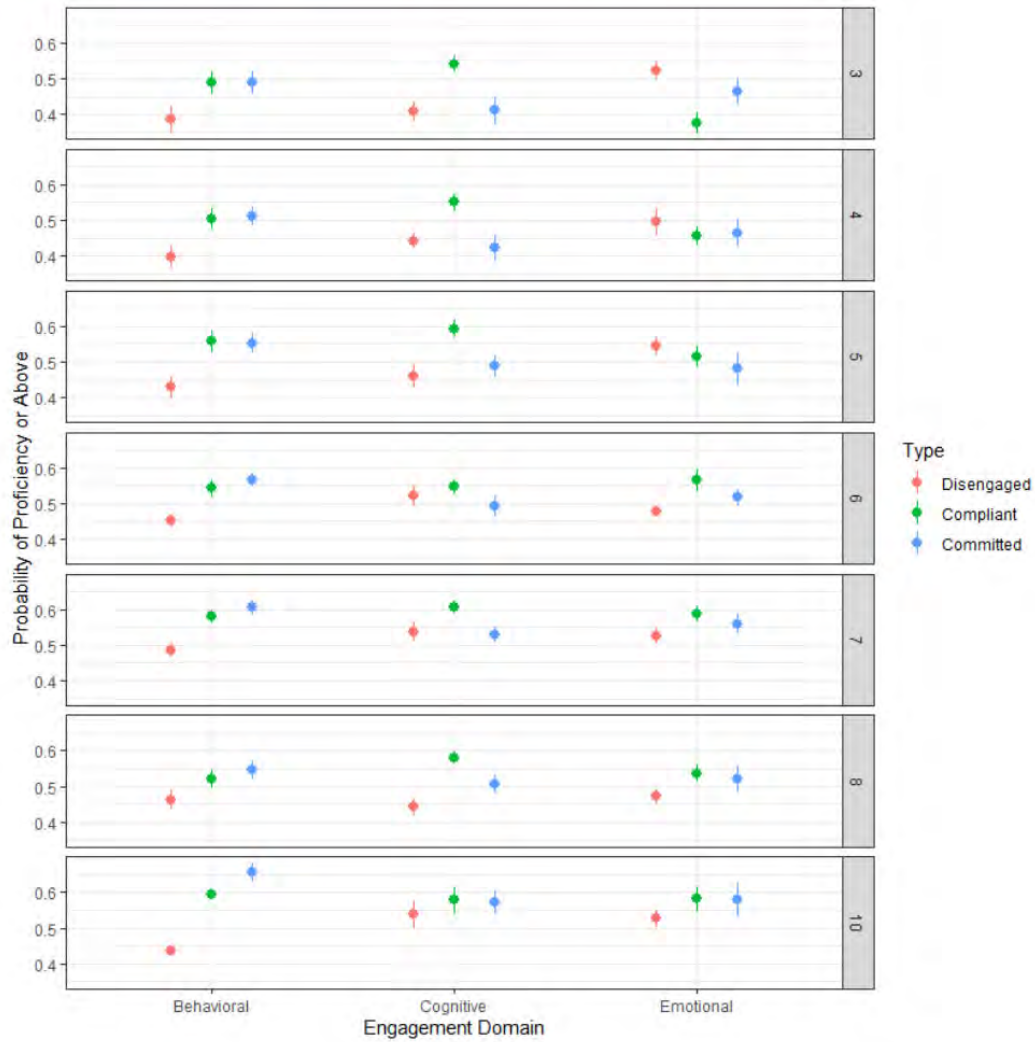
- In the Behavioral domain, increased engagement generally corresponds to an increased likelihood of proficiency. The increase is most notable between Disengaged-Compliant than between Compliant-Committed engagement types.
- In the Cognitive domain, Compliant students have the highest likelihood of proficiency over Disengaged or Committed students. This separation is largest in elementary school (i.e., grades 3-5; Disengaged = 0.408 to 0.458, Compliant = 0.542 to 0.546, Committed = 0.411 to 0.488), but nearly disappears in high school (i.e., grade 10; Disengaged = 0.538, Compliant = 0.582, Committed = 0.579).
- Lastly, likelihood of proficiency given Emotional engagement strongly depends on grade level. In elementary school, Disengaged students are most likely to achieve proficiency while Compliant or Committed students are less likely to achieve proficiency. In middle school, this relationship is inverted and Compliant or Committed students are most likely to achieve proficiency. Finally, in high school, likelihood of achieving proficiency increases with engagement type though the differentiation is limited.

**Table 4. Likelihood of ELA Proficiency Engagement Type by Domain and Grade**

Domain	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
<b>Behavioral</b>	Committed	0.488	0.512	0.552	0.567	0.604	0.546	0.657
	Compliant	0.488	0.504	0.557	0.542	0.582	0.521	0.594
	Disengaged	0.385	0.398	0.429	0.451	0.486	0.463	0.437
<b>Cognitive</b>	Committed	0.411	0.422	0.488	0.493	0.529	0.507	0.572
	Compliant	0.542	0.551	0.591	0.546	0.605	0.580	0.578
	Disengaged	0.408	0.442	0.458	0.521	0.537	0.443	0.538
<b>Emotional</b>	Committed	0.463	0.465	0.480	0.516	0.560	0.521	0.579
	Compliant	0.376	0.455	0.513	0.565	0.588	0.537	0.582
	Disengaged	0.522	0.495	0.544	0.479	0.524	0.473	0.527



Figure 1. Likelihood of ELA Proficiency by Engagement Type by Domain and Grade





## Math Results

The percentage of students who achieved proficiency in Math and were also classified according to one of the engagement types in 2018-2019 are presented in Table 5 by engagement domain and grade. These results demonstrate that higher percentages of proficient students typically demonstrate Compliant or Committed engagement across domains and grades. As with ELA, the general trends described previously are observed here as well as large differences in percentages of students Disengaged versus Compliant in the Behavioral and Cognitive domains. These results provide support for the multiple logistic regression approach to examine the likelihood of Math proficiency as explained by grade- and domain-specific student engagement.

**Table 5. Percentages of Math Proficiency and Engagement Type by Domain and Grade**

Variable	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
<b>Behavioral</b>	Committed	66%	65%	62%	70%	63%	55%	52%
	Compliant	28%	28%	29%	14%	17%	19%	39%
	Disengaged	3%	4%	5%	10%	12%	16%	5%
<b>Cognitive</b>	Committed	66%	63%	60%	55%	48%	42%	48%
	Compliant	30%	33%	35%	40%	45%	50%	44%
	Disengaged	4%	5%	5%	5%	7%	8%	7%
<b>Emotional</b>	Committed	79%	75%	69%	62%	53%	48%	45%
	Compliant	9%	11%	14%	18%	24%	26%	36%
	Disengaged	12%	14%	18%	21%	24%	26%	19%

The likelihood of Math proficiency in grades 3-8 and 10 as explained by Behavioral, Cognitive, and Emotional engagement type is presented graphically in Figure 2 and the likelihoods are summarized in Table 6. For all grades, model fit results indicate that the interaction of engagement types by domains are significant predictors of Math proficiency and that the models fit well to the data. We, therefore, proceed with interpretation of the models<sup>4</sup>.

Overall, the likelihood of achieving proficiency typically ranges between 0.2 and 0.6 with the lowest likelihood estimated for Behavioral Disengagement in grade 10 (0.196) and the highest likelihood estimated for Cognitive Compliance in grade 3 (0.577).

<sup>4</sup> As was the case with ELA, Math results are presented independently for each engagement domain within grade to facilitate interpretation.



Results by grade:

- The average likelihood of proficiency decreases across grades, from 0.482 in grade 3 to 0.301 in grade 10, consistent with decreasing rates of proficiency observed.
- The average likelihood of proficiency is highest for Compliant students across all grades (0.435), followed by Committed (0.416), then Disengaged (0.361). In grade 10, however, Committed students are more likely to be Proficient (0.335) than Compliant students (0.320).
- The pattern of relationships is similar across grades for the Behavioral and Cognitive domains.
- The pattern of relationships in the Emotional domain appear to differ by grade or grade-span. Likelihood of proficiency in grade 3 demonstrates a different pattern than in grades 4 and 5 while the pattern is similar for grades 6-8 and 10.

Results by domain:

- In the Behavioral domain, increased engagement generally corresponds to an increased likelihood of proficiency. The increase is most notable between Disengaged-Compliant than between Compliant-Committed engagement types.
- In the Cognitive domain, Compliant students have the highest likelihood of proficiency over Disengaged or Committed students. This separation is largest in elementary school (i.e., grades 3-5; Disengaged = 0.415 to 0.344, Compliant = 0.577 to 0.465, Committed = 0.454 to 0.373), but nearly disappears in high school (i.e., grade 10; Disengaged = 0.274, Compliant = 0.316, Committed = 0.312).
- Lastly, likelihood of proficiency given Emotional engagement strongly depends on grade or grade-span. In grade 3, Disengaged students are most likely to achieve proficiency while Compliant or Committed students are less likely to achieve proficiency; this pattern is similar though less pronounced in grades 4 and 5. For grades 6-8 and 10, the likelihood of achieving proficiency resembles the patterns seen in the Behavioral domain: Disengaged students are least likely to achieve proficiency, larger differentiation between Disengaged-Compliant students than Compliant-Committed students, and decreased differentiation as grade increases.

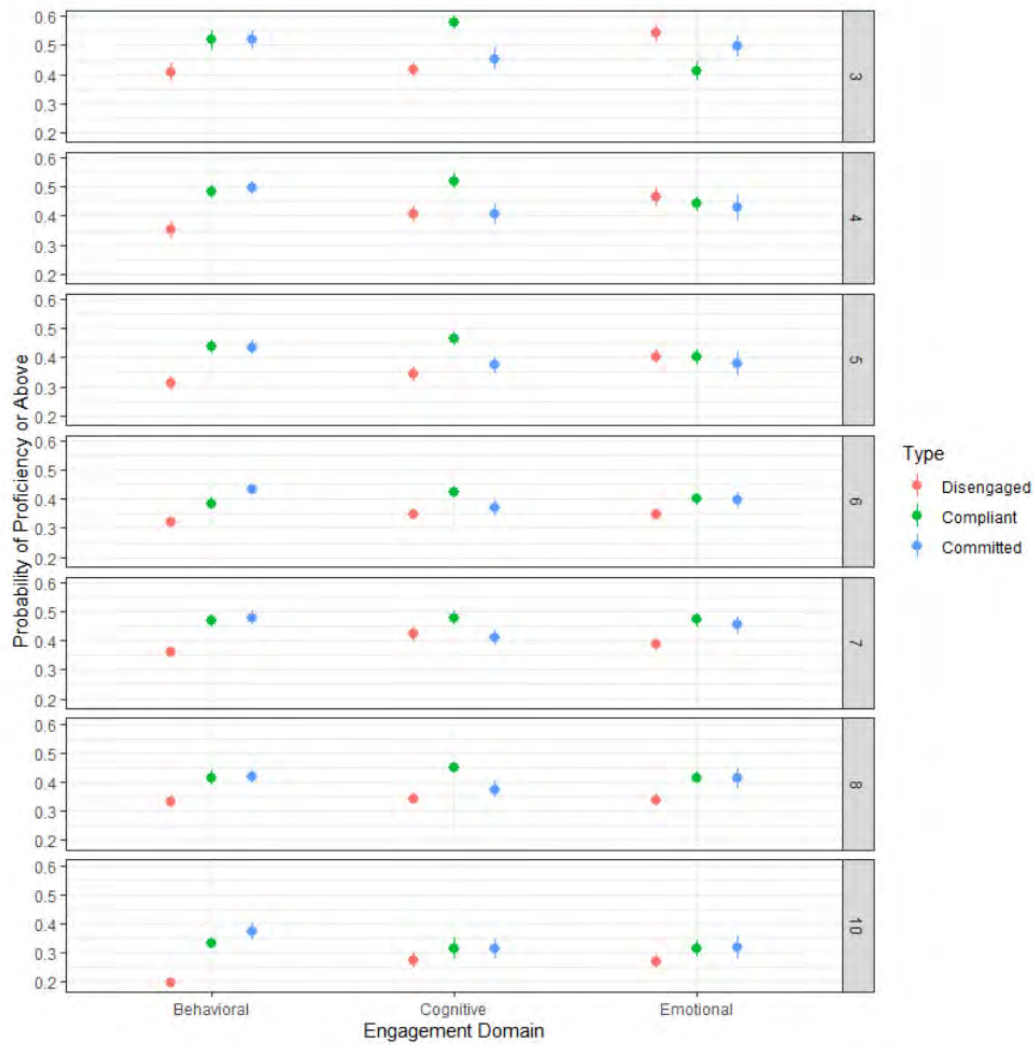
**Table 6. Likelihood of Math Proficiency Engagement Type by Domain and Grade**

Domain	Level	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
Behavioral	Committed	0.520	0.498	0.435	0.434	0.480	0.419	0.374
	Compliant	0.518	0.483	0.438	0.385	0.470	0.415	0.332
	Disengaged	0.408	0.352	0.309	0.321	0.362	0.333	0.196
Cognitive	Committed	0.454	0.406	0.373	0.370	0.411	0.375	0.312
	Compliant	0.577	0.520	0.465	0.424	0.479	0.450	0.316
	Disengaged	0.415	0.406	0.344	0.346	0.422	0.343	0.274
Emotional	Committed	0.495	0.428	0.379	0.395	0.453	0.413	0.319
	Compliant	0.410	0.441	0.401	0.400	0.471	0.416	0.314
	Disengaged	0.541	0.465	0.402	0.345	0.387	0.339	0.269





Figure 2. Likelihood of Math Proficiency by Engagement Type by Domain and Grade



## For additional information

Please contact Cognia's Research & Analytics group at [research\\_analytics@cognia.org](mailto:research_analytics@cognia.org) with additional questions about this study. You may also directly contact the authors:

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## Appendix

**Table A1. Logistic Regression Analysis for ELA Proficiency by Grade**

		Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10
Predictor		Coef. (SE)	Coef. (SE)	Coef. (SE)	Coef. (SE)	Coef. (SE)	Coef. (SE)	Coef. (SE)
Constant		-0.243 (0.133)	-0.286 (0.103)*	-0.14 (0.094)	-0.261 (0.071)*	-0.27 (0.064)*	-0.46 (0.058)*	-0.42 (0.082)*
Behavioral	Compliant	0.395 (0.222)	0.459 (0.178)*	0.461 (0.153)*	0.149 (0.175)	0.62 (0.155)*	0.383 (0.131)*	0.506 (0.11)*
	Committed	0.167 (0.18)	0.265 (0.158)	0.061 (0.146)	0.211 (0.147)	0.42 (0.139)*	0.348 (0.13)*	0.468 (0.167)*
Cognitive	Compliant	0.613 (0.195)*	0.183 (0.154)	0.398 (0.134)*	0.256 (0.095)*	0.385 (0.085)*	0.473 (0.079)*	0.295 (0.124)*
	Committed	-0.219 (0.198)	-0.788 (0.184)*	-0.094 (0.159)	-0.196 (0.136)	-0.024 (0.13)	0.164 (0.119)	0.329 (0.18)
Emotional	Compliant	-0.544 (0.273)*	0.242 (0.251)	-0.051 (0.195)	0.423 (0.188)*	0.217 (0.15)	0.152 (0.131)	0.114 (0.17)
	Committed	-0.712 (0.233)*	-0.365 (0.224)	-0.975 (0.209)*	-0.114 (0.214)	-0.135 (0.199)	-0.376 (0.184)*	0.072 (0.239)
Test		$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)
Likelihood Ratio Test		340.734 (6)*	268.766 (6)*	251.672 (6)*	260.718 (6)*	310.067 (6)*	422.562 (6)*	500.009 (6)*
Hosmer-Lemeshow		0.078 (8)	0.237 (8)	2.04 (8)	2.434 (8)	1.333 (8)	0.161 (8)	1.168 (8)

\*  $p < 0.05$ .

Table A2. Logistic Regression Analysis for Math Proficiency by Grade

		Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9
Predictor		Coef. (SE)	Coef. (SE)	Coef. (SE)	Coef. (SE)	Coef. (SE)	Coef. (SE)	Coef. (SE)
Constant		-0.413 (0.135)*	-0.563 (0.106)*	-0.785 (0.101)*	-0.893 (0.078)*	-0.739 (0.068)*	-1.002 (0.063)*	-1.483 (0.104)*
Behavioral	Compliant	0.536 (0.221)*	0.548 (0.181)*	0.515 (0.157)*	0.152 (0.186)	0.586 (0.155)*	0.415 (0.136)*	0.46 (0.132)*
	Committed	0.358 (0.18)*	0.447 (0.16)*	0.172 (0.155)	0.473 (0.152)*	0.318 (0.141)*	0.429 (0.136)*	0.156 (0.196)
Cognitive	Compliant	0.767 (0.196)*	0.377 (0.157)*	0.48 (0.139)*	0.271 (0.102)*	0.201 (0.089)*	0.338 (0.084)*	0.166 (0.153)
	Committed	0.116 (0.196)	-0.42 (0.186)*	-0.071 (0.171)	-0.227 (0.149)	-0.082 (0.137)	-0.166 (0.131)	0.267 (0.218)
Emotional	Compliant	-0.361 (0.27)	0.263 (0.252)	-0.007 (0.205)	0.103 (0.196)	0.21 (0.153)	0.374 (0.136)*	0.183 (0.199)
	Committed	-0.405 (0.23)	-0.664 (0.234)*	-0.719 (0.223)*	-0.067 (0.227)	-0.117 (0.206)	-0.144 (0.195)	-0.048 (0.286)
Test		$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)	$\chi^2$ (df)
Likelihood Ratio Test		318.172 (6)*	294.355 (6)*	261.529 (6)*	313.902 (6)*	416.276 (6)*	438.041 (6)*	473.043 (6)*
Hosmer & Lemeshow		1.009 (8)	1.67 (8)	1.138 (8)	0.548 (8)	1.6 (8)	0.652 (8)	0.639 (8)

\*  $p < 0.05$ .