

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2022**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	TEACHER MENTOR PROGRAM UPDATE	Information Item
3	FEDERAL CORONAVIRUS RELIEF K-12 FUNDING	Information Item
4	ELEMENTARY SECONDARY EDUCATION ACT – CONSOLIDATED STATE PLAN AMENDMENTS	Action Item

STATE DEPARTMENT OF EDUCATION
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SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- Legislative Update
- Post Legislative Tour Update
- Teacher Awards Update
- Annual Prevention Conference Update
- Literacy Summit

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Mentor Teacher Program Update

REFERENCE

2013-2014	Board adopted the Governor's K-12 Task Force Recommendations and implementation subcommittee recommendations.
April 2017	Board reviewed and discussed the preliminary Educator Pipeline Work Group recommendation including the identification of strong mentor programs to help attract and retain teachers.
August 31, 2017	Board discussed State Mentor Program Standards, including bringing standards forward for consideration in 2018.
April 19, 2018	Board adopted the Idaho Framework for Mentor and Induction Programs as the state's approved educator mentor program standards.
October 2021	Board updated on professional development being implemented and developed

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02.
Sections 33-512, 33-1201A, and 33-1612, Idaho Code.

BACKGROUND/DISCUSSION

Idaho Code requires that instructional and pupil service staff will receive mentoring and that school boards provide mentoring for teachers in their first two years. Further, the State Department of Education (Department) is tasked with providing professional development in all content areas as specified through intent language in each year's appropriations bill in the Public Schools Budget. The 2022 Legislature repealed Section 33-1004J, Idaho Code, which provided leadership premiums for teachers who serve as mentors. The Department has actively been pursuing other ways to provide mentoring to Idaho educators. This update is to inform of a program in development.

Each year, approximately eight percent (8%) of teachers leave the (teaching) profession, and more than 50 percent quit teaching before reaching retirement. Nearly half of new teachers leave the classroom in their first five years, including 9.5 percent (9.5 %) in the first year alone. Teachers exiting the profession cite a lack of support as one of the top five reasons for leaving - *National Association of Secondary School Principals*. A mentor teacher program will help mitigate this attrition. A Mentor Program should be built on a vision of educator growth and development that is supported by research and practice. This vision includes the mentor's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between educators and administrators. A sound, well-articulated rationale

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grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support to novice educators. The developmental needs of novice educators are clearly understood by program designers and managers. – *Standard 2, Idaho Mentor and Induction Program Standards.*

A state led mentor teacher program aligns with State Department of Education strategic plan goal 4, “Idaho attracts and retains great teachers and leaders.”

Whereas school districts and charter schools have full control over how a mentor program is designed and implemented in their district, it is recognized that many districts do not have an active program in place thereby leaving new teachers with insufficient support and may lead to their leaving the profession in their first years of service. This creates a continuing dilemma for districts to provide highly qualified teachers for their schools.

IMPACT

It is the intent of this program to support districts and schools with a cohesive, Idaho Mentor and Induction Program Standards aligned network of trained mentor teachers that will directly impact teacher recruitment, induction, and retention.

ATTACHMENTS

Attachment 1 – House Bill 538 (2021) Central Services Appropriations 2021

Attachment 2 – Task Force for Improving Education final report

Attachment 3 – Idaho Mentor and Induction Program Standards (approved by the Board April 2018)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Governor Otter’s 2012/2013 Task Force for Improving Education (K-12) recommendations included a recommendation targeted at developing a continuum of professional growth and collaboration (#12 Career Ladder Compensation, #14 Tiered Licensure, #15 Mentoring, #16 Ongoing Job-Embedded Professional Learning, and #17 Site-Based Collaboration among Teachers and Instructional Leaders). Specifically, recommendation #15 Mentoring stated, “The Task Force recommends that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. The previously approved Idaho Mentor Program Standards (2006) provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. The Task Force recommended “the state provide funding support for a mentoring program.” Additionally, the Board’s Educator Pipeline Work Group has identified mentoring as a necessary part of the professional development and supports provided by school districts for training and retaining highly effective teachers. Beginning in 2014, the Board approved a number of statute, Administrative Code, and policy changes and budget requests to implement the recommendations (2013) of the Governor’s Task Force for Improving Education in a judicious manner. As part of the Task Force work in 2013

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the Idaho Mentor Program Standards developed in 2006 by the Department of Education, the Professional Standards Commission, and Idaho educators participating in the Department's Mentoring Committee, with technical assistance from the New Teacher Center were reviewed and determined to still be relevant and highly effective standards. The New Teacher Center is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. It works with school districts, state policy makers and educators from across the country to increase the effectiveness of teachers and school leaders at all levels. Additionally, prior to bringing forward the standards for consideration by the Board, Board staff reached out to the New Teacher Center and discussed the standards and their continued relevance. Feedback from the New Teacher Center indicated these standards remained the "gold standard" for teacher mentor programs.

Pursuant to Section 33-512(17), Idaho Code, school districts must provide support for teachers in their first two years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. Pursuant to Section 33-1201A, Idaho Code, all instructional staff and pupil service staff must receive mentoring as outlined in the employee's individualized professional learning plan during the initial three years of holding an Idaho certificate. Pursuant to IDAPA 08.02.02., alternate routes to certification as well as alternate routes to additional endorsements for certificated staff include provisions for candidates to participate through a state approved mentoring component or program.

During negotiated rulemaking meetings conducted by Board staff in July 2017, representatives of the Idaho School Boards Association, Idaho Education Association, and Idaho Association of School Administrators, and staff from the State Department of Education raised concerns around requiring districts to implement mentor programs based on minimum state standards outlined, and suggested the standards be reviewed again. In response to this concern, Board staff convened a group of stakeholders between February and March 2018 to review the original standards, and make recommendation for amended or new state mentoring standards. The group completed their work in 2018 and the Board adopted the "Idaho Framework for Mentor and Induction Programs" at the April 2018 Regular Board meeting. Any statutory or administrative code reference requiring use of the state or Board approved educator/teacher mentoring program or standards is referencing programs based on the standards approved at the April 2018 Regular Board meeting.

In addition to mentoring programs provided through a school district or charter school, the majority of Idaho's approved educator preparation programs include a mentoring component. This mentoring component is typically completed during the candidate's student teacher (clinical) portion of the program and is developed in conjunction with the school district or charter school the student teacher is placed in.

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Section 5 of House Bill 795 (2022) — Central Services Division of the public schools budget — requires “Of the moneys appropriated in Section 1 of this act, the State Department of Education may expend up to \$2,500,000 for professional development and teacher training and to track usage and effectiveness of professional development efforts at the state and local levels.” Section 3 of HB 793 (2022) — Teachers Division of the public schools budget — provides “Of the moneys appropriated in Section 1 of this act, \$10,850,000 from the Public School Income Fund shall be distributed for professional development that supports instructors and pupil services staff to increase student learning, mentoring, and collaboration. Professional development efforts should be measurable, provide the instructors and pupil services staff with a clear understanding of their progress, be incorporated into their performance evaluations, and, to the extent possible, be included in the school district or public charter school continuous improvement plans required by Section 33-320, Idaho Code. Funding shall be distributed by a formula prescribed by the State Department of Education, and the State Department of Education shall track usage and effectiveness of professional development efforts at the state and local levels.” In addition to this state funding for professional development, eligible school districts receive statewide approximately \$10M in federal Title II-A funds that are required to be used for providing professional development. Title II-A funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders, including quality mentor programs. The State Department of Education is also responsible for providing or making funds available for professional development, training, and/or technical assistant literacy intervention and working with students with characteristics of dyslexia (chapter 18, title 33), high quality professional development focused on advanced high school civics or government courses (Section 33-1602, Idaho Code), and mathematics instruction (Section 33-1627, Idaho Code).

Current instructional staff (teacher) retention rates can be found in the updated Educator Pipeline Report provided under the Planning, Policy and Governmental Affairs portion of the agenda. This report provides a breakdown of retention rates based on the certification route used to obtain certification and geographic region.

BOARD ACTION

This item is for informational purposes only.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature First Regular Session - 2021

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 358

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM'S DIVISION OF CENTRAL SERVICES FOR FISCAL YEAR 2022; PROVIDING FOR EXPENDITURES FOR THE PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM'S DIVISION OF CENTRAL SERVICES FOR FISCAL YEAR 2022; APPROPRIATING GENERAL FUND MONEYS FOR TRANSFER TO THE PUBLIC SCHOOL INCOME FUND; APPROPRIATING MONEYS TO THE PUBLIC SCHOOLS EDUCATIONAL SUPPORT PROGRAM'S DIVISION OF CENTRAL SERVICES FOR FISCAL YEAR 2022; DIRECTING THE USE OF MONEYS FOR LITERACY PROGRAMS, INTERVENTION SERVICES, MATH INITIATIVE PROGRAMS, AND LIMITED-ENGLISH PROFICIENCY PROGRAMS; DIRECTING THE USE OF MONEYS FOR STUDENT ASSESSMENTS; DIRECTING THE USE OF MONEYS FOR PROFESSIONAL DEVELOPMENT; PROVIDING REQUIREMENTS FOR DIGITAL CONTENT AND CURRICULUM; PROVIDING GUIDANCE ON YEAR-END RECONCILIATION; PROVIDING REQUIREMENTS FOR TECHNOLOGY CONTENT AND CURRICULUM; DEFINING "DISTRIBUTED" AND "EXPENDED"; AND REQUIRING AN ACQUISITIONS REPORT.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. The following amounts shall be expended for the Public Schools Educational Support Program's Division of Central Services for the period July 1, 2021, through June 30, 2022:

FROM:

General Fund	\$11,817,600
Federal COVID-19 Relief Fund	<u>1,850,000</u>
TOTAL	\$13,667,600

SECTION 2. There is hereby appropriated the following amount to be transferred to the Public School Income Fund for the period July 1, 2021, through June 30, 2022:

FROM:

General Fund	\$11,817,600
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SECTION 3. There is hereby appropriated to the Public Schools Educational Support Program's Division of Central Services the following amounts to be expended for operating expenditures from the listed funds for the period July 1, 2021, through June 30, 2022:

1 FROM:
2 Public School Income Fund \$11,817,600
3 Federal COVID-19 Relief Fund 1,850,000
4 TOTAL \$13,667,600

5 SECTION 4. PROGRAM SUPPORT. Of the moneys appropriated in Section
6 3 of this act, up to \$2,259,100 from the Public School Income Fund shall
7 be expended for the support of literacy programs, intervention services
8 for non-Title I schools that fail to achieve proficiency on Idaho's stan-
9 dards-based achievement tests, math initiative programs and regional math
10 labs, and evaluation of the programs for students with non-English or lim-
11 ited-English proficiency. The Department of Education shall report to the
12 Joint Finance-Appropriations Committee, the Senate Education Committee,
13 and the House Education Committee by January 15, 2022, on the uses of funds
14 and effectiveness of the programs and efforts.

15 SECTION 5. STUDENT ASSESSMENTS. Of the moneys appropriated in Section 3
16 of this act, the Department of Education may expend up to \$2,258,500 for the
17 development or administration of student assessments, including a college
18 entrance exam for grade 11 students, an exam for grade 10 students that pro-
19 vides preparation for the college entrance exam, and end-of-course exams for
20 high school science subjects.

21 SECTION 6. PROFESSIONAL DEVELOPMENT. Of the moneys appropriated
22 in Section 3 of this act, the Department of Education may expend up to
23 \$2,700,000 for professional development, teacher training, and to track
24 usage and effectiveness of professional development efforts at the state and
25 local levels.

26 SECTION 7. CONTENT AND CURRICULUM -- DIGITAL CONTENT. Of the mon-
27 eys appropriated in Section 3 of this act, \$1,200,000 shall be expended
28 for the purchase of content and curriculum for adaptive math instruction,
29 and \$3,250,000, with \$2,250,000 from the Public School Income Fund and
30 \$1,000,000 from the Federal COVID-19 Relief Fund, shall be expended for
31 research-based programs to assist with the instruction of students with
32 non-English or limited-English proficiency and for learning loss.

33 SECTION 8. YEAR-END RECONCILIATION. If the funds appropriated and
34 transferred to the Public School Income Fund and the funds appropriated from
35 the General Fund in Section 1 of this act exceed the actual expenditures for
36 the specified purposes, the difference shall be included in the year-end
37 reconciliation used to calculate funding available to meet the requirements
38 of Section 33-1018, Idaho Code, notwithstanding any other provision of law
39 to the contrary. If the funding amounts specified in Section 5 of this act
40 are insufficient to meet the actual expenditures, the difference shall be
41 included in the year-end reconciliation used to calculate funding available
42 to meet the requirements of Section 33-1018, Idaho Code, notwithstanding any
43 other provision of law to the contrary.

1 SECTION 9. CONTENT AND CURRICULUM -- TECHNOLOGY. Of the funds appro-
2 priated in Section 3 of this act, an amount not to exceed \$1,300,000, with
3 \$1,000,000 from the Public School Income Fund and \$300,000 from the Federal
4 COVID-19 Relief Fund, may be expended by the Department of Education to con-
5 tract for services that provide technology education opportunities and/or
6 information technology certifications to students, including faculty, that
7 prepare students for college, career, or the workplace. Funding shall be
8 awarded for projects that include three (3) or more of the following compo-
9 nents:

- 10 (1) Certification of skills and competencies;
- 11 (2) Professional development for teachers;
- 12 (3) Integration with curriculum standards;
- 13 (4) Online access to research-based content and curriculum; or
- 14 (5) Instructional software for classroom use.

15 The Department of Education shall provide a report to the Joint Finance-
16 Appropriations Committee, the Senate Education Committee, and the House Ed-
17 ucation Committee by January 15, 2022, regarding the number and type of cer-
18 tificates earned by students and faculty.

19 SECTION 10. DEFINITIONS. For the purposes of this act, "distributed"
20 means moneys that are transferred to school districts and public charter
21 schools with no funds withheld for any other contract or administrative
22 costs. "Expended" means moneys that pay for the cost of contracts that pro-
23 vide services to school districts, public charter schools or students, or
24 that pay for the Department of Education's cost of administering the pro-
25 grams for which the moneys are allocated.

26 SECTION 11. ACQUISITIONS. Consistent with the provisions of Chapter
27 92, Title 67, Idaho Code, the Department of Education is encouraged to engage
28 in open, competitive acquisition processes. The Department of Education
29 shall provide a report to the Joint Finance-Appropriations Committee by De-
30 cember 1, 2021, on all contracts signed during fiscal year 2021 for property
31 valued at more than \$25,000. The report shall include for each contract: (a)
32 the amount; (b) the duration; (c) the parties; (d) the subject; (e) whether
33 the contract was awarded as a result of an open, competitive acquisition
34 process or as a sole source or other noncompetitive procurement pursuant
35 to Section 67-9221, Idaho Code; and (f) the rationale for signing any sole
36 source or other noncompetitive procurements.

Task Force for Improving Education



September 6, 2013

Task Force for Improving Education

September 6, 2013

Office of the State Board of Education
650 West State St. Rm 307
Boise, ID 83702



IDAHO STATE BOARD OF EDUCATION

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September 5, 2013

The Honorable C.L. "Butch" Otter
Office of the Governor
State Capitol
P.O. Box 83720
Boise, ID 83720

Dear Governor Otter:

On behalf of the 31 members of the Task Force for Improving Education, which you commissioned in December 2012, I am pleased to forward the attached recommendations to you. These recommendations are the result of eight months of diligent work by the Task Force members who met frequently, studied research and best practices, and engaged in thoughtful, collaborative discussions about how Idaho's education system could better prepare our children for success.

While some of the recommendations are specific and detailed, others represent broader concepts that will require additional study and development. We all recognize that there is much work to be done and that it will take time, but this is a first, important step.

I, and all the members of the Task Force, thank you for your vision and leadership in convening the group and allowing us the time and latitude to provide you with our collective ideas and recommendations. We remain ready to answer any questions you may have and to assist you in this important work.

Sincerely,

A handwritten signature in black ink that reads "Richard Westerberg". The signature is written in a cursive style.

Richard Westerberg
Task Force Chair

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Executive Summary

In December 2012, Gov. C.L. “Butch” Otter announced that the State Board of Education would shepherd a discussion about how to improve Idaho’s education system to better prepare students for success. A Task Force of 31 individuals, representing a broad and diverse group of stakeholders from across the state, assembled in January 2013 to begin discussion and identify areas of focus.

As an overarching goal, the group unanimously adopted the State Board’s goal that 60 percent of Idahoans between the ages of 25 and 34 attain a postsecondary degree or credential by 2020. Currently, only 39 percent of Idahoans between 25 and 34 years of age have a postsecondary degree or credential. A key result of efforts to improve K-12 education is increasing high school graduation rates and ensuring that graduates go on to postsecondary education and are prepared to succeed in obtaining degrees, certificates or credentials.

Initially, the Task Force identified five areas of focus for research and discussion: Professional Development (including leadership), Teacher Effectiveness (including recruitment and retention), Fiscal Stability, Technology, and Structural Change. Those were then consolidated into three areas: Fiscal Stability, Structural Change (including technology) and Effective Teachers and Leaders (with Professional Development at all levels – school board, administrators and teachers included).

These three groups developed initial strategies and recommendations that were taken to the public in a series of seven Community Forums around the state in April 2013. Public input was also gathered via email and the Task Force website set up through the State Board of Education.

From June through August, each of the three groups met several times to research issues and further refine recommendations. They studied best practices, invited researchers and education stakeholders from other states to present findings on specific topics, and discussed how to develop recommendations that could be implemented in Idaho. The Fiscal Stability and Effective Teachers and Leaders group merged during this time to work jointly on several of the recommendations.

After eight months of study and deliberation, the Task Force for Improving Education finalized recommendations at its August 23rd meeting. After presentations from the chairs of the two subcommittees – Structural Change and Fiscal Stability/Effective Teachers and Leaders – the group voted on each of the 21 recommendations presented. All recommendations were approved by unanimous vote with the exception of the recommendation to endorse implementation of the Idaho Core Standards, which had one dissenting vote.

The following page summarizes the final 20 recommendations (note: due to overlap of the recommendations on job-embedded professional development and collaboration, two of the recommendations were combined).

Task Force for Improving Education Members and Affiliation

Richard Westerberg, Task Force Chair	Idaho State Board of Education
Laurie Boeckel, Vice President, Legislation	Idaho Parent Teacher Association
Roger Brown, Deputy Chief of Staff and Senior Special Assistant	Office of the Governor
Corinne Mantle-Bromley, Dean, College of Education	University of Idaho
Cheryl Charlton, Chief Executive Officer	Idaho Digital Learning Academy (IDLA)
Linda Clark, Superintendent, Joint Dist. No. 2 (Meridian)	Idaho Assoc. of School Administrators (IASA)
Penni Cyr, President	Idaho Education Association (IEA)
Reed DeMordaunt (R), Chairman House Education Committee	Idaho House of Representatives
Karen Echeverria, Executive Director	Idaho School Boards Association (ISBA)
Ken Edmunds	Idaho State Board of Education
Wayne Freedman, School Board Trustee (Council, Idaho)	ISBA, Past President
John Goedde (R), Chairman Senate Education Committee	Idaho State Senate
Steve Higgins, Principal	IASA, Grangeville High School
Mary Huff, School Board Trustee (Melba, Idaho)	ISBA
Teresa Jackman, The Academy Charter School	IEA, Pocatello School District
Lisa Kinnaman and Roger Quarles	Idaho Leads Project
Alex LaBeau, President	Idaho Association of Commerce & Industry
Mike Lanza, Co-founder	Idaho Parents and Teachers Together (IPATT)
Rod Lewis	Idaho State Board of Education
Bob Lokken, CEO, WhiteCloud Analytics	Idaho Business for Education
Tom Luna, Superintendent of Public Instruction	Idaho State Department of Education
Alan Millar, Principal, Forrest M. Bird Charter Academy (Sandpoint)	Idaho Charter School Network
Phyllis Nichols, Counselor	New Plymouth School District
Katie Pemberton, Canby Middle School	Coeur d'Alene School District
Mary Ann Ranells, Superintendent, Lakeland School District	Idaho Assoc. of School Administrators (IASA)
Anne Ritter, Meridian School Board	ISBA President
Brian Smith, Teacher, Sandpoint High School	Idaho Education Association (IEA)
Geoffrey Thomas, Superintendent, Madison School District	Idaho Assoc. of School Administrators (IASA)
Janie Ward-Engelking (D), House Education Committee	Idaho House of Representatives
Cindy Wilson, Teacher, Capital High School (Boise)	Idaho Education Association (IEA)
Rob Winslow, Executive Director	Idaho Assoc. of School Administrators (IASA)

Fiscal Stability/Effective Teachers and Leaders

Linda Clark, Chair
Rob Winslow, Co-Chair
Brian Smith
John Goedde
Karen Echeverria
Katie Pemberton
Rod Lewis
Penni Cyr
Steve Higgins
Janie Ward-Engelking
Mary Ann Ranells
Mary Huff
Phyllis Nichols
Alex LaBeau
Geoffrey Thomas
Wayne Freedman
Laurie Boeckel
Lisa Kinnaman / Roger Quarles
Teresa Jackman

Structural Change

Reed DeMordaunt, Chair
Bob Lokken, Co-Chair
Mike Lanza
Anne Ritter
Ken Edmunds
Alan Millar
Tom Luna
Cheryl Charlton
Cindy Wilson
Roger Brown
Corinne Mantle-Bromley

Summary of Recommendations

1. **Mastery Based System**

We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

2. **Idaho Core Standards**

We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

3. **Literacy Proficiency**

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

4. **Advanced Opportunities**

We recommend the state ensure that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

5. **Revamp the State's Accountability Structure Involving Schools**

We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

6. **Empower Autonomy by Removing Constraints**

We recommend the Governor's Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

7. **Annual Strategic Planning, Assessment, and Continuous Focus on Improvement**

We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state's goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

8. **Statewide Electronic Collaboration System**

We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

9. High Speed Bandwidth and Wireless Infrastructure

We recommend the state expand the existing high speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

10. Educator and Student Technology Devices

We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

11. Restoration of Operational Funding

We recommend restoration of operational funding to the FY 2009 level. Although traditionally called “discretionary” funding, operational funds are the normal, reasonable costs of doing business and include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; and providing timely and relevant content materials and training for teachers. A multiple year approach could be implemented to rebuild operational funding.

12. Career Ladder Compensation Model

We recommend a phased implementation of a Career Ladder of teacher compensation. The model proposed combines competitive salaries with incentives, rewards and accountability. Further, we believe it should be tied to a revised system of state licensure.

13. Enrollment Model of Funding Schools

We recommend a change from Average Daily Attendance (ADA) to Average Daily Enrollment/ Membership. This will enhance fiscal stability and remove current barriers to personalized and/or mastery learning models that are required to meet the State Board’s 60 percent goal.

14. Tiered Licensure

We recommend a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures.

15. Mentoring

We recommend that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. These standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. We recommend the state provide funding support for a mentoring program.

16. Ongoing Job-embedded Professional Learning

Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional development must be regularly scheduled and ongoing. We recommend that districts provide regular professional learning opportunities, and we support ongoing funding for professional development. We recommend the use of the research-based standards of the National Staff Development Council known as Learning

Forward. We further recommend that resources for educator learning be prioritized, monitored and coordinated at the state level.

17. Site-based collaboration among teachers and instructional leaders

Time to collaborate is critical to effective teaching and implementation of higher standards and technology. We strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time. We support the creation of professional learning communities that increase educator effectiveness and results for all students. We recommend providing training models to districts for their use in training the members of the professional learning communities, and encourage models that focus on team outcomes and collective responsibility.

18. Training and development of school administrators, superintendents and school boards

We recommend continued training and professional development of school administrators, superintendents and school boards. The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.

19. Provide enhanced pre-service teaching opportunities through the state's colleges of education

We support the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

20. Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation

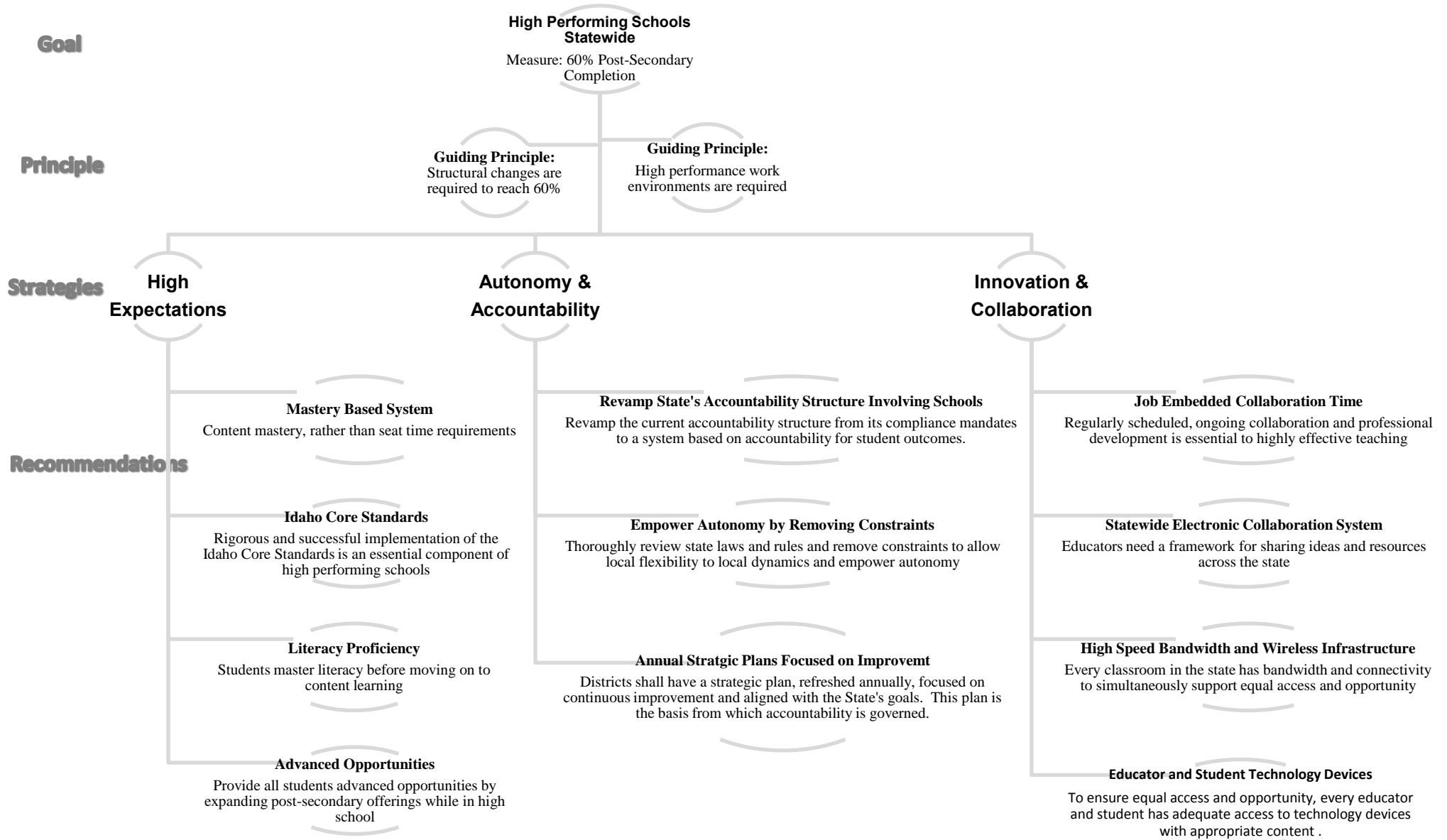
We support Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce.

Structural Change Recommendations

The Structural Change Subcommittee analyzed the need for structural change and technology in education. The subcommittee's focus was on improving how we educate Idaho students and how we pursue the goal of 60% of Idahoans age 24-35 having at least a one-year postsecondary degree or certificate. The following is our overall goal, the guiding principles, strategies, and recommendations for reaching this goal.

The chart on the following page summarizes the goal, guiding principles, strategies and recommendations for structural change in Idaho's education system.

Structural Change Subcommittee Report



The Goal

The goal of these structural change strategies is for Idaho to have a uniform and high-performing public K-12 education system, as measured by the State Board of Education (SBOE) goal of 60% of people entering the workforce having some post-secondary degree or certificate. This is required to prepare our students for the future.

Guiding Principles

In pursuit of strategies that would transform Idaho education to ultimately achieve the 60% goal, we settled on two guiding principles. As these shaped our thinking and helped focus the many ideas we explored, these principles are worth communicating.

Guiding Principle 1: Significant structural change is absolutely necessary if the state is to achieve the 60% goal.

There is an axiom that goes “the current [education] system is perfectly designed to produce the results we are currently getting.” Today, Idaho’s education system is perfectly designed to produce 39% of Idahoans (25-34 years of age) with at least a one-year degree or certificate.¹ Thus to achieve the 60% goal, we must make significant structural changes. Tactical and program-level changes might be necessary, but alone they will not be enough. For example, raising budgets by 15% across the board, if we could afford to do so, would certainly help restore the system to the pre-2009 state. Perhaps it would also allow us to add some new programs and/or grant staff a 5% raise. However, those measures, regardless of their individual merits, would hardly raise achievement from 35% to 60%.

Structural change requires changing the way people work today. It changes how decisions are made, resources such as time and budget are allocated, priorities are set, and people in the system view and approach their jobs.

Strategy #1: High Expectations

Research shows that achieving new levels of performance begins with setting high expectations. Perhaps the best illustration of this in education is a quote from former Secretary of State, Condoleezza Rice, who in referring to some experiences during her time as the Provost of Stanford University said, “If you have low expectations of even the best students, they will live down to them.”²

Expectations identify the gap that drives mastery and continuous improvement. So our first strategy is to set high expectations across the state, as a cornerstone of high-performance system.

¹ Idaho State Board of Education (Data Source: US Census Bureau, 2011 American Community Survey).

² [Education and National Security](#), Condoleezza Rice, 5th Annual Excellence in Action National Summit on Education Reform, November 27, 2012.

Recommendation #1.1: Mastery Based System

We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

Currently, Idaho's education system focuses on how many instructional hours, also referred to as seat time, a student receives. Students can be promoted from grade level to grade level based on age, regardless of whether they have mastered the content knowledge or standards at each grade level, which is often not in the best interest of the child.

However, simply eliminating instructional time requirements is not enough. There must be benchmarks students must meet throughout their K-12 education, rather than one competency test at the end of their schooling. In the report *It's Not a Matter of Time*, the authors suggest a time-based system must be replaced with a competency-based system with the following components:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.”³

As a Task Force, we strongly believe the classroom of the future will include more technology and more personalized/differentiated learning. The classroom of the future precipitates a mastery-based model where the focus is on outcomes, rather than inputs. Therefore, the Task Force recommends the state shift to a system where students advance based upon content mastery that is measured against high academic standards, which may require revising the public schools funding formula in Idaho Code and/or creating a financial incentive in addition to the public schools funding formula.

Recommendation #1.2: Idaho Core Standards

We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

The Idaho Core Standards are a higher standard—or expectation—of what a student should be able to know and do at each grade level.^{4,5} Standards build upon each other to

³ [It's Not a Matter of Time: Highlights from the 2011 Competency-Based Learning Summit](#), Chris Sturgis, Susan Patrick, and Linda Pittenger, iNACOL and CCSSO, July 2011.

⁴ [A Comparison of the Idaho English Language Arts Standards to the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects](#), Achieve, July 2010

ensure a student has the knowledge and skills required to succeed after high school in post-secondary education or the workforce.

Research shows that when statewide systems adopt high standards, all students rise to the expectation, including students who struggled under the previously lower standards.⁶ The Idaho Core Standards are a major step in helping Idaho students achieve the goal of 60% of Idaho's population having some form of post-secondary degree or certificate by 2020.

Along with adoption, rigorous and successful implementation of the standards is critical. Without the necessary funding, professional development, time and resources required, teachers and principals will not be prepared to teach to the higher and more rigorous standards.

After an analysis of the adoption and methodology behind the Idaho Core Standards and ensuring the state has maintained its independence in its ability to create and adopt standards, curriculum, and assessment, the Task Force strongly endorses Idaho's decision to raise academic standards for all students by implementing Idaho's Core Standards in mathematics and English language arts. Rigorous and successful implementation of the Idaho Core Standards is an essential component to preparing Idaho's students to meet the Task Force goal.

Recommendation #1.3: Literacy Proficiency

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

Another expectation we hold for students is reading proficiency. According to research from the Annie E. Casey Foundation, "Reading proficiently by the end of third grade is a crucial marker in a child's educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness and general productivity."⁷

Knowing how to read proficiently enables a student to read and learn content in other subject areas. The Task Force recommends students demonstrate mastery of literacy before moving on to significant content learning.

In the research, third grade is currently used as a reference; however, with a mastery-based system, grades will become irrelevant. What remains relevant is that reading proficiency is a prerequisite to moving on to mastery of other subject areas.

⁵ [A Comparison of the Idaho's Mathematics Standards to the Common Core State Standards in Mathematics](#), Achieve, July 2010

⁶ [High Standards Help Struggling Students: New Evidence](#), Constance Clark and Peter W. Cookson Jr., Education Sector, November 2012

⁷ [Early Warning! Why Reading by the End of Third Grade Matters](#), Annie E. Casey Foundation, 2010.

Recommendation #1.4: Advanced Opportunities

We recommend the state ensures that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

As we shift toward a mastery-based system of education, it necessitates that we provide opportunities for our advanced students who progress and master content more quickly.

Beyond necessity, advanced opportunities have also proven to be an effective strategy for raising college readiness rates among students. A study of dual enrollment in Texas found that “high school students who had completed a college course before graduation were nearly 50 percent more likely to earn a college degree from a Texas college within six years than students who had not participated in dual enrollment.”⁸

Currently, there are a number of advanced opportunities programs in Idaho. The 8-in-6 program helps Idaho students complete 8 years of schoolwork (2 years of middle school, 4 years of high school, and 2 years of postsecondary or trade school) in just 6 years. Students accomplish this by taking online courses over the summer and by taking online overload courses during the school year.

The Dual Credit for Early Completers program allows students who have completed all their state-required high school graduation requirements early (with the exception of the senior project and the senior math requirement) to take up to 36 college or professional technical credits of dual credit courses, 12 Advanced Placement exams, or 12 College Level Examination Program (CLEP) exams paid for by the state.

The Mastery Advancement Program gives students the opportunity to earn a scholarship for completing high school early.

In order to engage and retain our advanced students, the Task Force recommends the state expand upon current advanced opportunities and post-secondary offerings for all students while in high school.

Guiding Principle 2: A foundation of high-performance schools is a high-performance work environment.

Before we embark on selecting strategies, we must have a vision of the future education system that we desire and the type of system that would achieve the 60% goal. That vision assisted us in sorting through strategies and selecting focus areas.

The vision of a uniform, high-performing school system, across Idaho, must be rooted in creating a high-performance work environment in our schools. Scientific research shows

⁸ [Taking College Courses in High School: A Strategy for College Readiness](#), Ben Struhl and Joel Vargas, Jobs for the Future, October 2012.

that in complex work, such as educating students, there are three vital components to a high-performance environment: higher purpose, mastery, and autonomy.^{9,10}

The higher purpose inherent in education is obvious.

In mastery, we are not speaking to a state of being, but rather to the continual pursuit of improvement and forward progress. Mastery in this form is addressed both in the area of professional development (the work of the Effective Teachers and Leaders Subcommittee) and in the structural changes to support continuous improvement, innovation, and a supporting governance structure.

Autonomy is perhaps the most challenging in light of our historic approach to public education. Simply put, autonomy is people's need to be empowered to take ownership for results and to have the flexibility to address challenges and local dynamics they face in pursuit of results for our students.

Our vision is a system that pushes decision making as close to the student and parents as possible and adapts to the needs of the student. Autonomy is vital to both teachers and administrators fulfilling their potential as educators. However, pure autonomy, without accountability for results, would be *laissez-faire* and certainly fail both the state's constitutional mandate, as well as the state's fiduciary responsibility with taxpayers' monies. Thus, the concept of autonomy must be wed to accountability for outcomes.

Strategy 2: Autonomy and Accountability

Autonomy is critical for two reasons. First, autonomy ignites empowerment, engagement, and ownership for results. Second, local circumstances vary greatly and change frequently, thus optimal decisions can only be derived from local knowledge of factors material to the decision. A pointed illustration of this was the Task Force's survey of best practices in some of Idaho's schools today. Without exception, these efforts were initiated not because of, but in spite of, state rules. State laws and rules are made in a slow and deliberate manner – this is simply the nature of the instruments in play. This and other outside factors diminish local accountability and detract from an agile, innovative, and continuously improving education system.

Historically, the state has exercised its authority and accountability for our education system via laws and rules that dictate and micro-manage how things are done and how money is spent. Certainly the Constitution and taxpayers' monies allow the state this authority. The answer to this dilemma lies in outcomes-based accountability. Plainly put, the state should set goals for the public education system, allocate monies, and then hold local leadership accountable for progress against those goals. This meets the financial

⁹ [The Puzzle of Motivation](#), Dan Pink, TED Talk, 2009.

¹⁰ [Policy Implications of Finland's Model for Teacher Preparation, Support, and Autonomy](#), Alison Henken, George Washington University.

stewardship obligation, the constitutional mandate, and the moral obligation of educating our children to the best of our ability.

Recommendation #2.1: Revamp the State’s Accountability Structure Involving Schools

We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes. The state has constitutional and financial authority and mandates to ensure a quality and uniform education.

Historically this has been executed primarily through laws and rules that dictate how things are done locally, while seemingly little effort has been invested in setting goals, establishing expected outcomes, adapting to local factors, and/or effectively responding should a district continually struggle. This situation must be revamped.

The Task Force recommends the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

The revamped accountability structure should exhibit the following characteristics:

1. An annual rhythm, in support of the continuous improvement aim.
2. The accountability model centers on the district strategic plan, as outlined in Recommendation #2.3.
3. The annual cycle should begin with the state publishing an “Annual Planning Memo” that outlines key themes, templates, and items of interest for the districts in their planning process. This will set expectations and provide a common template to streamline the planning process for everyone.
4. Each district builds their own strategic plan, founded on improvements in student outcomes, and identifying the key focus areas for that district (as is outlined in #2.3).
5. At year end, each district produces their Annual Status Report. The report outlines progress toward their strategic plan in student outcomes, achievements, struggles, and key lessons learned from the prior year.
6. Should districts be underperforming and continually struggling to make forward progress, the local board and state board should collaborate, and if necessary, make leadership changes. This is a dual accountability structure – as is mandated by the constitution, taxpayers’ monies, and the children who are being underserved by the district leadership.

In revamping the accountability structure, several concepts should be avoided as they are counterproductive to the local district and the students in that district. First, accountability from the state level should focus on and stop at the superintendent level. The state is not in a position to “reach around” and meddle in manners lower than that; these should be the domain of local leadership. Second, accountability reinforced by withholding resources from the district is counterproductive and must be avoided.

Recommendation #2.2: Empower Autonomy by Removing Constraints

We recommend the Governor’s Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

This recommendation is one of “addition by subtraction.” The state should meticulously comb through the existing administrative rule and prune any rules that dictate how the schools are run, with a focus on things that limit the flexibility, decision making, and agility of schools to continually adapt and improve.

Additionally, it may be necessary to put rules in place that prevent other outside influences from limiting the autonomy in the schools. Who places those restrictions is irrelevant, they have the same corrosive effect. As long as the schools are operating within the laws, and in pursuit of the state’s higher goals and purposes, administrators and teachers should be allowed to “figure it out” at a local level.

Recommendation #2.3: Annual Strategic Planning, Assessment, and Continuous Focus on Improvement

We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state’s goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

The plan must address key strategic areas:

- a. The plan must be data driven, specifically in student outcomes, and outline current strengths and key areas for improvement.
- b. The plan must set clear, measureable targets, based on student outcomes – both long term and short term.
- c. The plan must define focus areas for improvement.
- d. The plan must address specific local plans for technology, innovation, and collaboration.
- e. The plan must specify plans for professional development of staff.
- f. The plan must encourage community and parent engagement.
- g. The plan must describe high-level budget priorities.

The completed strategic plan is submitted to the state for review. Target assessment and best practices are reviewed. The targets should be aggressive, but achievable. Any requested changes by the state are negotiated between the local leadership and the state.

Strategy #3: Innovation and Collaboration

Core to how our schools continually transform themselves in pursuit of the 60% goal are the two strategies of innovation and collaboration. It should be the norm that schools are embracing new ideas, new technologies, sharing best practices, and continually improving.

These strategies, by their nature, cannot be initiated from the statehouse down. These must be initiated and driven locally, as the strategies require agility, engagement, and continual small changes that are tested, proven out, and shared. The cumulative effects, over time and across the state, will add up to big breakthroughs. Additionally, collaboration is critical as it provides the support, the diversity of perspective, and the ability for good ideas to spread virally and be further enhanced. Technology is obviously a vital infrastructure that underlies these strategies, especially in our geographically scattered and rural state.

The state plays a vital role in these strategies in providing the infrastructure, ecosystem, and incentives in support of local schools in the pursuit of these strategies. Additionally, the state's role in supporting the innovation and collaboration strategies also coalesces with Strategy #2 and the need for removing barriers and providing accountability structure that secures commitment to continual improvement.

Recommendation #3.1: Job-Embedded Collaboration/Professional Development Time

See Recommendations #2.3 and #2.4 of the Fiscal Stability / Effective Teachers and Leaders Subcommittee (Pages 17-18).

Recommendation #3.2: Statewide Electronic Collaboration System

We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

The same technology innovations and tools that will open learning opportunities to students will also open collaborative opportunities for teachers. Educator collaboration must not be limited within the school or district. Through the use of technology, teachers will be able to connect virtually, create learning communities, and share resources no matter their geographic location. The Task Force recommends that a statewide electronic collaboration system be adopted for educators to share best practices and resources across the state.

Recommendation #3.3: High Speed Bandwidth and Wireless Infrastructure

We recommend the state expand the existing high speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless

infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

The benefits of technology in education are abounding; however, classroom technology is not innovative in and of itself. What is innovative is the teacher's ability to harness the technology as a tool or resource. In order to promote the use of technology in the classroom, the state must provide an infrastructure that enables schools to effectively implement technology and best practices associated with technology.

Currently, the Idaho Education Network (IEN) connects every public high school with high speed bandwidth. In future phases, the IEN plans to expand the bandwidth infrastructure to cover schools serving students below grade 9. The bandwidth is managed so that when a school district approaches its threshold, the bandwidth is increased.

During 2013, the Idaho Legislature restored funding for a wireless environment in each public school serving high school grades.¹¹ The State Department of Education (SDE) awarded a contract for a wireless managed service. This wireless infrastructure will be an extension of the IEN broadband system. School districts that have chosen to opt in will receive the wireless service during the 2013-2014 school year.

The Task Force recommends the state expand the existing high-speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless infrastructure necessary to create equal access and opportunity for all students. This will require ongoing funding for the repair and replenishment of equipment.

Recommendation #3.4: Educator and Student Technology Devices

We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

Technology infrastructure does not stop at bandwidth and high-speed infrastructure. In order to create a uniform system of education as the Idaho Constitution requires¹², connectivity must exist for the individual student. Equal access and opportunity for all students, no matter where they live in Idaho, require bandwidth, wireless technology, and a device.

One of the major findings in Project RED¹³, a study of impact of educational technology in nearly 1,000 schools, was that lower student-computer ratios improve outcomes.

¹¹ [Senate Bill 1200](#)

¹² [Constitution of the State of Idaho, Article IX Education and School Lands, Section 1.](#)

¹³ Project RED, The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness, The Greaves Group, The Hayes Connection, One-to-One Institute, 2010.

Another finding in Project RED was that teacher professional learning and collaboration (at least monthly) is one of the strongest predictors of implementation success. According to the report, “Teachers must continually hone their ability to create and improve the 21st century computer-enhanced learning environment. Professional learning is essential for their growth in effectively integrating education technology.”

Furthermore, educational technology is not at its apex. We expect technology to continue to develop and expand. This will require the education system to embrace new and changing technology over time in a number of ways. One of the main obstacles school districts face in implementing technology is dedicated funding. There is a level of annual funding required to maintain and replace equipment, as well as provide professional development around effective integration of technology.

The Task Force recommends that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

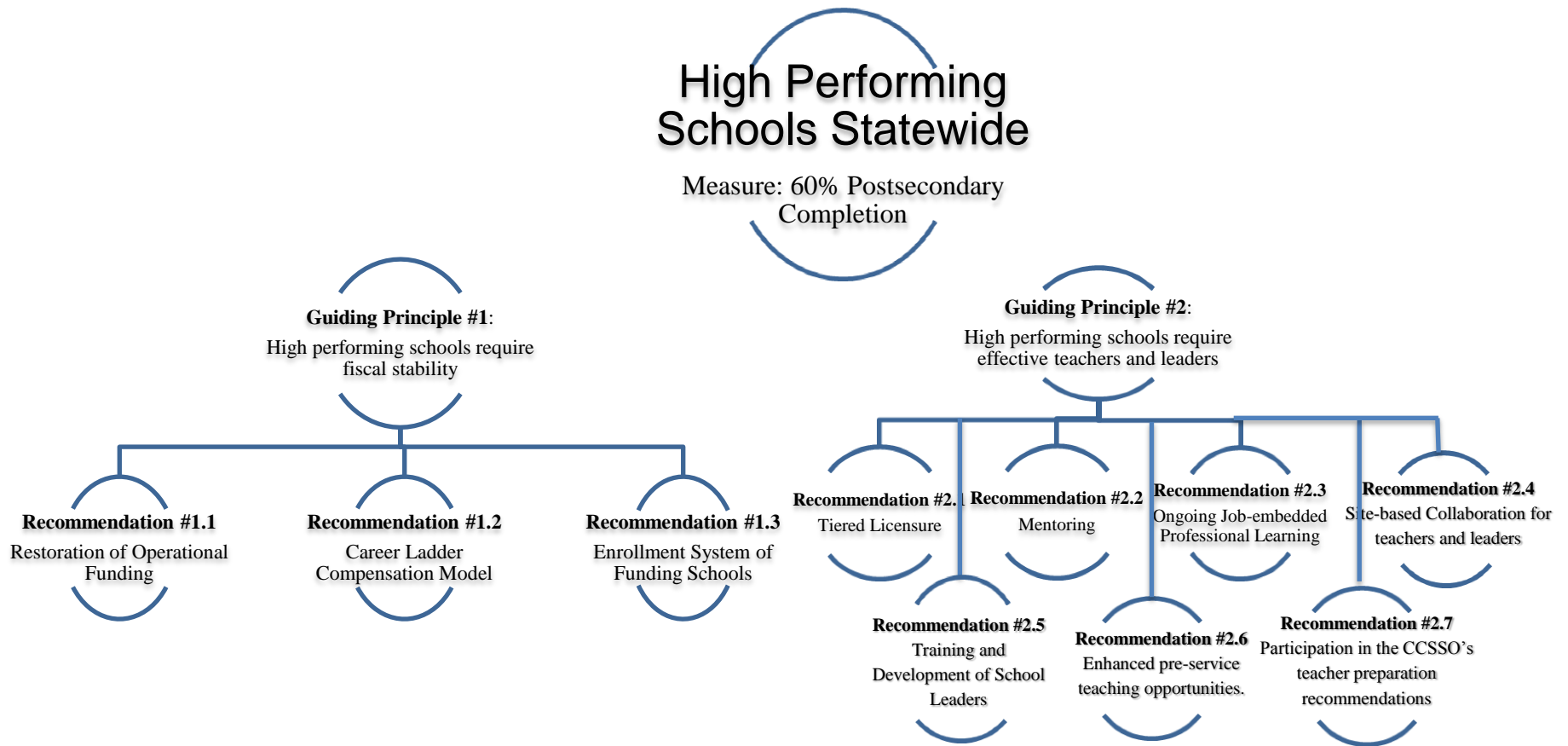
Fiscal Stability Effective Teachers and Leaders Recommendations

The Fiscal Stability and the Effective Teachers and Leaders subcommittees both worked to develop an initial set of recommendations based on separate fact finding and brainstorming sessions. They then combined efforts when they discovered many of their ideas overlapped. The recommendations that follow reflect the work of that combined group.

The subcommittee believes that the following recommendations are critical in pursuit of the state's goal of 60% of Idaho's citizens ages 25-34 having at least one-year of postsecondary credential by 2020.

The chart on the following page summarizes the guiding principles and recommendations for achieving fiscal stability and ensuring there are effective teachers and leaders in Idaho's education system.

Fiscal Stability/ Effective Teachers and Leaders Subcommittee



The Goal

The goal of these recommendations regarding fiscal matters and teacher and leader effectiveness is for Idaho to have a uniform and high-performing public K-12 education system, as measured by the State Board of Education (SBOE) goal of 60% of people entering the workforce having some post-secondary degree or certificate. This is required to prepare our students for the future.

Guiding Principle 1: High performing schools require fiscal stability

In order for schools to achieve the student performance required of a world-class education system, the state needs a more equitable and adequate funding system. The committee identified several factors leading to the current instability including over reliance on supplemental levies, the teacher compensation model, and the Average Daily Attendance (ADA) funding model.

Recommendation #1.1: Restoration of Operational Funding

In 2008-2009, the Idaho Legislature funded school district operations with a Distribution Factor at \$25,696.00 per unit. School districts saw a steady decline in the operational funding between that time and the 2011-2012 year when the factor reached a low of \$19,626.00 per unit. In 2012-2013, there was minimal increase to \$19,706.00 per unit and for the upcoming 2013-2014 school year it was increased to \$20,000 per unit (still 22% below the 2008-2009 school year). The majority of the additional funding appropriated for 2013-2014 was distributed for technology, differentiated pay, restoring the experience “steps” on the salary grid, and teacher training.

Idaho’s school districts have been hard hit with the reduction in operational (sometimes called “discretionary”) funding. Costs for insurance premiums, utilities, fuel, and other operating expenses have significantly increased during the time in which operational funding was decreasing. Since these operational costs are not “discretionary” in nature, districts began the cuts with elimination of funds for professional development, content materials (previously called textbooks), elimination of bus routes and stops to name a few. As the recession worsened and operational funding was cut further, districts reduced mid-day kindergarten busing or went to alternate day kindergarten, cut calendar days (furloughing staff), moved to 4 day weeks, and ultimately cut staff to balance their budgets.

This situation has caused significant fiscal instability in Idaho’s districts – instability that is further magnified by the increased reliance of districts on supplemental levies and the variation throughout the state in districts’ ability to pass these levies.

Although traditionally called “discretionary” funding, the Distribution Funding provides operational funds that are the normal, reasonable costs of doing business. These costs include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; providing timely and relevant content materials and training for teachers.

Restoration of operational funding is not growth in government. It is restoration necessary for the operation of schools and districts. Idaho's districts are in dire need of this restoration. Fund balances are depleted, supplemental levies (where passed) are at levels that would be difficult to increase in most communities, and many districts have exhausted their ability to use "one time" funds to balance their budgets. Without restoration of these funds, many will face future years with no options other than cutting the school year (again), reducing staff, or asking taxpayers for (another) tax increase to maintain operations. This creates fiscal instability.

From 2003-2004 to 2008-09, operational funding was stable or increased slightly, evidence of the Idaho legislature's recognition of the need to provide adequate, stable operational funding. These were not years of excess, and a return to this level of funding is restoration rather than growth.

Total restoration of operational funding to the 2009 level would cost \$82.5 million. However, a multiple year approach to restoration could be implemented. A 5-Year restoration approach to rebuild operational funding would cost \$16.5 million per year.

Recommendation #1.2: Career Ladder Compensation Model

The current method of teacher compensation in Idaho is a second factor in the fiscal instability of the state's school districts. One of the primary drivers of the current teacher compensation model is the base salary. When the current model was implemented during the 1994-1995 school year, the Legislature set the base salary at \$19,328. The Legislature set the base salary for the 2013-2014 school year at \$23,123, which over time, is approximately a 1% increase per year. The result has been non-competitive salaries that make it difficult to hire and retain teachers. Potential movement on a complex pay grid is difficult to anticipate and budget. Districts that must pay above the state schedule to be competitive, have the added instability of funding their salary schedules. In addition, the current system lacks incentives and accountability.

The committee has researched pay systems throughout the United States and has considered merit pay systems, differentiated pay systems, and many of their variations.¹ The committee believes that the best system for Idaho is a simple Career Ladder that combines competitive salaries with incentives, rewards, and accountability. Further, we believe it should be tied to a revised system of state licensure. The proposed system is comprised of three tiers – each tied to a state license/certificate. Criteria for movement between the tiers include experience, additional credentialing, and accountability based on performance. Further, tiers two and three would include additional salary that can be earned for fulfillment of leadership responsibilities, including such things as curriculum development work, chairing collaboration teams, mentoring, and other responsibilities that the districts may determine. Funds would flow to the districts based upon the number of individuals in each of the top two tiers, and these funds would be paid out to the teachers for the work, as cited. This approach

¹Task Force for Improving Education, [June 21, 2013 meeting](#) and [July 12, 2013 meeting](#) presentations and materials.

allows districts to determine the leadership responsibilities that are needed and allows teachers to select the roles they wish to fulfill and to be compensated for them. This approach would fund a major portion of the Mentor Program (Recommendation #2.2).

The Career Ladder is performance based. Specifically, each teacher moves up the ladder based upon credentialing and performance. Successful teacher evaluations are necessary for an individual to move to higher tiers and to remain placed on the tiers, as determined at the time of re-certification.

Funding of the Career Ladder will require additional (new) funds for public education in Idaho. It could, however, be phased in as necessary. Note: In year one, the current allocations for “differentiated pay” could be repurposed to fund the Career Ladder model. The Career Ladder will help to reduce the disparity in salary among Idaho’s districts. While districts may continue to fund their salary schedules at rates higher than the state mechanism, the salary model will reduce the gap for districts and ultimately provide more stability for all districts.

The committee recommends a phased implementation of the Career Ladder – moving all teachers to the new salary schedule initially, and increasing the compensation tied to each tier over time to reach the recommended pay levels of a 40/50/60,000 salary schedule. Such a model will entice individuals to enter the teaching profession and provide incentives for them to improve their craft and to remain in Idaho. The committee also believes that the Career Ladder approach provides enhanced accountability based upon performance.

The total cost of a move to this salary schedule would be approximately \$200-\$250 million. Again, a multiple year approach could be implemented. A 5-6 year phase-in to include moving existing teachers to the new career ladder would cost approximately \$40 million per year.

Supporting Recommendations:

The accountability model is predicated on a strong evaluation system.

- The committee endorses the ongoing implementation of the State Department of Education’s new evaluation framework.²
- The committee recommends the continued training of principals as evaluators and encourages the incorporation of research-based evaluation techniques such as those identified in the recent MET study.³

The tables on the following page show the first year steps for the three rungs of the Career Ladder, the incremental fiscal impact, and the steps of the ladder in year 6 of implementation.

² [Enhancing Professional Practice: A Framework for Teaching](#), Idaho State Department of Education.

³ [Measures of Effective Teaching \(MET\)](#) Policy and Practice Brief, Bill and Melinda Gates Foundation, January 2013.

Career Ladder Year 1

Salary Reimbursement
Table

	Step 1	Step 2	Step 3	Step 4	Step 5
Career Ladder Rung					
Standard Teacher	\$33,000	\$34,000	\$35,000		
Professional Teacher	\$40,000	\$41,000	\$42,000	\$43,000	\$44,000
Master Teacher	\$47,000	\$48,000	\$49,000	\$50,000	\$51,000

Note: In the early years, there would be up to 3 transition steps where those currently earning above the amount on the Professional Step 5 are rounded up to the nearest 1,000.

**Incremental
Fiscal Impact**

Year	Rung 1, Step 1	Career Ladder	Leadership Awards	Total	Annual Incremental Cost
1	\$33,000	\$25.6 million	\$15.9 million	\$42.4 million	\$42.4 million
2	\$34,250	\$68.8 million	\$15.9 million	\$84.7 million	\$42.3 million
3	\$36,000	\$109.4 million	\$15.9 million	\$125.3 million	\$40.6 million
4	\$36,250	\$152.3 million	\$15.9 million	\$168.2 million	\$42.9 million
5	\$38,000	\$193.7 million	\$15.9 million	\$209.6 million	\$41.4 million
6	\$40,000	\$236 million	\$15.9 million	\$251.9 million	\$42.3 million

Career Ladder Year 6

Salary Reimbursement
Table

	Step 1	Step 2	Step 3	Step 4	Step 5
Career Ladder Rung					
Standard Teacher	\$40,000	\$41,000	\$42,000		
Professional Teacher	\$47,000	\$48,000	\$49,000	\$50,000	\$51,000
Master Teacher	\$54,000	\$55,000	\$56,000	\$57,000	\$58,000

Recommendation #1.3: Enrollment Model of Funding Schools

The Task Force believes that the present system of funding schools on Average Daily Attendance (ADA) is a factor of fiscal instability. The dual issues of unknown enrollment and unknown attendance present a double-edged sword for fiscal planning. Further, the ADA reporting requirements of the Idaho System for Educational Excellence (ISEE) system have added to fiscal stress on districts due to the additional staff required to ensure accuracy and reliability of the data. It is our belief that a move to an enrollment (or membership) model would lessen the unknowns and diminish ISEE staffing requirements. It is also noted that ADA and Carnegie Unit-based funding are an impediment for districts to the move to personalized learning and the mastery learning provisions that are necessary to make a system truly personalized. A funding model based on “seat time” impedes the progress of a student toward mastery.

There are two financial methods of making the change from ADA to enrollment/membership-based funding. One plan requires no additional state funding and is based upon reallocation of the current funds in a different manner. In this model, divisors and minimums are adjusted to account for the fact that enrollment is higher than attendance (in order to keep the statewide unit-driven funding level). Districts with an attendance rate above 95.2% will tend to come out behind while districts with attendance rates below 95.2% will tend to come out ahead. In the second model, divisors and minimums for calculating support units are not adjusted and enrollment is fully funded. The cost of model 2 is approximately \$60 million.

The committee recommends the change from Average Daily Attendance (ADA) to Average Daily Enrollment /Membership even if additional funding is not available. This will enhance stability and remove current barriers to personalized and/or mastery learning models that are required to meet the 60% goal.

Guiding Principle 2: High performing schools require effective teachers and leaders

The classroom teacher is the most important school-related determinant of student achievement. Effective teachers increase student success, close achievement gaps and foster a student’s ability to learn. This results in lower dropout rates, higher numbers of students going on to postsecondary experiences and increased employment and earnings opportunities. Strong administrators and leaders enable teachers to develop, grow and succeed in their profession.

Recommendation #2.1: Tiered Licensure

The committee recommends a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures. Evaluations based upon the Framework for Teaching (FFT) will begin in pre-service and continue throughout a teacher’s career. This performance assessment would be supported by multiple artifacts and evidence of the candidate’s practice.⁴

⁴ [Tiered Licensure](#), Christina Linder, Idaho State Department of Education, July 12, 2013.

An additional recommended measure of candidate effectiveness should be the candidate's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. These performance-based measures shall result in the development of an ongoing Individualized Professional Learning Plan (IPLP) created in partnership with the candidate's cooperating teacher and university supervisor. This plan (IPLP) will be submitted to the State Department of Education, along with the candidate's scores in the 22 components of the FfT, to inform required professional development and would also be collected as part of the state's longitudinal database on teacher performance and IHE performance. These documents will be required in order to apply for initial, novice licensure.

Upon being recommended for initial licensure, a NOVICE LICENSE (three-year license, non-renewable after 6 years) would be issued. Novice teachers could apply for a PROFESSIONAL LICENSE (five-year license, renewable dependent upon performance) after 3 years from the time of initial licensure. This part of professional licensure performance assessment would be supported by multiple artifacts and evidence of the teacher's practice. An additional measure of effectiveness proposed would be the teacher's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. Standardized state tests would also be considered as part of teacher performance.

After 5 years with a PROFESSIONAL LICENSE, a teacher may apply to be considered for a MASTER TEACHER LICENSE (five-year license, renewable dependent upon performance). This part of the professional licensure performance assessment will be supported by multiple artifacts and evidence of the teacher's practice. An additional measure of effectiveness proposed would be the candidate's ability to develop student learning objectives in order to show student growth. Standardized state tests would also be considered as part of teacher performance.

A teacher's ability to renew his or her current level of teacher certification would be dependent on performance measures throughout the validity period.

Supporting Recommendations:

- The committee recommends the State Department of Education work with stakeholders to clearly determine expectations and authentic measures to earn each tier of the licensure model.
- Performance-based measures should result in the development of an ongoing Individualized Professional Learning Plan (IPLP) throughout a teacher's career, created in partnership with the teacher's administrator and a peer. This IPLP should be revised according to the teacher's performance evaluations and personal reflections throughout the period of professional licensure.

Recommendation #2.2: Mentoring

The committee focused time on researching and discussing best practices and models for developing high quality teachers.⁵ According to the New Teacher Center, “New teacher support is a critical component of a comprehensive solution to achieving excellence in teaching quality. High-quality support programs for new teachers—often referred to as induction programs—not only increase the retention of beginning teachers, but also their impact on student learning.”

The committee recommends the following:

Each district should develop a mentoring program for the support of new teachers that follows the guidelines of the Idaho Mentor Program Standards.⁶ These standards were developed in 2009 as a joint project of the Professional Standards Commission, the State Board of Education, and the State Department of Education in order to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. These Program Standards require that representatives from across the educational community come together for initial planning and continue together to monitor and evaluate for program improvement.

The state should provide funding support for a mentoring program. It is noted that the cost of providing master teachers to act as mentors for novice teachers is integrated into the Career Ladder model; however, costs for substitutes, training of mentors, etc. would be needed. The best practice model which provides for a “release time” mentor, in which a trained mentor supports novice and struggling teachers, would require additional funding of approximately \$7,000 per novice/struggling teacher.⁷

Recommendation #2.3: Ongoing Job-embedded Professional Learning

Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional learning is critical to educators’ ability to develop the new knowledge, skills, and practices necessary to better meet students’ learning needs and enhance student learning results. These development opportunities must be regularly scheduled and ongoing.

The committee recommends the following:

- Adhere to the research based standards of the National Staff Development Council now known as Learning Forward.
- Prioritize, monitor and coordinate resources for educator learning at the state level. Implementation of the Idaho Core Standards, Smarter Balanced assessment and

⁵ Task Force for Improving Education, [June 21, 2013 meeting](#) presentations and materials.

⁶ [Idaho Mentor Program Standards](#), January 2009.

⁷ [Is Mentoring Worth the Money?](#) A Benefit-Cost Analysis and Five-year Rate of Return of a Comprehensive Mentoring Program for Beginning Teachers, Anthony Villar and Michael Strong, Nov. 2007.

- technology will require ongoing funding and resources that should be built into the funding system.
- Provide ongoing funding for professional development and require that districts provide regular professional learning opportunities.

The committee supports the state's definition of Professional Development as:

A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which:

- a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Idaho Core Standards.
- b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes.
- c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators.
- d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources.
- e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community.⁸

Recommendation #2.4: Site-based collaboration among teachers and instructional leaders

Time to collaborate is critical to effective teaching and implementation of higher standards and technology. However, time is a major obstacle in teachers being able to collaborate. State instructional time requirements are also an obstacle to incorporating collaboration time. However, a shift to a mastery-based model, as recommended by the Structural Change subcommittee, would render minimum instructional hours irrelevant. Instead, the focus would be on results, and collaboration time would be structured toward attaining those results.

The committee studied best practices both in Idaho and around the country and recommends the following:⁹

- Strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time.
- Create professional learning communities that increases educator effectiveness and results for all students.
- Provide training models to districts for their use in training the members of the professional learning communities.
- Encourage models that focus on team outcomes and collective responsibility.

⁸ [IDAPA 08.02.03.013](#) Idaho Definition of Professional Development.

⁹ [Schools As Collaborative Learning Communities](#), Carole Cooper and Julie Boyd.

Recommendation #2.5: Training and development of school administrators, superintendents, and school boards.

Effective leadership is a cornerstone of effective schools. Continued focus should be given to the training and development of school administrators, superintendents, and school boards.

The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.¹⁰

Recommendation #2.6: Provide enhanced pre-service teaching opportunities through the state's colleges of education.

The committee supports the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

Recommendation #2.7: Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation.

The committee supports Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce. The CCSSO recommendations focus on licensure; program approval; and data collection, analysis, and reporting to improve the way we prepare our educator workforce. These recommendations are supported by the Colleges of Education at Idaho's public higher education institutions.¹¹

¹⁰ [Idaho Standards for Effective Principals](#), July 2013.

¹¹ [CCSSO Teacher Preparation Grant Overview](#), 2013.

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Idaho Mentor and Induction Program Standards

Domain I: Program Design and Leadership

Program Standard 1: School & Community Context	The context of your school, district and community forms the environment within which your Mentor Program will exist. The assignment of educators is an important consideration in facilitating their growth in the profession. Novice educators, alternative certified educators, career educators and mentors should be placed in situations that are appropriate to their status so they will have an opportunity to develop fully as teaching professionals. If educators are placed in more challenging settings, with special consideration for novices, additional time and resources should be provided to foster their success.
Program Elements: a)	Demographics, circumstances, and factors are considered before designing your program.
Program Elements: b)	Student, educator, and district profile are considered for district initiatives and priorities.
Program Elements: c)	For novice educators, working conditions and levels of support are considered and adjusted, as needed, to promote success.
Program Standard 2: Program Rationale, Goals, Design and Participation	A Mentor Program should be built on a vision of educator growth and development that is supported by research and practice. This vision includes the mentor's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between educators and administrators. A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support to novice educators. The developmental needs of novice educators are clearly understood by program designers and managers.
Program Elements: a)	The rationale for program components, structure, and activities is based on research about educator development, effective mentoring practices, and systems alignment for each participant. The Mentor Program should take into consideration the different needs of <ul style="list-style-type: none"> i. Novice Educators ii. Alternative Certified Educators iii. Career Educators iv. Mentors
Program Elements: b)	The program is structured to promote ongoing support, growth, and to maximize the success, career satisfaction, and retention of educators.
Program Standard 3: Administration of Program and Partnerships	The commitment of stakeholders is critical for the effectiveness and sustainability of the Mentor Program. Key stakeholder groups include district and site administrators, educator leaders, education association leadership, and school board members. Partnerships may also include higher education and/or community members. It is equally important that the program have an organizational structure that manages and delivers services to meet the diverse needs of educators in the local context. A broad network of institutional and leadership support will ensure the program's success.

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Program Elements: a)	Stakeholders demonstrate institutional commitment to the Mentor Program
Program Elements: b)	Program leadership and organizational structures are clearly specified, and a primary contact person is designated.
Program Elements: c)	Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.
Program Standard 4: Roles and Responsibilities of School and District Leaders, School Board Members, and Local Education Association	School site administrators provide the structure and establish a positive school climate for the program's support. Site and district administrators, school board members, education association leaders and other policy boards are involved in the design, implementation and ongoing evaluation of the Mentor Program. Stakeholders are knowledgeable and committed to educator needs, educator development, and research and data related to program effectiveness.
Program Elements: a)	a)Program leadership and organizational structures are clearly specified.
Program Elements: b)	b)Roles and responsibilities for Mentor Program leaders will be defined.
Program Elements: c)	c)Professional development will be provided for site administrators and mentor leaders.
Domain II: Developing Educator Excellence	
Program Standard 5: Mentor Selection, Assignment and Roles	Selecting well-qualified mentors will assure educators receive high quality support in the classroom. Mentors are recruited and selected using a clearly articulated, transparent process that involves a number of stakeholder groups. Mentors need to be assigned to educators in a timely manner, taking content, grade level, pedagogical needs, and local context into account. Mentors and mentees need release time to work together during and after school hours. Mentor relationships should be supportive and non-evaluative.
Program Elements: a)	Roles and responsibilities of mentors and mentees are clearly defined and communicated to all program participants.
Program Elements: b)	The selection process for mentors may include a written application and/or formal interview, guided by set criteria to ensure a fair and equitable process for selection.
Program Elements: c)	Assignments are made subject to content area, grade level, pedagogical needs, and local context. Clear procedures are in place for reconsidering assignments when either the mentor or mentee is dissatisfied with the pairing.
Program Standard 6: Mentor Professional Development	Successful mentors exhibit awareness of the diversity and complexity of novice educators' needs and provide support that fosters professional development. Exemplary educators are not necessarily prepared to support others professionally. Mentors need ongoing support that develops mentorship practice with the use of mentoring tools and protocols. This support includes both the development of knowledge and skills needed to identify and respond to novice educator needs, and the development of a collegial community that engage program participants and develop their leadership.
Program Elements: a)	Mentors receive training to work with novice educators and respond to their diverse needs.
Program Elements: b)	Mentors have opportunities to meet with each other and/or site administrators to reflect on teaching and learning, and develop leadership skills.
Program Elements: c)	Opportunities for ongoing training and collaboration could be held both locally and regionally, or beyond.
Program Standard 7: Mentor	The District should provide a way to assess the quality of services provided by the mentors.

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Effectiveness	
Program Standard 8: Novice Educator Professional Development	The Professional Standards for the Preparation of Educators will form the basis for novice educator professional development activities. Formal professional development activities are designed to meet the individualized needs of novice educators. New learnings are applied in the classroom with the support of a trained mentor.
Program Elements: a)	Professional development activities need to be guided by a common set of expectations, such as professional teaching guidelines, yet are responsive to the individual educator, state and local priorities.
Program Elements: b)	Seminars or workshops are designed with choice and flexibility in mind, with topics derived in part from data grounded in observed practice. Presenters model best teaching practices, and a novice educator peer network is established among novice educators in the Mentor Program. Providing a variety of professional development activities is effective in promoting growth of novice educators.
Program Elements: c)	Follow-up activities emphasize application of learning so that educators will find the learning experiences helpful and relevant to their individual needs.
Program Elements: d)	Presenters are well qualified and model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice.
Program Standard 9: Classroom Instruction and Content-Focused Mentoring	Effective mentors are regularly present (face to face or virtually) in the new educators' classrooms to observe instruction and student learning, to collect observation and student performance data, and to assist in the planning and delivery of instruction, as per the Idaho Framework for Teaching pursuant to IDAPA 08.02.02.120. A trusting and confidential relationship is an important and essential component of an effective mentoring relationship that allows mentor and mentee to maintain constant focus on advancing the novice educator's classroom practice. Issues of content, pedagogy, subject matter knowledge, the alignment of instruction with student content and grade-level guidelines, student assessments, and local curriculum initiatives drive the mentor's work in response to the novice educator's developmental needs and instructional context.
Program Standard 10: Focus on Equity.	An abiding focus on issues of equity as they relate to student achievement guides the mentoring, formative assessment, and professional development activities. Effective mentors assist educators with ensuring they understand and strive to meet the needs of diverse student populations. Mentors support educators in creating environments that support learning for diverse students, provide equitable access to the core curriculum, and enable all students to meet the state-adopted student content guidelines and performance levels. Mentors assist educators in using knowledge of students' backgrounds, experiences, and learning needs in planning instruction and supporting individual student learning.
Domain III: Resources and Ongoing Program Involvement	
Program Standard 11: Resources to Support Educator Success	A successful Mentor Program is predicated on the commitment of all stakeholders. Resources to support educator success are critical to improving retention, student achievement, and educator quality. The Mentor Program must take into account the unique needs of novice educators. The quality and effectiveness of the program are largely determined by the appropriate use of human and fiscal resources. Support should be based on realistic and reasonable plans that draw on available federal, state and local resources. Stakeholder and partner organization(s) allocate sufficient personnel time and fiscal resources to enable the Mentor Program to deliver planned services that maximize educator and student success.
Program Elements: a)	Resources are allocated by stakeholders and partners to ensure appropriate delivery of essential program components, as defined and described in the program design. Program leaders monitor resource allocation on a regular basis and

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	recommend adjustments.
Program Elements: b)	Mentors are provided adequate time and compensation to meet with novice educators on a regular basis.
Program Elements: c)	The Local Education Agency (LEA) assigns qualified personnel to lead and coordinate the program to fully support educators.
Program Standard 12: Program Evaluation	The Mentor Program is responsible for developing and conducting a comprehensive, ongoing system of program evaluation that is both formative and summative in nature. The program evaluation system includes program participants and other stakeholders that lead to substantive developmental efforts and program improvements.
Program Elements: a)	Local program goals and Mentor Program Standards are the basis for program evaluation.
Program Elements: b)	The program regularly collects feedback about the program quality and effectiveness for all participants, stakeholders, and partner organization(s), using both informal and formal measures.
Program Elements: c)	Program leaders analyze and share the data in a systematic way to all stakeholders, and use the data for improving the Mentor Program. At a minimum, the program leader(s) conduct an annual internal program evaluation.

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SUBJECT

Federal Coronavirus Relief K-12 Funding Update

REFERENCE

March – April 2020	The Board received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor’s Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely.
July 15, 2020	The Board approved a methodology and grant application for \$30,000,000 from Idaho’s relief funds through the Governor’s Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.
October 21, 2020	The Board received a CARES Act funding source and equitable services update.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.
April 5, 2021	The Board approved the use of \$1,851,300 of CRRSA Act ESSER II State Set-Aside Reserve funds to be distributed to local education agencies who received no ESSER II funds or low ESSER II funding and approved the use of up to \$300,000 in ESSER II SEA Reserve funds for the State Department of Education to administer the federal coronavirus relief funds. Additionally, the Board approved to preliminarily designate the use of the 2.5% of the ARP ESSER State Set-Aside Reserve funds to local education agencies who received no ARP ESSER funds or low ARP ESSER funds.
April 22, 2021	The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP

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	EANS.
June 16, 2021	The Board was provided an update on the Coronavirus Relief CFAC Funds ESSER Funds, including CARES Act, CRRSA Act, EANS, and ARP ESSER.
August 25, 2021	The Board received an ESSER draw down overview and a brief update on the CRRSA Act Emergency Assistance to Non-Public Schools grant.
October 21, 2021	The Board received a brief update on expended ESSER funds, the status of the LEA Safe Return to In-Person Instruction Plans and the LEA ARP ESSER Use of Funds Plans, and the amendment for the Idaho ARP ESSER State Plan. The Board also approved the distribution methodology of 2.5% of the 10% ARP ESSER SEA reserve.
December 15, 2021	The Board received a high level update on expenditure amounts and percentages for the CARES Act, CRRSA Act, and ARP ESSER, a brief overview of the U.S. Department of Education's (USED) proposed ESSER reporting requirements, and an update on the Governor's Substitute grant, which closed for reimbursement requests December 15, 2021.
February 17, 2022	The Board approved the use of ARP ESSER \$2.2 M in administrative funds to be used by the State Department to implement ESSER.
January 6, 2022	Board approved use of the majority of the SEA ESSER Set Aside funding.
February 17, 2022	Board received an update on the current usage of the Idaho federal Coronavirus relief funding for education.

BACKGROUND/DISCUSSION

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee. The CARES Act allowed the State Education Agency (SEA), to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds were required to be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding.

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The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law December 27, 2020. Included in the CRRSA Act, the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021. DFM closed the Coronavirus Relief Funds June 30, 2021, which means SDE's last GRA payment to LEAs was made June 25, 2021.

The CRRSA Act provides Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or \$176,301,372 has been allocated to LEAs based on each LEA's proportional share of Title I-A funds for 2020-2021. The remaining 10%, or \$19,589,041, represents a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to COVID-19, including measuring and addressing learning loss. Of these state set-aside funds, \$979,452 may be used for administrative costs. The State Department of Education (SDE) has requested \$300,000 of these funds to administer the program. All CRRSA Act ESSER I and ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

The American Rescue Plan (ARP) ESSER was signed into law March 11, 2021 and provides Idaho \$440,131,922 for K-12 education. Of this amount, 90% was be allocated to LEAs. LEAs must spend 20% of their allocation on addressing lost instructional time. The remaining 10% State Set-Aside Reserve must be used to address learning loss (5%), summer enrichment (1%), after school programs (1%) and emergency needs and administrative costs (3%) identified by the Board. The Idaho ARP ESSER State Plan was approved with conditions on September 13, 2021. An amended plan with more information on stakeholder engagement (Section C) and identification of the evidence-based interventions (Section D) was due to U.S. Education on October 28, 2021. Idaho received its final award amount for ARP ESSER on September 13, 2021.

During the October 21, 2021 regular Board Meeting, the Board approved the methodology for allocating 2.5% of ARP ESSER State Set-Aside funds for non-Title and low Title LEAs, including the Idaho Bureau of Educational Services for the Deaf and Blind (IBESDB). The methodology included funding IBESDB \$590,000 first and using the base amount of \$349,143 to 16 non-Title LEAs and 42 low-Title I-A LEAs to bring them up to the base amount.

The Governor's Emergency Education Relief Fund (GEER) includes a separate program of Emergency Assistance for non-Public Schools (EANS) under the CARES Act for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic. The EANS Certification and Agreement application was submitted to and approved by the U.S. Department of Education on February 11, 2021. The State Board identified the State Department of Education as the administrator of this program. Idaho received \$19,581,608 for services and assistance to non-public schools. \$5,543,122 is obligated for

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assistance, services, and reimbursements to non-public schools. This includes \$200,000 to implement the program, monitor the schools for uses of funds, and to oversee inventory expenditures. \$13,838,486 was reverted back to the Governor's office.

On November 12, 2021, Idaho was awarded \$21,961,960 through the ARP EANS grant to provide services and assistance to non-public schools. Similar to the CRRSA Act EANS, the Governor is the grantee and the SEA is the fiscal agent and administrator of the grant. The State Department of Education was delegated to administer the grant on behalf of the Board. The State Department released an application to all non-public schools. The application period for non-public schools to apply was extended until March 31, 2022. Applications will be reviewed for eligibility and to ensure that all required information is provided. Consultation with each individual non-public school will determine which services or assistance the SDE will provide either directly or through contractors. The State Department will provide technical assistance support to these non-public schools through the life of the grant, September 30, 2024. Unobligated funds in the amount of approximately \$15.9M remaining six months after the grant was issued, will revert to the Governor's office for use on any authorized activity under the Governor's Emergency Education Relief (GEER) fund.

IMPACT

This agenda item provides the Board with a high-level update on the most recent information on the COVID-19 ESSER funds.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act established multiple funds dedicated to addressing impacts to education due to the COVID-19, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is distributed directly to the postsecondary institutions. The two funds that provided allocations at the state level are the Governor's Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act ESSER Fund allocated funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund was \$47,854,695. From this amount a minimum of \$43,069,20226 (90%) had to be distributed to the local education agencies (LEAs) based on the LEAs' proportional share of the state's Part A, Title I funds. These funds are then distributed based on each LEAs' propositional share of Part A, Title I funds received in 2019. Not all LEAs receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEAs share of eligible Title I students. Up to 10 percent (10%) of these funds, \$4,785,470, could be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19." States have one year from date of the federal ESSER award to award or subgrant the funds.

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The Coronavirus Response and Relief Supplemental Appropriations Act, 2020 (CRRSA Act) expanded the ESSER Fund. Funds appropriated through the CRRSA Act are referred to as the ESSER II funds. The ESSER II fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. Idaho will receive \$195,890,413 in ESSER II funding. Of this amount, at least \$176,301,372 must be distributed to LEAs based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be reserved for use by the SEA. Of these reserve funds ½ of 1% of the total award may be used for administrative costs.

The American Rescue Plan (ARP) Act was enacted on March 11, 2021. It provides a third installment of funding for Elementary and Secondary Emergency Relief, referred to as ARP ESSER. Of the \$439,942,041 allocated to Idaho, 90% (\$395,947,837) was required to be distributed directly to the local education agencies based on the US Department of Education's Title I methodology and 10% (\$43,994,204) could be set aside to be used by the state education Agency (SEA). At this point the Board has allocated use for the majority of the ARP ESSER SEA 10% Set Aside.

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Elementary Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) - Consolidated State Plan Addendum

REFERENCE

June 2017	The Board received an update on the development of and initial draft of Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act (ESSA) Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education on behalf of the Board.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
August 2019	State Board received an assessment and accountability update.
March 2020	Board approved a waiver submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year.
April 6, 2020	Board received an update on the availability of additional ESEA waivers from the U.S. Department of Education.
April 13, 2020	Board approved a waiver for submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math, and

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	Science, in grades 3-8 and high school for the 2019-2020 school year.
October 2020	Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	Board approved an accountability addendum based on existing US Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.
April 2021	Board reviewed the proposed accountability waiver and postponed action pending waiver of the 95 percent participation rule in IDAPA 08.02.03.112.
June 2021	Board waived the 95 percent participation rule in IDAPA 08.02.03.112 and approved the accountability waiver and school identification for submission to the US Department of Education.
December 15, 2021	Board received an update proposed future amendments to the ESEA Consolidated State Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code

IDAPA 08.02.03.111

IDAPA 08.02.03.112

BACKGROUND/DISCUSSION

The U.S. Department of Education (USED) approved Idaho's Consolidated State Plan (Plan) in March 2018. Prior to the 2018/2019 school year, the state implemented its new school accountability system for the first time. In accordance with the Plan, schools have been identified for Comprehensive Support and Improvement (August 2018), Targeted Support and Improvement (September 2018), and Additional Targeted Support and Improvement (October 2018). As we strive for continuous improvement of the system, the State Department of Education (SDE) conducted an evaluation of the accountability system to ensure the individual metrics and the system as a whole functioned as intended. This analysis and stakeholder feedback after the system was operationalized identified areas of the Plan where additional information or updates are necessary to best serve schools and students. The proposed amendments were included in the Accountability Oversight Committee Annual Report presented to the Board in December 2018. A public comment period on the proposed amendments was held from January 11 to February 1, 2019.

Proposed changes are needed to address state accountability changes, small technical corrections, and gather feedback on improving metrics and identification methods. The goal is to finalize potential changes for stakeholder review and Board approval for submission to USED February 2022. Areas of change for consideration:

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1. Revise the current Exit Criteria for Comprehensive Support and Improvement, Underperforming schools reflecting the school is no longer identified in the bottom 5% and is above the 10th percentile (currently 20th percentile) in proficiency for both ELA and Math.
2. The current growth model is trajectory towards proficiency three years in the future. This model does not adequately reward growth.
3. For targeted support and improvement (TSI), schools can be identified in any comprehensive support and improvement (CSI) metric and student group based on gap of 35 percentage points or more for three consecutive years. Over-identification is a concern.
4. More rigorous interventions are required under ESSA for schools that do not exit CSI and therefore are re-identified. The first time this will occur is summer of 2022, after spring 2022 ISAT results are analyzed.

On November 4, 2021, the Technical Advisory Committee (TAC) received a presentation on Idaho's ESEA Consolidated State Plan proposed amendments. There was considerable discussion on using a value table to reflect growth more accurately within achievement bands. Additionally, different approaches to identifying Targeted Support and Improvement schools was also discussed.

SDE staff met with the Board's Accountability Oversight Committee (AOC) January 20, 2022 and February 14, 2022 to finalize the draft 2021-2022 ESEA Addendum that is necessary as a result of the COVID-19 disruptions. The public comment period opened February 15, 2022 and there were four comments as of March 16, 2022. Several communications from Federal Programs, Special Education, and Assessment and Accountability went out to LEA staff regarding the comment period for the Addendum. A clarification email from USED on March 7, 2022 and a phone call with USED staff on March 16, 2022 made it clear that the same data must be used to identify schools (i.e. 2021 data may only be used if the participation adjustment is calculated).

IMPACT

Once the 2021-2022 ESEA Addendum is approved by the Board, it will be submitted to the USED. This agenda item provides the Board with information on proposed changes to the ESEA Consolidated State Plan that are necessary as a result of COVID-19 disruptions. Identification and exit criteria changes will take effect after the close of the 2021-2022 school year. Idaho may not implement these changes until the Addendum has been approved by USED.

ATTACHMENTS

Attachment 1 – ESEA Consolidated State Plan Addendum
Attachment 2 – Public Comment Received by SDE

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal

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government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative rule, IDAPA 08.02.03.112.04 provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board prior to submittal of the plan to the US Department of Education. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03 sets out the metrics used for school and district accountability, and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. Due to this flexibility, any amendments to the school identification process only require approval of a waiver or amendment to the provisions established in Idaho's Consolidated State Plan.

At the time the Board established the existing accountability framework, the intention was to provide multiple measures of school and district performance that would provide a more complete picture of school performance and opportunities provided to students and that all of the accountability measures would be made publicly available.

The process the Board uses for making amendments to the Consolidated State Plan includes those amendments first being submitted to the Accountability Oversight Committee for their recommendation and then coming to the Board for formal action. Small technical changes or temporary waivers may be submitted

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directly to the Board for consideration without recommendation from the Accountability Oversight Committee when time is of the essence.

The Consolidated State Plan Addendum (Addendum) is a process created by the U.S. Department of Education to allow states to adjust the data used in the 2022 school identification process due to the lack of assessment data collected in spring 2020 resulting from pandemic-related school closures. The Addendum changes are temporary in nature; they will adjust identification calculations for 2022, but calculations will return to the previously established plan beginning in 2023.

On January 20, 2022, SDE staff presented initial ideas for the Consolidated State Plan Addendum (Addendum) to the Accountability Oversight Committee (AOC). The AOC provided feedback and requested data modeling. SDE staff and consultants from Ed Northwest provided a draft Addendum and related data modeling to the AOC on February 14, 2022. The AOC provided additional feedback and communicated its support of the planned changes in the Addendum. At the time, the question regarding whether the U.S. Department of Education would allow use of a safe harbor approach of using 2020 ISAT data only if it benefited a school was unresolved. On February 15, the SDE posted the Addendum for public comment, including the safe harbor language. On March 7 and March 18, 2022, the U.S. Department of Education clarified that it would not approve the safe harbor approach. SDE then met with Alison Henken, staff support to the AOC, to work together to adjust the Addendum to remove the safe harbor language. The changes made were aligned to the AOC's previous communications regarding their preferences and priorities for the Addendum. The revised Addendum was posted on the SDE website on March 18, and the public comment period was extended to April 7, 2022. On March 30, the U.S. Department of Education confirmed that this process meets the public comment requirements established for the Addendum process. On April 8, SDE staff provided the public comments to OSBE staff. Staff have reviewed the public comments and have confirmed that all comments are neutral or in favor of the Addendum as posted on March 18. Based on the AOC's involvement in the process, AOC's support of the proposed changes, and staff's review of the Addendum and public comments, staff recommends adoption of the Addendum and submission to the U.S. Department of Education.

BOARD ACTION

I move to approve the 2021-2022 Addendum to the Idaho ESEA Consolidated State Plan as provided in Attachment 1 and to authorize the Board president to sign on behalf of the State Education Agency.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**2021-2022 Addendum Template for the Consolidated
State Plan due to COVID-19**
under the Elementary and Secondary Education Act of
1965

Idaho



U.S. Department of Education
Issued: December 2021

OMB Number: 1810-0576
Expiration Date: October 31, 2023

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the

status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information, please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

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1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at <https://oese.ed.gov/files/2020/02/csso-letter.pdf>.

Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

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Cover Page

Authorized SEA Representative (Printed Name)	
Signature of Authorized SEA Representative	Date:

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template):

- a. Establishment of Long-Term Goals. (ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template) Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

1. Academic Achievement. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- One Year
 Two Years

2. Graduation Rate. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- One Year
 Two Years

3. Progress in Achieving English Language Proficiency (ELP). If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- One Year
 Two Years

- b. Indicators. (ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template) Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

1. Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

Current calculations

Idaho's Other Academic indicator is growth and is measured among students in grades 4 through 8 using student performance on the statewide Idaho Standards Achievement Tests (ISAT) in ELA/Literacy and Mathematics. To calculate a student's academic growth target, a student's scale score from the prior year will serve as a baseline. Next, the score that the student needs to reach Level 3 (Proficient) on the statewide assessment three years in the future

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is identified and called a target scale score. A simple subtraction of the target scale score and the baseline score results in the necessary growth needed to meet proficiency in three years. This number is then divided by three, providing an annual growth target. The change between a student's baseline and current year ISAT scale score is compared against his or her annual growth target. If the student's actual growth was greater than or equal to the annual growth target, the student is "on track". The "on track" status is calculated for all students with regular ISAT scores in both years. Growth calculations are figured separately for ELA/Literacy and Mathematics.

Proposed change for 2021-2022 school year

Due to interruption in testing in both the 2019-2020 and 2020-2021 school years, Idaho will calculate growth for students who have ISAT scores in both 2022 and 2019. In other words, the prior year score can no longer serve as baseline in 2022. This calculation will expect the same amount of growth as the current calculation.

To calculate a student's academic growth target, a student's scale score from 2019 will serve as a baseline. Next, the score that the student needs to reach Level 3 (Proficient) on the statewide assessment three years in the future is identified and called a target scale score. A simple subtraction of the target scale score and the baseline score results in the necessary growth needed to meet proficiency in three years. The change between a student's 2019 and 2022 ISAT scale score is compared against the growth target. If the student's actual growth was greater than or equal to the annual growth target, the student is "on track". The "on track" status is calculated for all students with regular ISAT scores in both years. Growth calculations are figured separately for ELA/Literacy and Mathematics.

3. Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

Progress in Achieving English Language Proficiency indicator identifies whether each English learner has made sufficient progress to meet the target based on his or her starting English proficiency level and years in the program. Specifically, Idaho calculates the percentage of English learners who meet or exceed the annual growth target at the end of the 2021-22 school year.

<i>Initial ACCESS Proficiency Level Composite (2017 or later)</i>	<i>Calculated Growth Year 1*</i>	<i>Calculated Growth Year 2*</i>	<i>Calculated Growth Year 3*</i>	<i>Calculated Growth Year 4*</i>	<i>Calculated Growth Year 5*</i>
<i>6.0 Reaching</i>	<i>**</i>	<i>**</i>	<i>**</i>	<i>**</i>	<i>**</i>
<i>5.0 – 5.9 Bridging</i>	<i>**</i>	<i>**</i>	<i>**</i>	<i>**</i>	<i>**</i>
<i>4.0 – 4.9 Expanding</i>	<i>4.0+</i>	<i>4.2+</i>	<i>**</i>	<i>**</i>	<i>**</i>

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<i>Initial ACCESS Proficiency Level Composite (2017 or later)</i>	<i>Calculated Growth Year 1*</i>	<i>Calculated Growth Year 2*</i>	<i>Calculated Growth Year 3*</i>	<i>Calculated Growth Year 4*</i>	<i>Calculated Growth Year 5*</i>
<i>3.0 – 3.9 Developing</i>	<i>3.0+</i>	<i>3.6+</i>	<i>4.2+</i>	<i>**</i>	<i>**</i>
<i>2.0 – 2.9 Emerging</i>	<i>2.5+</i>	<i>3.0+</i>	<i>3.6+</i>	<i>4.2+</i>	<i>**</i>
<i>1.0 – 1.9 Entering</i>	<i>1.5+</i>	<i>2.0+</i>	<i>3.0+</i>	<i>3.6+</i>	<i>4.2+</i>

** Only years in which the student was continuously enrolled in Idaho schools count for the year counter in the first row of this table.*

*** English learners must meet proficiency (Idaho LIEP exit criteria) to be considered as making the expected progress.*

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

*Due to data collection issues, Idaho suspends the calculation and reporting of additional school quality and student success indicators **not used in school identification**, except for students enrolled in advanced mathematics courses.*

- c. Annual Meaningful Differentiation. (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. State’s System of Annual Meaningful Differentiation. Describe the State’s system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.
2. Weighting of Indicators. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.
3. Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

- d. Identification of Schools. (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for school identification:

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1. Timeline. Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).
- i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*
- Comprehensive Support and Improvement Schools: Low Performing
 Comprehensive Support and Improvement Schools: Low Graduation Rate
 Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
 Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)
- * Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

2. Methodologies. The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:

- A. Comprehensive Support and Improvement Schools: Low Performing. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

*The overall methodology of identifying all schools with a composite score in the bottom five percent of all composite scores as Comprehensive Support and Improvement Underperforming schools will remain the same. The composite score uses the **data from three most recent years (2020, 2021, 2022) of data, unless valid and reliable data are not available for all schools. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.***

~~and will be calculated using data from 1) 2021-2022, 2) 2018-2019, and 3) 2017-2018 due to the pause of use of data in accountability in 2019-2020 and 2020-2021.~~

~~Idaho would like to provide a safe harbor by also calculating a composite score based the most recent three years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school's composite using 2020-2021 data is not in the bottom 5% of all schools' composite that includes 2020-2021 data, then the school would not be identified as a Comprehensive Support and Improvement School.~~

- B. Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State's methodology for identifying all public high schools in the State failing to

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graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

- C. Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.
- D. Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

Currently, Idaho identifies Targeted Support and Improvement (TSI) schools as any school with a gap on any indicator for any student group comparison of 35 points or more. At the time that this criterion was established, it was not possible to inform decisions with data.

*Idaho would like to change the methodology to the following: A TSI school is 1) any school with a student group composite below the **bottom five (5) percent of state average** composite for all students and 2) is in the bottom five (5) percent of student group composites.*

*Additionally, the composite score uses the **data from three most recent years (2020, 2021, 2022) of data unless valid and reliable data are not available for all schools. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.***

~~and will be calculated using data from 1) 2021-2022, 2) 2018-2019, and 3) 2017-2018 due to the pause of use of data in accountability in 2019-2020 and 2020-2021. Idaho would like to provide a safe harbor by also calculating a composite score based the most recent three years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school’s student group composite using 2020-2021 data is not in the bottom 5% of all student groups’ composite that includes 2020-2021 data, then the school would not be identified as a TSI school~~

- E. Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified

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for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

~~Currently, three years of data is used to calculate the composite for Additional Targeted Support and Improvement (ATSI) schools. Idaho proposes to use four years of data to calculate the composite score used to identify ATSI schools. The overall methodology of identifying all schools with a composite score in the bottom five (5) percent of all composite scores as Additional Targeted Support and Improvement schools will remain the same. However, Idaho would also like proposes to identify ATSI schools from the pool of Targeted Support and Improvement schools instead of identifying them from the overall pool of school/student group composite scores.~~

~~If approved, the composite score would uses the data from four three most recent years (2020, 2021,2022) of data unless valid and reliable data are not available for all schools. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.~~

~~and will be calculated using data from 1) 2021-2022, 2)2018-2019, 3) and 2017-2018, and 2016-2017 due to the pause of use of data in accountability in 2019-2020 and 2020-2021.~~

~~Idaho would like to provide a safe harbor by also calculating a composite score based on the most recent three years of ISAT data that includes data from the 2020-2021 school year for the Academic Achievement indicator only. If a school's composite using 2020-2021 data is not below the ATSI identification threshold, the school would not be identified as an ATSI school.~~

e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.
- ii. The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

B. Criteria

- i. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Current exit requirements

To exit comprehensive support and improvement status, a school must 1) no longer have an overall composite that is in the bottom five percent of all schools, and 2) have proficiency levels in the 20th percentile or above in both math and English language arts ISAT.

Proposed exit requirements

Original exit requirements were determined when there was not an ability to inform the decision with data. Now that the system is in place and data can be examined alongside available resources to support schools, the proposed change will likely increase the number of schools that will exit this status. To exit comprehensive support and improvement status, a school must 1) no longer have an overall composite that is in the bottom five percent of all schools, and 2) have proficiency levels in the 10th percentile or above in both math and English language arts ISAT.

The composite score uses the data from three most recent years unless valid and reliable data are not available for all schools. For indicators for which three years of statewide data is not available, the state will combine performance for the number of years that are available.

For identification, Idaho does not plan to use the 2021 Academic Achievement Indicator whose adjustment based on a participation rate below 95 percent was waived by USED at that time. However, to credit the performance of schools that have been in the comprehensive support and improvement status, Idaho plans to use 2021 Academic Achievement Indicator, as adjusted based on a participation rate below 95 percent, for the exit composite score calculation.

- ii. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.
 - iii. The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.
2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:
- A. Timeline
 - i. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

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- ii. The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

B. Criteria

- i. The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

- ii. The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

- iii. The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

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ESEA Addendum Second Round 3.18.2022 - 4.7.2022

Date	Name	Location	Role	Comment
3.22.2022	Robin Gilbert	Payette SD	Superintendent	I have read the document but have no comment.
3.23.2022	Earnie Lewis	Regions 3 and 4	Capacity Builder	I've read the adjustments you've made for the TSI, ATSI and CSI-Up sites. It makes sense to me with the limited knowledge I have!
3.23.2022	Lisa Colon-Durham	Idaho School Boards Association (ISBA)	Professional Development Director	Thank you for providing the addendum and allowing for public comment. On behalf of the Idaho School Boards Association, based on the feedback from the United States Department of Education, the proposed revisions appear to be reasonable.
3.29.2022	Colleen Kelsey	Regions 3 and 4	Capacity Builder	<p>I have read all of the ESEA addendum documents, including the amended one. The one part that I feel strongly about is using the 10% (instead of 20%) exit percentage for CSI schools. Honestly, I don't know how teachers and administrators have made it through the last three years in one piece.</p> <p>The schools I worked with as a CB put such an amazing effort into helping students learn, let alone just keeping their schools open. The simple fact that their scores went UP last year is a testament to the administrators' and teachers' commitment to student learning under extraordinary circumstances. Their. Scores. Went. Up.</p> <p>They did the right things for their kids: used interims, identified specific targets needing extra attention, provided re-teaching to make sure kids "got it," and attended to the ISAT as if it were just a "regular" year.</p> <p>They know what to do now. Their time as CSI schools has served them well. They now all hold their heads a little higher because they have the collective efficacy to continue getting better.</p> <p>What I believe will NOT help them in the next three years is to be re-identified as a CSI school because they may not hit the magic 20% increase to exit this fall.</p> <p>Conversely, the Idaho Building Capacity Project is gaining momentum. Non-CSI districts and schools are asking for help "like those other schools get." They want the extra help, and they should be able to get it. Keeping successful CSI schools under a CSI designation this fall does not make good sense simply because they did not make the 20% exit criteria. Neither does not allowing new CSI schools to begin their school improvement journey.</p> <p>Please let me know what else I can do to provide support for the current ESEA Addendum.</p>
3.29.2022	Shalene French	Caldwell SD	Superintendent	It appeared to us that the changes you were recommending were logical. We need to re-read the EL changes. We just want to be prepared.
4.3.2022	Lynn Paslay	Lakeland SD	FP Director	I agree with the proposed changes, my hope is that compiling 3 years of data allows for a comparison that yields the results you are looking for. With Covid, it just feels like education across the state has looked very different.