

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 25-26, 2023**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO - ANNUAL REPORT	Information Item
2	UNIVERSITY OF IDAHO - 4-H AND STEM EDUCATION PRESENTATION	Information Item
3	IDAHO PUBLIC TELEVISION - ANNUAL REPORT	Information Item
4	IDAHO DIGITAL LEARNING ACADEMY - ANNUAL REPORT	Information Item
5	EDUCATOR PREPARATION PROGRAMS – PERFORMANCE MEASURES	Action Item
6	ACCOUNTABILITY OVERSIGHT COMMITTEE – ANNUAL REPORT AND RECOMMENDATIONS	Action Item
7	2023 LEGISLATIVE UPDATE	Information Item
8	BOARD POLICY IV.B. STATE DEPARTMENT OF EDUCATION AND IV.D. STANDARDS REVIEW PROCESS AND CERTIFICATION ENDORSEMENTS (NEW SECTION) – FIRST READING	Action Item
9	BOARD POLICY I.J. FACILITIES USE – FIRST READING	Action Item
10	TEMPORARY RULE – DOCKET 08-0201-2301 – ENROLLMENT REPORTING	Action Item
11	BOUNDARY COUNTY SCHOOL DISTRICT – TRUSTEE ZONE BOUNDARY CHANGES	Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 25, 2023

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the requirement established in Board Policy I.M.4 for each institution to provide an annual progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with the schedule and format established by the Board's Executive Director.

The University of Idaho's annual published progress report is attached. Any updates will be provided through the presentation. Annual performance measure reports are presented to the Board at the regular October Board meeting.

IMPACT

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

ATTACHMENTS

Attachment 1 – Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

The institution annual progress report gives the Board the opportunity to discuss advancement toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution program prioritization implementation.

BOARD ACTION

This item is for informational purposes only.

WORLD CLASS IDAHO FOCUSED

ANNUAL REPORT | APRIL 2023



NO. 1
BEST VALUE
Public University
in the West



University
of Idaho



WORLD CLASS

IDAHO FOCUSED

The University of Idaho delivers an unprecedented educational value for students and innovative research that fuels our state's economy.

It is our mission to build on our rich traditions of access and outreach as Idaho's land grant institution. We educate Idaho's future leaders and disseminate our research to support residents in each of the state's 44 counties.

Our 2023 annual report, "World Class, Idaho Focused" includes countless examples of how the U of I advances its mission throughout the state. This report includes the progress made on our institutional strategic plan, highlighted by our successful accreditation review last spring. It also emphasizes our institutional pillars of supporting student success, prioritizing research and telling our story. In addition, this report establishes baselines related to the State Board of Education's new strategic plan.

The following pages feature just a handful of highlights from a banner year for the University of Idaho. From a record-setting freshman class, to research breakthroughs to new fundraising milestones, the U of I continues to build positive momentum. Our enrollment growth fuels our financial stability and investments in strategic priorities are beginning to produce big wins.

As students discover our immense value, our employees support Idaho industries and communities. The U of I truly is world class and Idaho focused.

President Scott Green

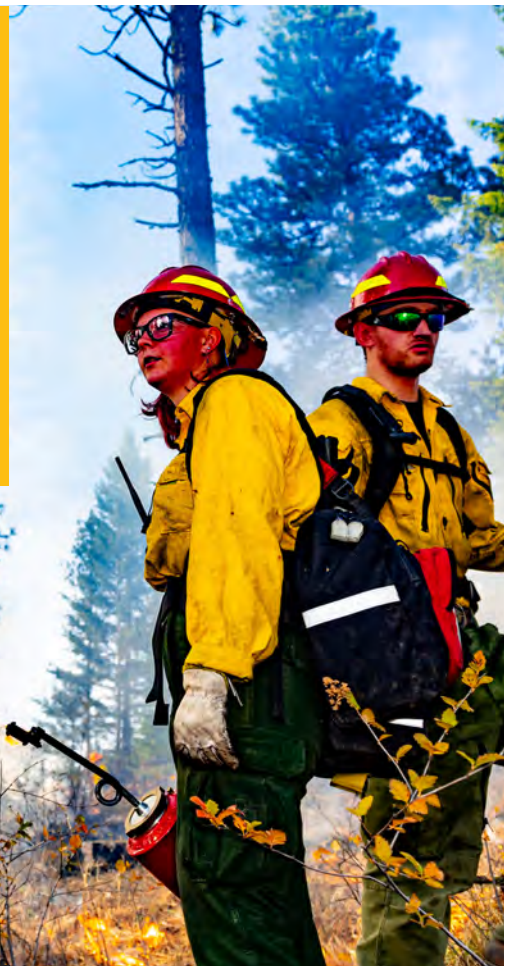


2	Student Gems
4	Mission Fulfillment and Strategic Plan
6	Accreditation Renewal
8	Student Achievement Post Graduate-Data
15	Telling Our Story
19	Prioritizing Research
22	Public Private Partnership
23	SBOE Strategic Plan Progress
28	UI Fundraising
30	Building Our Foundation
33	Conclusion



student
GEMS

20
NATIONAL
MERIT
SCHOLARS
in 2022 freshman class and
61 total enrolled



2

PPGA

2,525
DEGREES and
CERTIFICATES
awarded in 2021-22



STATE-
BEST
6-YEAR
Graduation rate increased from
59% to 61%.



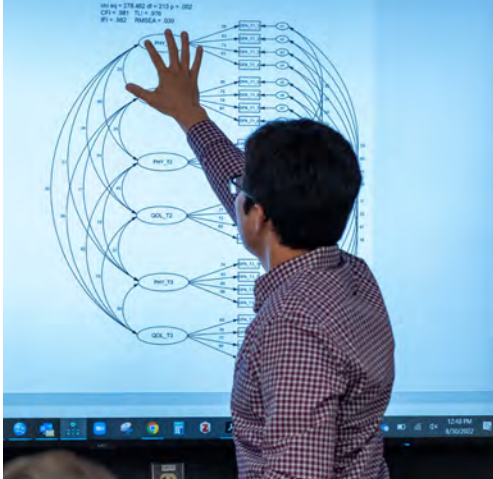
Overall enrollment
INCREASE
of about **3%** in 2022



UI grads earn the
TOP STARTING SALARIES
in Idaho



More than
\$900K
in scholarships for
cybersecurity
students



OVER HALF
of UI undergraduates
participate in
RESEARCH,
highest in the
state.





MISSION FULFILLMENT

In 2019, leadership took a fresh look at the university’s progress on the 10-year strategic plan (2016-2025) and its strength to drive mission fulfillment. Facing a budget deficit and enrollment challenges, the university created a sustainable financial model to guide future university decisions. The result was the Vandal Hybrid Financial Model, developed using four guiding principles:

- Mission alignment
- Transparency
- Agility and adaptability
- Incentive based

The model drives our successful financial stability and future program development.

The Vandal Hybrid Finance Model has elements of program prioritization built into it that inform decisions about how to spend new revenues. We continue to use the model to reallocate current year funds and award new revenues based on the guiding principles above. As part of our last Academic Program Prioritization effort, the decision was made to close several programs. While we have had no new significant program prioritization activity to report since April 2022, we will officially close the Materials Science program in Spring 2023. There are two remaining undergraduates, one master’s level and one Ph.D. student who all plan to graduate. The final faculty member’s contract ends this semester.

With the disruption of the status quo and a new president, three strategic initiatives or pillars were identified in 2020 as the foundation for mission fulfillment:

- 1. Supporting student success
- 2. Prioritizing research
- 3. Telling the story of our institution

University leadership will continue to monitor and discuss strategic plan metrics. Progress is communicated annually, through the provost’s report to the State Board of Education.

Rather than making reactive changes to immediately create a new strategic plan, the U of I has paused on further changes to strategic plan metrics to aggressively focus on strategic

initiatives, mission, students, and collecting more consistent data. This strategy is working as evidenced by the recent accreditation renewal, as well as increases in enrollment and record-breaking scholarship support.

University leadership is committed to engaging more deeply with and learning from internal and external environments to identify targets that are better informed and aligned with the institution’s mission. Future strategic plan work will be grounded in lessons learned from past processes and demonstrated evidence of where the University of Idaho will have the greatest impact going forward.

The Circle of Success shown in Figure 1 demonstrates how strategic initiatives support the U of I’s mission and values.



This framework is supported by the Northwest Commission on Colleges and Universities.

Figure 1: Circle of Success



ACCREDITATION RENEWAL

The U of I’s accreditation was renewed in 2022 after undergoing the Evaluation of Institutional Effectiveness by the Northwest Commission on Colleges and Universities (NWCCU). The Commission’s Peer Evaluation Report included four **commendations** for:

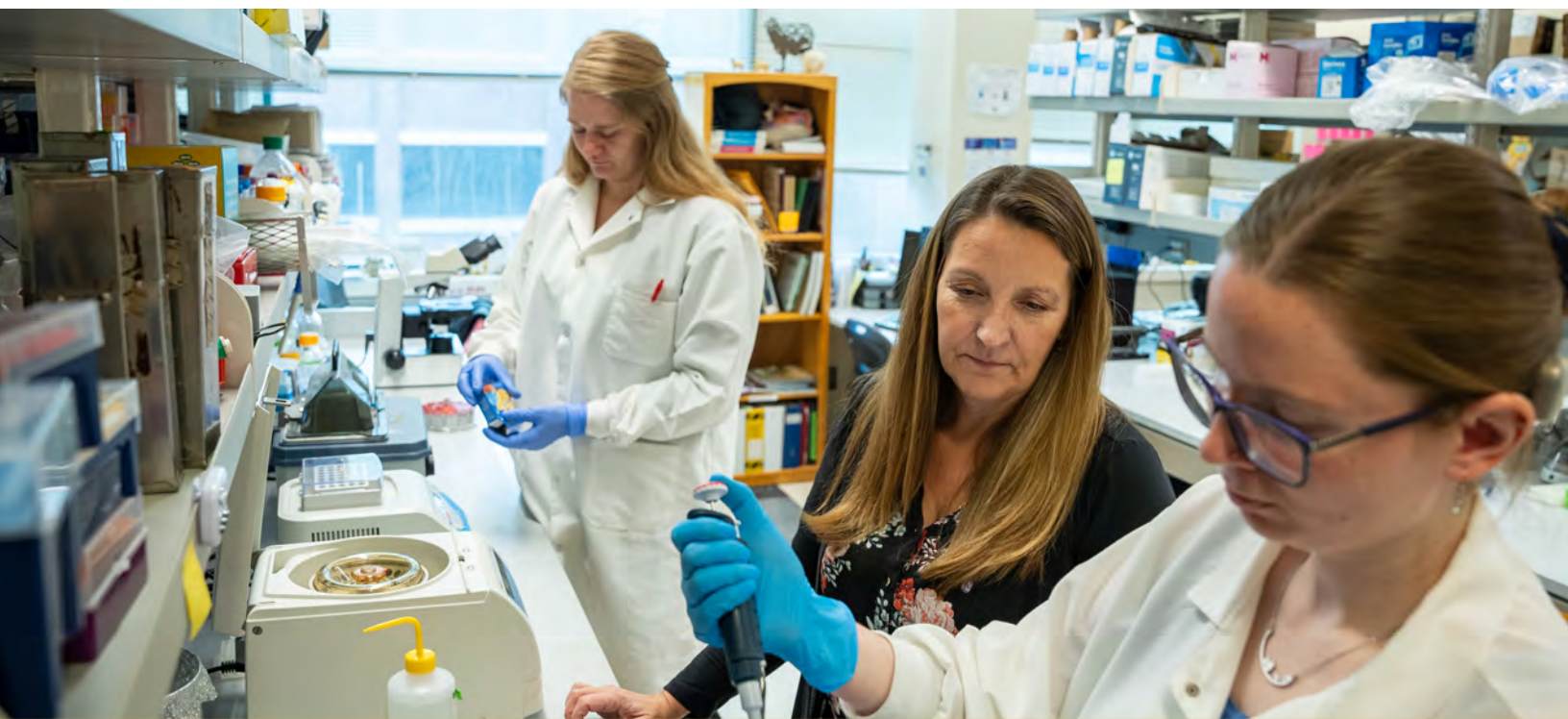
1. The commitment and passion that faculty and staff have for the University of Idaho. Evaluators recognized the enthusiastic esprit de corps of the university, with the word “family” used many times.
2. Leadership of the President and Provost, and their teams, for significantly improving the financial situation of the university and focusing the institution on key strategic priorities. In general, evaluators noted a sense of optimism about the future of the institution, and trust in leadership to seek broad input on decisions.
3. Increased transparency and accessibility of actionable data to inform decision-making.
4. Its Student Success Team and University Advising Services support of U of I students. These groups have implemented several initiatives to add value for students. Some examples include adding additional advising positions, increasing interaction with students, accommodating student preferences for advisor appointments, developing advisor training, and conducting data-informed student outreach.

The Commission did not highlight any areas out of compliance. The group issued five **recommendations** for areas “Substantially in Compliance but in Need of Improvement.” They are:

1. Use the results of program and general education assessments to inform academic and learning-support planning and practices to continuously improve student learning outcomes.
2. Widely share within the institution indicators of student achievement, including but not limited to persistence, completion, retention and postgraduation success, for the purpose of closing barriers to academic excellence and success (equity gaps).
3. Publish on the University’s website the disaggregated indicators of student achievement that are benchmarked against peer institutions.*

4. Ensure that there are clear policies for work assignments for faculty and staff, that they are applied consistently at the unit level, and that faculty and staff have a clear understanding of their work assignments and how those are reflected in evaluation criteria.
5. Evaluate current staffing levels for faculty and staff to ensure that the institution employs faculty and staff sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, and academic policies, and ensure the integrity and continuity of its academic programs.

* The U of I has already addressed Recommendation 3. Other recommendations will be addressed in an ad hoc report to NWCCU due in 2025.





STUDENT ACHIEVEMENT AND POST-GRADUATION DATA

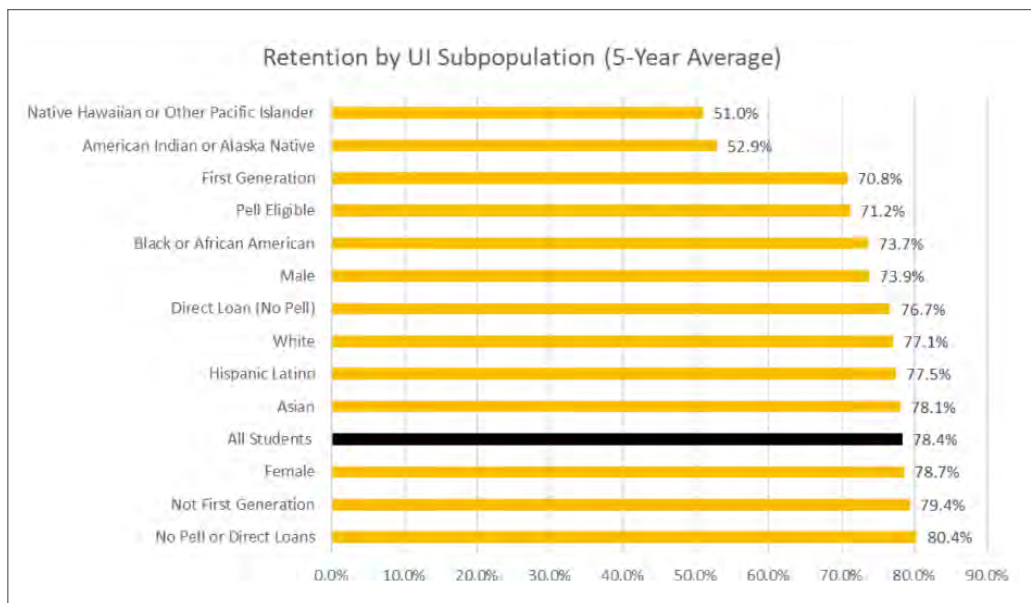
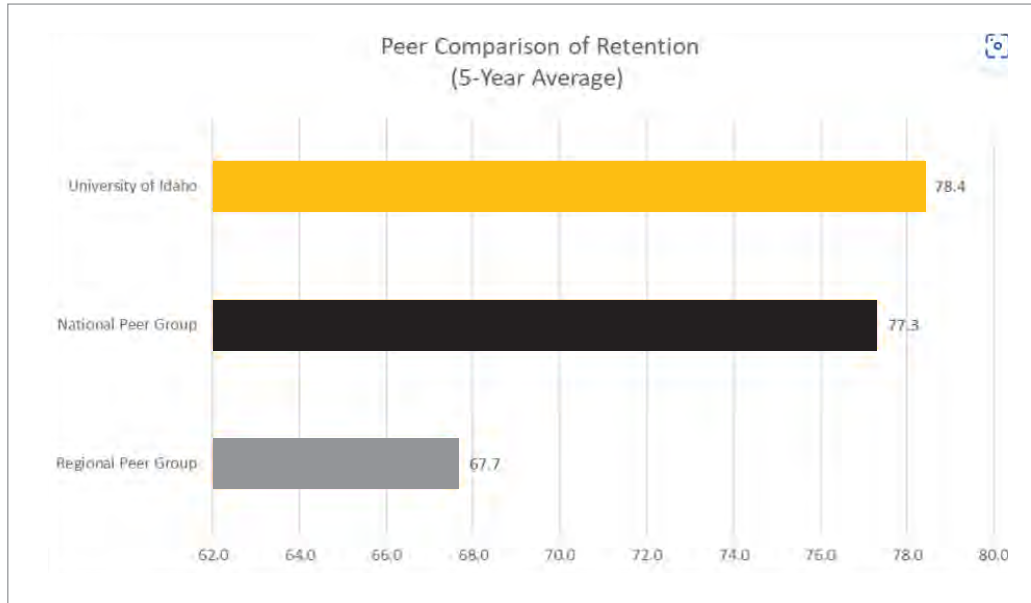
When considering student retention and persistence to graduation, we examine how a student is integrated into the campus community both academically and socially. Among many tools the U of I employs, warning indicators are placed in VandalStar

by faculty when students are struggling academically. This triggers wrap-around services including tutoring, writing center support, or social support from resident advisors and others to give students the best opportunity to build their skills and graduate.

RETENTION

Retention is the percentage of first-year students that return to the same institution for the second year. Students who are not retained by the same institution may be enrolled at another institution.

Data Source: IPEDS, 2017 – 2021 (Five Year Averages)

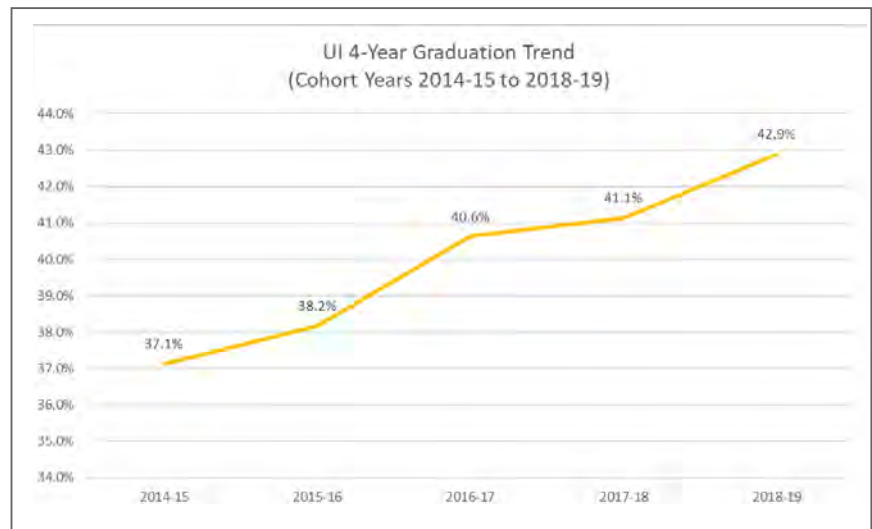
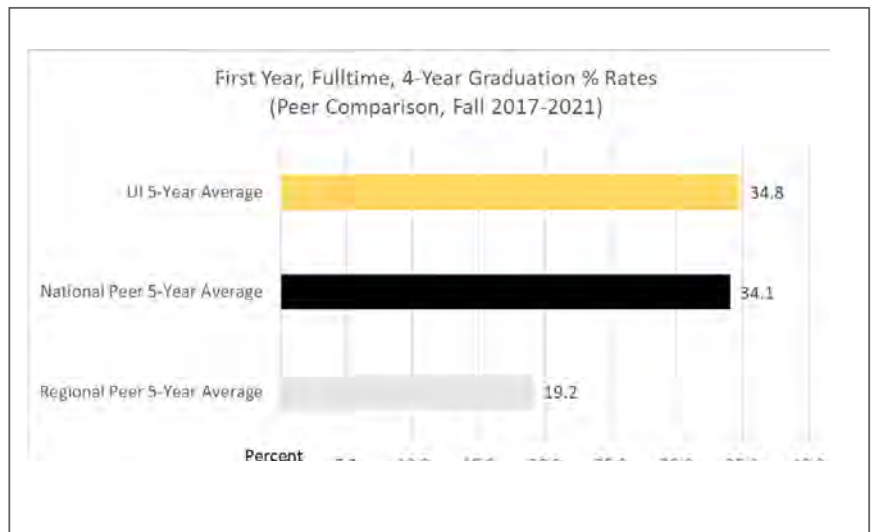
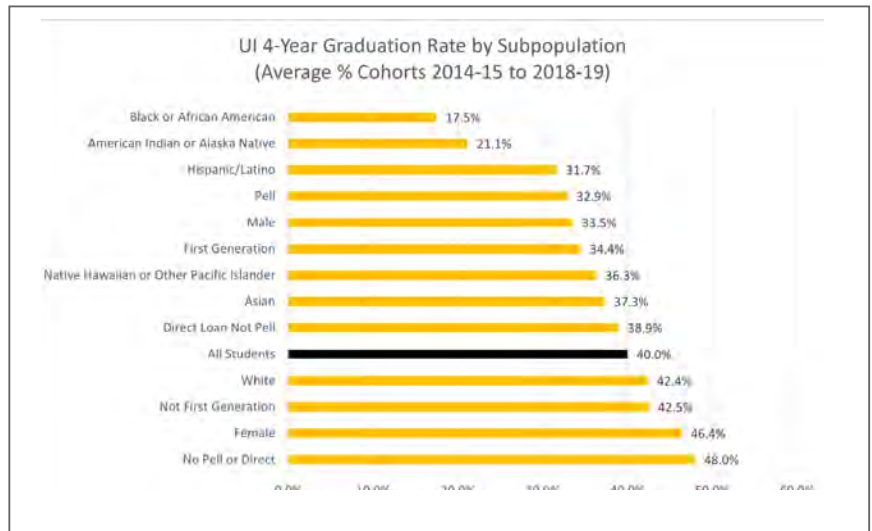


COMPLETION

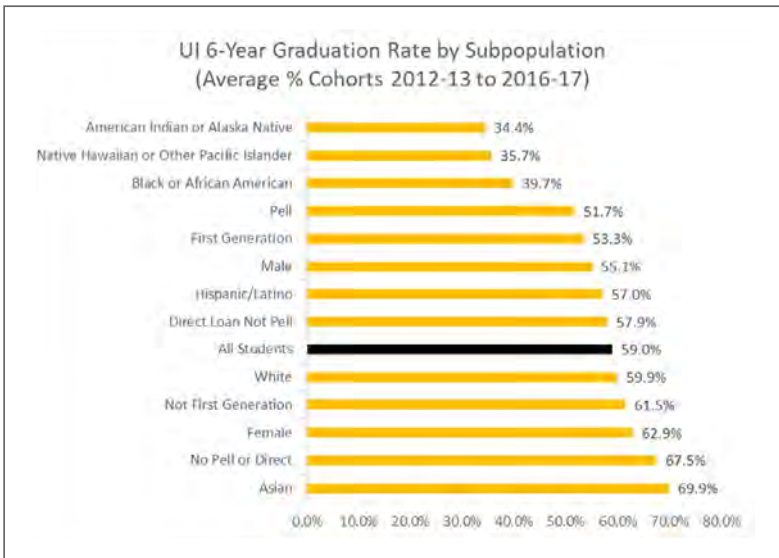
4 Year graduation rate

Completion rates provide the percentages of students who graduate or complete their program within a specified timeframe.

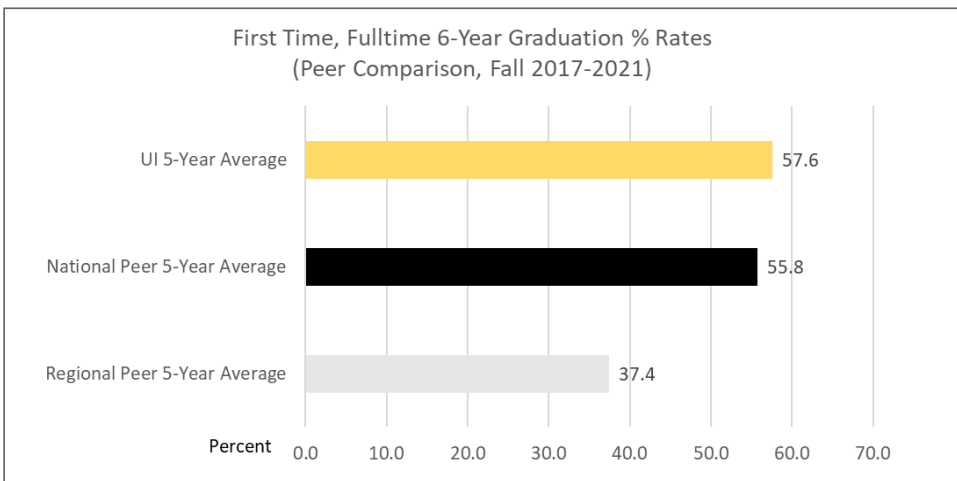
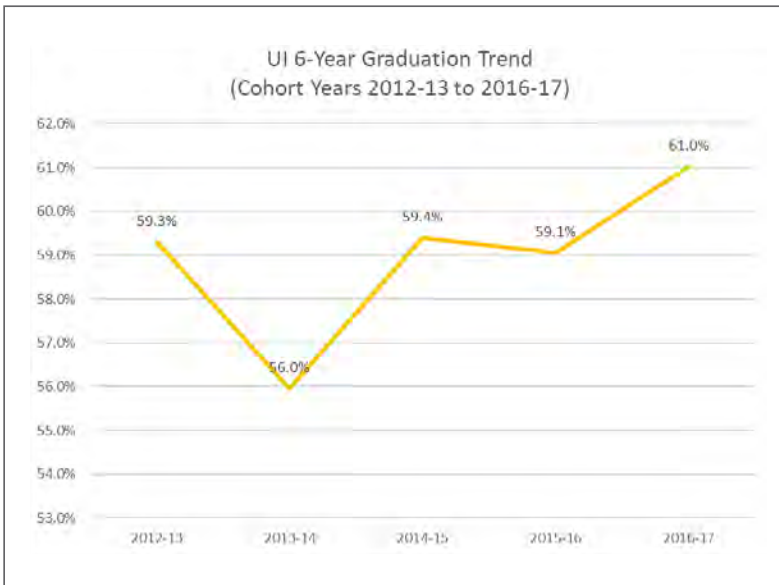
Data Source: IPEDS



6 Year graduation rate



Overall, our retention and graduation rates are points of pride. It is important to identify students who may need different types of support to complete their degrees. The U of I invests in the College Assistant Migrant Program (CAMP) and Trio programs as well as others to support students who want additional services, and to build community. In addition, we reformed a state-wide Hispanic Advisory Council. Members serve as advisors and advocates for recruitment, retention, and student onboarding programs to help all Hispanic students succeed. Other retention and graduation strategies are highlighted later in our Strategic Enrollment Plan (SEP).

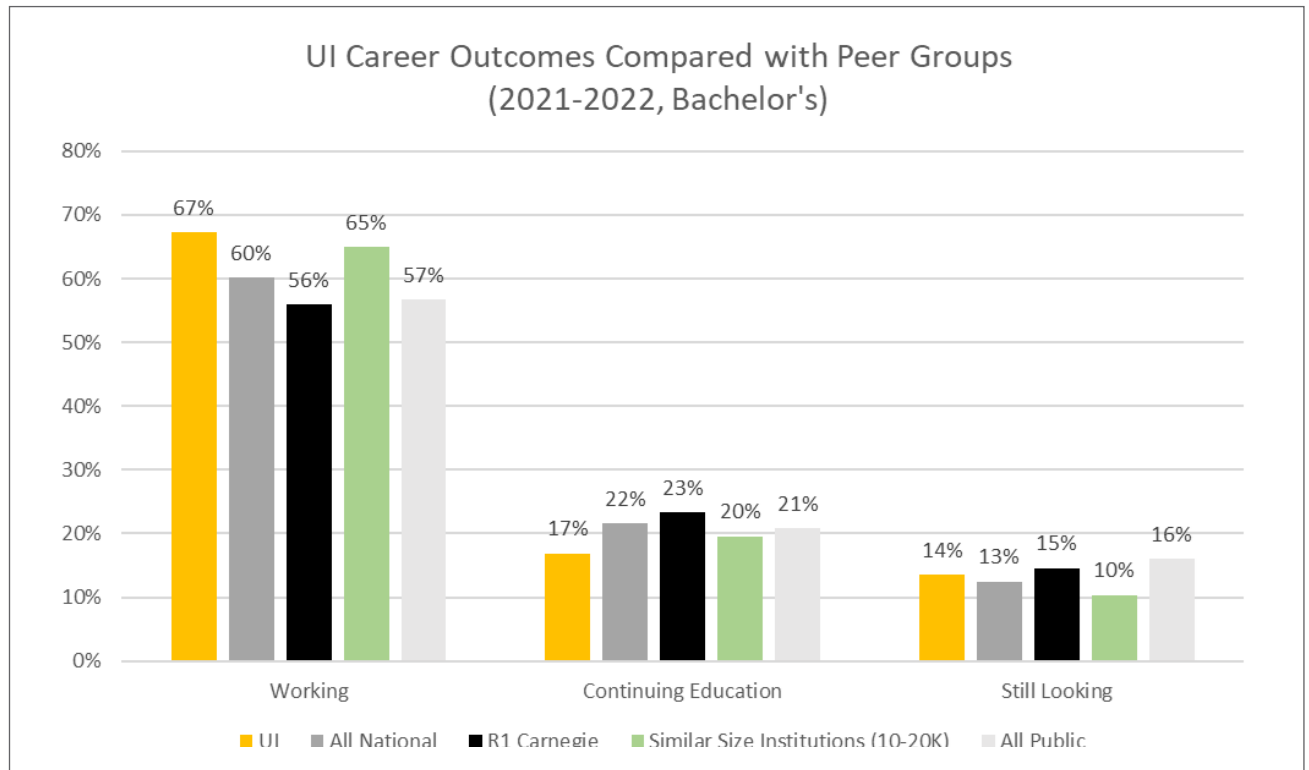


POST-GRADUATE SUCCESS

Post-graduate success is measured by how well students fare in their careers within six-months of graduation. Data is collected from U of I graduates using NACE's First-Destination Survey by the Career Center. We track the percentage of students who are working (part or full-time), continuing their education (earning another degree such as a master's or doctorate), or are still looking for employment.

Recent graduates are sent the survey approximately 5 months after graduation from the U of I.

More U of I graduates are working after graduation than their peers nationally. Fueling this success are frequent, large and successful career fair events, intertwined career objectives and classroom learning, and career counselors with strong ties to colleges and majors.



We have focused our efforts on programs that help students translate their education into practical workplace skills, make industry contacts, and establish careers in their chosen fields. Some examples include:

CAPSTONE PROJECTS

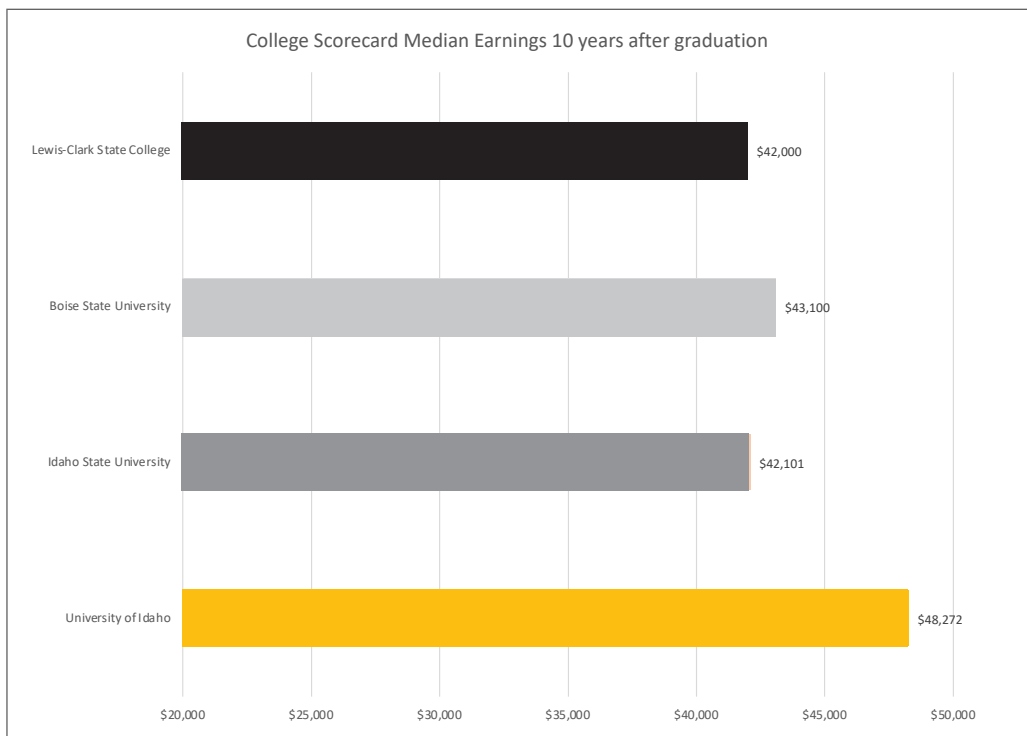
Most majors at the U of I require students nearing the end of their college years to create a project that integrates and applies what they've learned to a real-world challenge. The project might be a research paper, a performance, or a portfolio of "best work." These are increasingly tied to internships and other experiential learning to enhance their value and ensure students can translate their academic work into the real world. In many cases, professionals in industry serve as advisors and mentors for these projects.

CAREER FAIRS

Each year U of I Career Services brings hundreds of employers to campus to network with, interview and hire U of I students and alumni. Signature events include career fairs held twice annually and a teacher career fair featuring education recruiters from the Pacific Northwest and beyond. In the spring of 2023, a record 175 of employers attended the Spring Career Fair.

INTERNSHIPS AND CO-OPS

Students gain real-world experience in their fields, crafting opportunities with their faculty mentors, and college career advisors to support the connection between the theoretical and the practical. The U of I is the only university in the pacific northwest with a co-op program that allows students to alternate between academic coursework and paid full-time employment that counts toward graduation requirements.





STRATEGIC ENROLLMENT PLAN (SEP)

The University of Idaho consulted with Ruffalo Noel Levitz (RNL) in 2022 to formalize and implement the next Strategic Enrollment Plan (SEP). The SEP plan has resulted in the creation of task forces who are charged with the implementation of prioritized strategies to support student success.

THE SEP TASK FORCES ARE FOCUSED UPON:

- Financial Aid / Scholarship
- Integrated Recruitment / Communication
- Onboarding and Melt Reduction
- Retention
- Transfer Student Recruitment
- International Student Experience

Implementation of action items are linked to key performance indicators for **recruitment** and **retention/student success**. The recruitment goal is to increase the incoming freshmen class of 1) Idahoans, 2) Western Undergraduate Exchange and non-resident students, and 3) international students using effective marketing and financial support strategies. Additionally, **transfer strategies** are being implemented to help with transfer from a community college to the U of I.

To further enhance financial support for U of I students, the SEP includes a new scholarship program which includes **merit-based** and **need-based** scholarships. Additionally, there are new strategies to encourage and support more families to file a FAFSA which will further aid our Idahoans in making college accessible and affordable.

Student success is key to strategic enrollment management and the SEP addresses retention initiatives. **Strong academic advising is key** in supporting students in completion of their degree. The University of Idaho’s coordinated advising model offers professional and faculty advising and mentoring strategies to provide wrap around support to our students.

Our career advisors are located within each college to support our students and encourage them to participate in **career fairs, internships, experiential learning opportunities, and high impact programs (HIPS)**.

Academic living and learning communities within our residence halls are coordinated with colleges to promote strong engagement of our students and better retention and degree progression. Faculty led and individual **study abroad opportunities** with scholarship support allow our students to experience academic topics while gaining global perspectives that employers are demanding.



BEST VALUE IN THE WEST

U.S. News & World Report named the University of Idaho the Best Value Public University in the West among public colleges for a third straight year and remained second nationally behind the University of North Carolina. The ranking recognizes the overall quality of the institution in relation to the cost of attendance and the level of need-based aid or scholarships offered. The U of I was also ranked in the top 6% of all public universities on the Top Public Schools list, ahead of regional land grant peers in Montana, Washington, Nevada, Wyoming and Utah.



NO. 1
BEST VALUE
Public University
in the West



A+ RATING FOR SCHOLARSHIP TRANSPARENCY

The University of Idaho was the only school in the state recognized with an A+ rating in scholarship transparency by Universitybusiness.com. The rating is based on how well universities provide clear, easily accessible information about financial aid to ensure students and parents understand the net cost of a college education.



A RECORD NUMBER OF CAMPUS VISITS

Over the past two years the U of I has hosted more than 5,500 campus visitors, with about 3,500 prospective students touring campus. Uldaho Bound and Meet the Vandals events are attracting large numbers of prospective students. Our Uldaho Bound events throughout the spring will draw well over 1,000 students to explore campus, register for classes and take part in orientation activities. As of March 1 our admissions were up 12% over the same time last year.



THE COLLEGE TOUR

The U of I will be featured on Season 7 of the Amazon Prime series The College Tour in 2023. The video is currently available before Season 7 airs, and has already drawn thousands of views on YouTube in the first three months. When the episode is available via Amazon Prime, it will introduce thousands of viewers to the University of Idaho and will be a valuable tool for recruiting.

U OF I'S RETURN ON INVESTMENT

The Bipartisan Policy Center determined that the average student's return on investment at the U of I is \$573,297. The BPC is dedicated to promoting policies that make education more affordable, accessible, effective, and efficient. The Center used data from the U.S. Department of Education to determine its net return on investment figures.



STUDENT SUCCESS



Simon Nguy explored the world of investing at the U of I through the Davis Investment Group. The program allows a team of students to manage a portfolio of \$900,000 in long-term investments, providing hands-on experience in the finance world. Nguy interned at Mountain West Bank in Coeur d'Alene and he plans on a career in finance.

As a 2021 Summer Undergraduate Research Fellow, senior **Grace Meyer** worked alongside U of I professor Omi Hodwitz on the Guantanamo Recidivism Study and the Terrorist Recidivism Study, collecting demographics on people accused of terrorism who were held in military detention at Guantanamo Bay, and those convicted of terrorism in the U.S. court system. She helped compile data with the goal of answering a question: Which system is more effective at preventing recidivism? Were people held in one system more likely to commit another crime after being released than those held in the other?

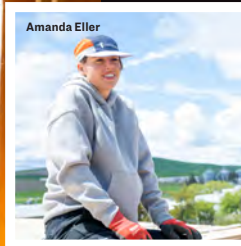




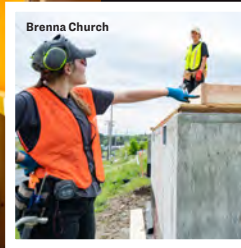
STUDENT SUCCESS CONT.



Sterling Jones



Amanda Eller



Brenna Church

U of I students often learn by taking on our state’s toughest challenges. The affordable housing shortage is affecting communities throughout Idaho. Architecture students **Madalyn Asker, Brenna Church, Amanda Eller and Sterling Jones** helped design and build the first of several small houses in Lupine Flats, a planned community of six homes in Moscow. A partnership with the Moscow Affordable Housing Trust and a private construction firm enabled the students to gain invaluable experience on the job site while directly addressing the housing shortage. The first completed home was purchased last year, and the proceeds will go toward building more small houses in the coming years.

Madalyn Asker

Senior **Keera Paull** spent last summer extracting and sequencing bacteriophage and bacterial DNA from honeybee samples collected in the Pacific Northwest. Her goal is to help protect bees from American foulbrood, a fatal honeybee disease caused by bacteria that kill bee larvae. Paull, who earned the Beverly Flowers Memorial Scholarship, helped researchers understand how microbes in a honeybee’s environment contribute to bee health.





PRIORITIZING RESEARCH

The University of Idaho drives Idaho industries and provides practical solutions to the world’s toughest challenges. From agriculture to hydrology to forestry and education, U of I research delivers immense value by re-patriating federal dollars through grants that enrich our communities.

HIGHLIGHTS

- Last fall, faculty in the College of Agricultural and Life Sciences won a grant worth up to **\$55 million from the U.S. Department of Agriculture** to fund climate-smart agriculture research in our state. The grant will enable the U of I to deploy much of its research to farm and ranch partners at scale to evaluate the return on investment of implementing practices like cover cropping and low water usage technologies. These tools hold the promise of improving water quality while using less water and helping sustain plant and soil health.

- A U of I-led research team earned a **\$6.8 million award from the USDA’s National Institute of Food and Agriculture’s Specialty Crop Research Initiative** to develop new diagnostic tools, management practices and resources for controlling harmful nematodes in potato fields. The four-year project is funded through the USDA National Institute of Food and Agriculture’s Specialty Crop Research Initiative. The project’s goals include developing support models to guide growers’ management decisions, identifying molecular assays to differentiate nematode pathotypes, developing resistant potato varieties and creating a “smart chemical” for nematode-specific control.

■ Faculty in our College of Education received a **\$2 million grant from the National Science Foundation** to address the underrepresentation of American Indian and Alaska Native students-based STEM education activities for public K-12 and undergraduate students. The U of I will help develop American Indian/Alaska Native-based STEM education activities for all public school levels through undergraduate studies, expand the network to tribes and communities serving AI/AN students and design faculty development models to encourage more participation in teaching.

- College of Natural Resources professor Leda Kobziar is pioneering a new area of research called pyroaerobiology – the study of living microorganisms found in plumes of forest fire smoke – to better understand the effects of fire on human and ecological health. Kobziar earned a **\$500,000 grant from the National Science Foundation** to fund her research, which could have major implications for fire mitigation, fire recovery and air quality.
- The **Center for Ecohydraulics Research** is housed at the Idaho Water Center in Boise, and provides graduate students a world class research program to study links between physical processes and aquatic ecosystems. The program interacts with the U of I’s other water programs in the College of Natural Resources, the Idaho Water Resources Research Institute and the Waters Resources Program.



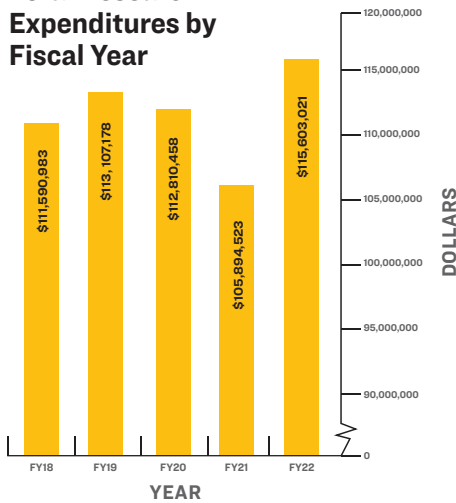
\$115.6 MILLION IN EXPENDITURES

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

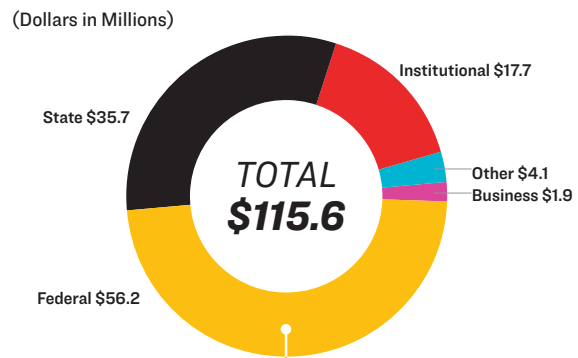
FY22 RESEARCH ACTIVITY AND EXPENDITURES

Expenditures are actual dollars spent on research as a measure of research activity, a research activity is the number of proposals and dollars awarded, not all of which is spent at the time of the report.

Total Research Expenditures by Fiscal Year



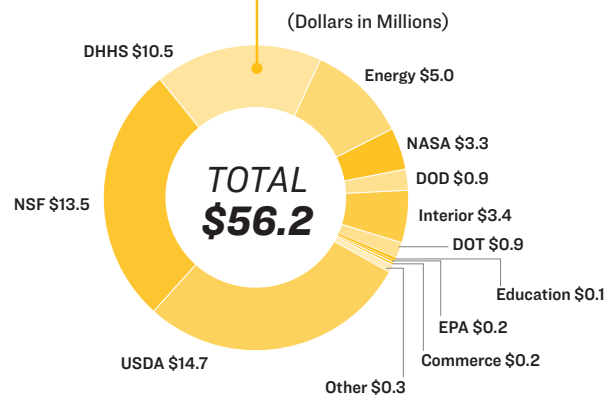
Total Research Expenditures in FY22 by Funding Source
(Dollars in Millions)



Summary of Sponsored Proposals & Awards Activity in FY22

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	813	\$417,691,090
AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	453	\$70,896,215
Other Actions	280	\$42,828,377
TOTAL AWARDS	733	\$113,724,592

Portion of Federal Research Expenditures by Sponsoring Agency
(Dollars in Millions)



FY 22 STATS	\$116 M in research expenditures;	453 new awards	20 invention disclosures	13 new licenses
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PUBLIC PRIVATE PARTNERSHIP (P3) LEADS TO POSITIVE OUTCOMES

In November 2020, the University of Idaho signed a 50-year concession agreement for the institution’s utility systems. It is an exciting example of a funding mechanism that monetizes non-strategic assets, transfers risk to the private sector, promotes high quality educational programming, and ultimately enhances creativity and coordination by bringing many experts to the table. The partnership with Sacyr Plenary Utility

Partners Idaho (SPUPI) and McKinstry provides a new metric driven strategy to invest in student success, research and telling our story to better recruit students. It delivers benefits to the state of Idaho and taxpayers by providing financing for a deferred maintenance plan for our utility systems. With this P3 agreement, the University has benefitted from a minimum annual investment of \$6 million in revenue generating strategic initiatives.



GOAL 1

OBJECTIVE A: DATA ACCESS AND TRANSPARENCY

- A+ rating for **scholarship transparency**: The University of Idaho was the only institution in the state recognized with an A+ rating in scholarship transparency by Universitybusiness.com.

OBJECTIVE B: ALIGNMENT AND COORDINATION

- Full implementation of the **I Transfer portal**, which allows a student to enter previous coursework to see how it will apply to any degree across the University, even prior to application.
- Inclusion of four-year plans in our catalog which allows both the freshman student as well as future transfers to understand the **pathway to completion** in four years.

- Recent purchase of TES software that will be a new and more readable interface for our **transfer equivalencies** will replace the current home-grown transfer equivalency guides. The new software provides a more modern and versatile program that will include a better display of our transfer equivalencies and allow faster turnaround in course evaluations.
- Transition to a **fully digital transcript** receiving process from the Admissions Office allows for better customer service in our ability to track where a transcript is in the evaluation process.
- The Office of the Registrar worked with departments to **better align our test score credit awards with the other Idaho institutions**, specifically in the area of international baccalaureate test credits.
- The Office of the Registrar is working with the Department of Modern Languages to award ACE recommended language credit for STAMP test scores, which is the system used at the institution to measure language proficiency. These scores will award credit and will also come with a **digital badge** from the administering test agency.

GOAL 2

OBJECTIVE A: RIGOROUS EDUCATION

- The U of I's 2022 freshman class included 20 **National Merit Scholars**. There are now 61 National Merit Scholars enrolled at U of I.
- The average **incoming GPA** for U of I freshmen is 3.47. Of first-time, first-year students 29% had a GPA between 3.75 and 3.99, and 7.4% had a GPA of 4.0.

OBJECTIVE B: SCHOOL READINESS

- This year the U of I launched the **4-H Learn Everywhere** pilot to allow K-12 students to earn school district approved credits for 4-H project mastery. The innovative 4-H Learn Everywhere program successfully connects public, private, online, and homeschool students with **hands-on experiences** that propel them toward high school graduation.
- As Idaho's first provider to implement this program, we are offering two projects this inaugural year, Civic Engagement: Know Your Government and Animal Science. These two projects were selected because of their well-developed curriculum, community support, and strong program participation. School districts are requiring approval on a case-by-case basis, therefore the pilot is working with three counties to start. **Know Your Government** – Civic Engagement is signing up students now to participate, and **Animal Science** students will begin their programs in Spring 2023. 15 students have started the process to receive credit for participation in one of the projects.



GOAL 3

OBJECTIVE A: HIGHER LEVEL OF EDUCATIONAL ATTAINMENT

- U of I awarded **2,525 degrees and certificates** in 2021-22.
- Plans are underway to award associate degrees to students who've completed the requirements for a two-year degree, but stopped out before earning a bachelor's degree.

OBJECTIVE B: TIMELY DEGREE COMPLETION

- U of I has the top **6-year graduation rates** in the state. 6-year grad rate raised from 59.1% to 61% in 2022.

OBJECTIVE C: ACCESS

- About **52%** of incoming freshmen in 2022 were **first-generation** college students.
- **Cultivating Future Educational Leaders for Idaho Schools**

The West Ada School District, Idaho's largest school district, faced a critical shortage of qualified candidates for leadership positions. Realizing that they needed to act quickly, administrators turned to the University of Idaho's **College of Education, Health and Human Sciences** for a solution. Having partnered with the university before to address staffing needs, West Ada School District was confident that the university's Educational Leadership program would provide them with highly qualified and competent candidates to fill these critical roles.

In May, **26 teachers are graduating with their principal credentials**, ready to step into leadership positions. The U of I's Educational Leadership program not only helps to fulfill the district's needs for leadership, but it also helps

to retain experienced teachers in the field of education. These new principals will serve as role models and inspire future teachers to continue their education and take on leadership positions themselves.

Through our partnership with the West Ada School District and other districts throughout the state, our program will help to address the pressing need for educational leaders in Idaho. Our graduates will not only serve as role models and inspire future teachers but will also make a positive impact on their schools and communities, creating better outcomes for Idaho students.

- **Leading Cybersecurity in the Northwest**

At the University of Idaho, we are proud to be one of the National Security Agency's first seven National Centers of Academic Excellence in Cyber Defense Education. Our commitment to cybersecurity training, education, and research has made us a leader in the field.

Our programs are designed to train cybersecurity professionals at all levels of deployment, from entry-level system analysts to the most sophisticated researchers. With full-fledged Bachelor's, Master's, and PhD programs, we provide students with the technical skills necessary to make Idaho's industry a leader in next-generation cybersecurity.

We are proud to offer more than **\$4 million in cybersecurity training scholarships** through the CyberCorps Scholarship and Grant for Service from the National Science Foundation. These scholarships cover full tuition and fees, as well as a \$25,000 stipend for upper division undergraduate students and \$34,000 for graduate students studying cybersecurity. We have 95 students enrolled in our bachelor's and master's degree programs, and we are excited to launch our new PhD program next year. We are committed to providing our students with the best possible cybersecurity education and training, and the University of Idaho is uniquely positioned to lead the way in this field.

GOAL 4

OBJECTIVE A: WORKFORCE ALIGNMENT

The University of Idaho's College of Natural Resources launched three new **associate degree programs** in 2022 aimed at meeting the growing workforce needs in forestry industries. The programs in wildland fuels and fire mitigation, forestry operations, and forest nursery management, prepare students for jobs after two years of education. These offerings were approved by the State Board of Education in April 2022 and are the first associate degrees offered at the University of Idaho.

With the introduction of these new degree programs, the University of Idaho is taking a crucial step toward addressing the growing workforce needs in forestry and is providing excellent opportunities for students to pursue their career goals. The coursework in these programs is flexible, and students gain essential skills through hands-on training while forming partnerships with real-world stakeholders in the forestry and forest products industries. Despite the timing of final approval, five students have already enrolled in the new two-year degree programs in the Spring 2023 semester, and there has been significant interest with over 80 applicants for the Fall 2023 semester.



OBJECTIVE B: MEDICAL EDUCATION

■ The WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) **Project ECHO Idaho**, launched in 2018, is instrumental in addressing the unique needs of Idaho's medical sector. In a largely rural state where access to quality healthcare can be a challenge, ECHO Idaho has partnered with healthcare providers across the state to offer innovative and responsive strategies.

Through regularly scheduled Zoom sessions, ECHO Idaho has been able to provide free continuing medical education credit to nearly 6,000 participants, improving their knowledge about 14 different clinical content areas and offering over **26,000 hours of free training**. By doing so, ECHO Idaho is bridging the healthcare gap for Idaho's **rural and underserved communities**.

One of the major benefits of ECHO Idaho is that it helps address the shortage of healthcare professionals in rural areas. By providing continuing education and support to healthcare providers across the state, ECHO Idaho is helping to increase knowledge for providers in rural and professional shortage areas, enhance professional satisfaction and reduce isolation, and ultimately retain providers in rural areas. This is reflected in the program's statistics: during 2022, ECHO Idaho provided education through 14 distinct programs and content areas, providing 537 professional development sessions to 1,454 unique healthcare professionals.

- Founded in 2017, the **North Idaho Area Health Education Center (NI-AHEC)** in partnership with Idaho’s premier medical school, WWAMI, works to develop a pipeline of healthcare professionals equipped to meet the unique needs of Idaho’s rural and/ or underserved communities. As one of three Centers in Idaho, NI-AHEC partners with local organizations, clinics, hospitals, and schools to develop and deliver a portfolio of learning opportunities for students in grades 9-12, health professions students, and health care professionals.
- Since 2013, the Idaho WWAMI Medical Education program has partnered with rural and underserved communities across the state of Idaho to participate in the **Targeted Rural Underserved Track (TRUST)** program. This program matches medical students to these communities where they work longitudinally with physician preceptors over the course of their medical school careers. This experience helps generate a physician workforce specifically trained for rural and underserved areas.





UI FUNDRAISING

- In October, the U of I launched the final phase of its capital campaign: **Brave. Bold. Unstoppable.** The campaign centers on three themes – Student Success, Sustainable Solutions for Idaho and a Thriving Idaho for All, and the goal is to raise **\$500 million by 2025.** Through FY 2022 the campaign had raised more than \$342.5 million, including more than **\$110 million toward scholarships.**
- The U of I set a new fundraising record, bringing in **\$64.6 million in FY22.** A total of **6,464 donors** made 15,089 gifts. 114 new endowments were established through \$11 million in gifts.
- Vandal Giving Day (April 4, 2022), saw the U of I raise \$732,396 in just 1,889 minutes.

GIVING HIGHLIGHTS

INDIVIDUALS/FAMILIES

- **William C. Fitzhugh, M.D. '71**, who passed away last year, left an estate gift of more than \$3 million to support scholarships for Idaho WWAMI medical students, which will help reduce the cost of a medical education and address the shortage of physicians in Idaho. Dr. Fitzhugh grew up in Kimberly, Idaho and practiced ophthalmology in southern Idaho for 34 years.
- **Karen Harris** gave \$300,000 in FY22 to establish a scholarship endowment to honor her late husband, **Frank W. Harris '67.** A few months later, she made her second gift by committing a bequest valued at \$300,000, which will grow the endowment, ensuring scholarship support for mechanical engineering students in perpetuity.
- Micron co-founder and entrepreneur **Tom Nicholson '59** and his wife Diana are long-time U of I volunteers and donors whose recent gifts totaling \$1 million will benefit the College of Agricultural and Life Sciences, the ICCU Arena and Vandal Success Scholarships.

CORPORATIONS/ORGANIZATIONS

- **Scoular**, a leading provider of agribusiness supply chain solutions worldwide, in North America and Asia, gave \$500,000 to the Idaho Center for Agriculture, Food and the Environment (CAFE).
- **St. Luke's Health System** is the only Idaho-based, not-for-profit health system. In addition to its previous support of the Idaho WWAMI building, in FY22 the group gave \$500,000 to the scholarship endowment it established to support Idaho WWAMI medical students.
- **AgWest Farm Credit** has provided financial support to several U of I initiatives for more than a decade. In FY22, the agricultural lending cooperative gave \$300,000 to support technology and infrastructure at the Pitkin Nursery, which serves as the State Nursery of Idaho, and \$300,000 to an endowed professorship in soil sciences.
- Lumber producer **Idaho Forest Group's** gifts of more than \$600,000 are supporting industrial robotics labs and equipment, precision forestry and supply chain innovation, scholarships and student recruitment efforts.
- **The Laura Moore Cunningham Foundation** continues its generous support through a gift of \$500,000 to the McCall Field Campus, along with more than \$360,000 to advance student success through its access and business scholarship endowments.





BUILDING ON OUR FOUNDATION

IDAHO CAFE

Thanks to key investment from the state, the Idaho Center for Agriculture, Food and the Environment is becoming a reality this year. When finished, CAFE will be the largest research dairy in the country and allow faculty and staff to address constraints on water usage and environmental quality while supporting the agricultural sectors of dairy, livestock and cropland, as well as the food processing industries. A partnership between education, industry and economic development stakeholders will result in dynamic research and education to develop solutions to complex problems.

Research at CAFE will cover a broad range of areas from agriculture economics impacts and labor management to nutrient and wastewater management.



PARMA RESEARCH AND EXTENSION CENTER

Idaho has nearly 25,000 farms and ranches, which produce more than 185 different commodities. One of the founding missions of the University of Idaho is to help these farmers, ranchers and associated businesses succeed, through our research and education programs. And one of the best ways to see this in action is at the Parma Research and Extension Center. In 2025, the Center will celebrate a century of supporting Treasure Valley farmers through research focused on the production, harvesting and storage of vegetables, forages, cereals, hops, mint, fruit and seed crops. This partnership has helped ensure Idaho seeds are ranked the best in the world. Seeds like lettuce, carrots, onions and turnips are harvested, cleaned, packaged and shipped to more than 120 countries worldwide – creating thousands of Idaho jobs in the process. The new research and extension center will allow the U of I to deliver critical research and service to Idaho growers.

MCCALL FIELD CAMPUS

Our McCall Field Campus is home to the McCall Outdoor Science School, or MOSS, the premier experiential STEM Education program in Idaho. Each year, thousands of Idaho K-12 students visit the McCall Field Campus to gain hands-on education in STEM fields.

Plans are in place to expand and remodel the dining lodge and kitchen as part of the campus master plan. The expansion will triple the capacity of the facility.

The MOSS program aligns with the workforce goals of major employers in our state including Micron and the INL that are dedicated to expanding K-12 STEM learning opportunities. Analysis of State Board of Education data shows that MOSS students are more likely to continue in school with “go-on” rates 20% higher than statewide averages. Our goal is to make the MOSS experience available to every student in the state, and ultimately increase the supply of STEM-ready students.



MEAT SCIENCE CENTER

The U of I plans to build the Meat Science and Innovation Center on the west side of campus. This facility will be critical for workforce training and research. The current building is more than 50 years old and is the only USDA-inspected facility in the region. The limited space in the building restricts our ability to deliver modern programs and meet local processing needs. The Center allows us to add value to Idaho agricultural products. Instead of shipping cows out of state for processing, this facility ensures we keep Idaho cows in Idaho

– adding to our state’s bottom line through sales and income tax returns. The new Meat Science and Innovation Center will house Vandal Brand Meats and help us address a big need in the industry for workforce development and training. It’s already garnered more than \$5.6 million in private support from more than 30 stakeholders statewide and it will play a central role in powering Idaho’s livestock, agriculture, and meat processing industries.





The University of Idaho delivers remarkable value for students and for the state of Idaho. Our research powers industry and provides practical solutions to the state’s toughest challenges. Despite significant obstacles in recent years, the U of I continues to grow enrollment, fundraise at a record-breaking pace and expand its research portfolio. We remain committed to delivering education that is world class and Idaho focused.



University
of Idaho

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Extension 4-H STEM K-12 Programming Overview

BACKGROUND/DISCUSSION

Nationwide and in Idaho, there is a growing demand for employees with skills in science, technology, engineering and math (STEM). UI Extension 4-H Youth Development is helping to meet that demand through programs focused on these areas. Claire Sponseller, State STEM 4-H Youth Development Leader, will present information on how STEM is a cornerstone of 4-H and includes programs in agriculture, natural and biological sciences, technology, and engineering. Ms. Sponseller will share how 4-H activities cover topics that are exciting to youth and relevant to Idaho's economy, including water quality, animal health, robotics and drones, coding, electronics, 3-D printing and physical computing.

IMPACT

This presentation will open a dialogue for additional partnerships and connections across the state to support STEM education through 4-H.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho manages nine research and extension offices across Idaho and six affiliated research centers. Research and extension centers are located in Aberdeen, Caldwell, Carmen, Idaho Falls, Kimberly, Palouse, Parma, Teton and Twin Falls. In addition to the research and extension offices, the University of Idaho has 42 county extension county offices.

BOARD ACTION

This item is for informational purposes only.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 26, 2023

IDAHO PUBLIC TELEVISION

SUBJECT

Idaho Public Television (IPTV) Annual Report

REFERENCE

August 2020	Board received Idaho Public Television's Annual Report.
October 2021	Board appointed Jeff Tucker as the new General Manager of Idaho Public Television.
April 2022	Board received Idaho Public Television's Annual Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Jeff Tucker, General Manager of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan as well as an informational update on the agency's legislative agenda, infrastructure upgrade project (from April 2022), new programs presented in the past year, educational outreach work, statewide anti-vaping education campaign funded by and allocation from the Millennium Fund and other items of note.

ATTACHMENTS

Attachment 1 – IPTV FY 2023 Annual Agency Review PowerPoint Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Public Television serves as a provider of high-quality educational content around the state. Idaho Public Television not only provides resources to educators in the classroom, but also to individuals in the home, reaching many areas of the state that have no other access outside of the student's attendance at their local public school. The annual report provides the Board with the opportunity to discuss how Idaho Public Television's efforts support the Board's strategic goals.

BOARD ACTION

This item is for informational purposes only.

IDAHO
PUBLIC TELEVISION

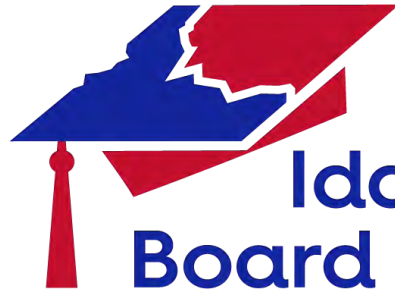


PBS

IdahoPTV Annual Report

Jeff Tucker

April 26, 2023



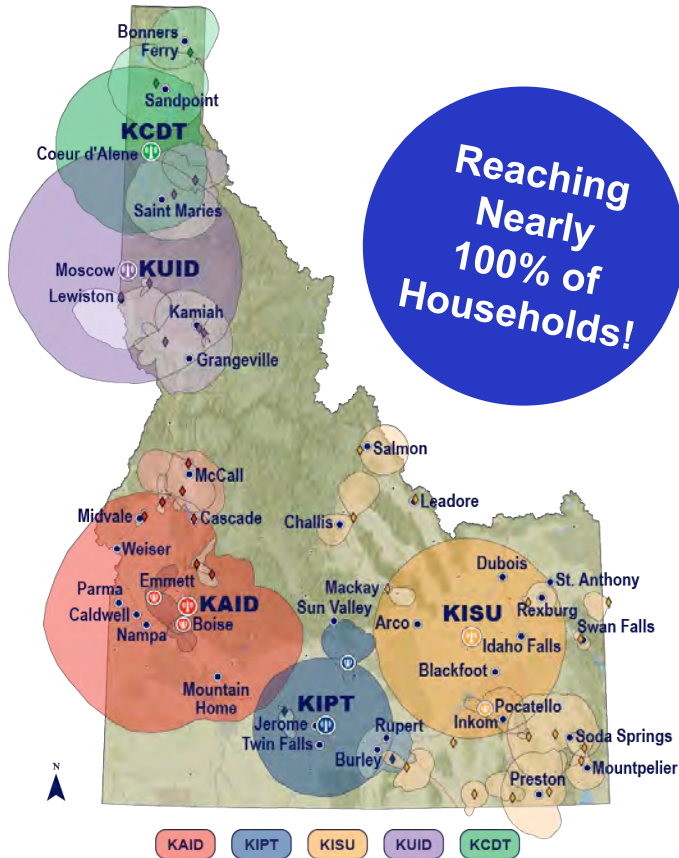
**Idaho State
Board of Education**

IDAHO
PUBLIC TELEVISION



PBS

FRIENDS OF
IDAHO
PUBLIC TELEVISION



- 5 Transmitters
- 46 Repeaters
- Studios in Each Region
- IdahoPTV Feeds Paid Services
- Emergency Alerts
- Public Safety

Viewership and Awards

8.4
MILLION
VIEWS

More than 800,000 unique
viewers watched in June of 2022



Viewers and Donors
in all Counties



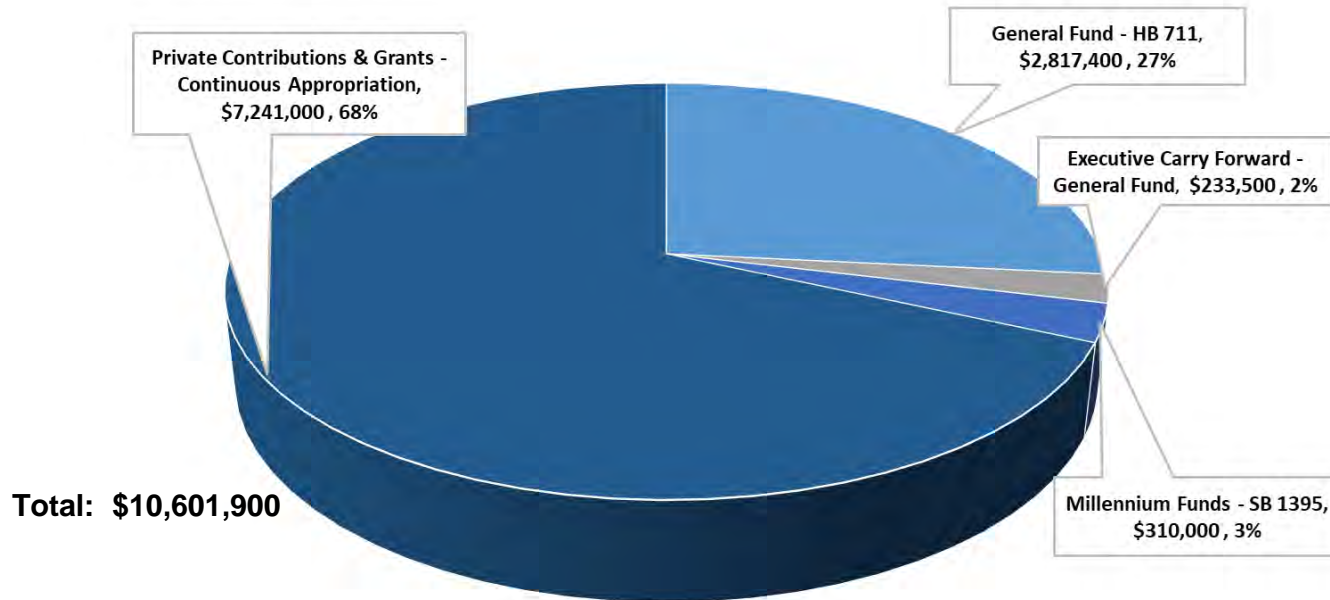
NATIONAL
ACADEMY OF
TELEVISION
ARTS & SCIENCES
NORTHWEST CHAPTER



67 International, National
and Regional Awards

FY 2022

IdahoPTV - FY 2023 Estimated Expenditures



What We're Known For...

NOVA

MASTERPIECE



Cook's Country

AMERICAN EXPERIENCE

This Old House



Curious George



Telling Idaho's Stories







This is Rodeo





IDAHO
EXPERIENCE

6th Season

September-Bootleggers

October-Erma Hayman House

December-Naval Reactor

January-Nisei Paradox

March-Hidden Gems

IDAHO
EXPERIENCE

LIGERTOWN

Streaming now at the PBS App
or video.idahoptv.org







createid

An IDAHO PUBLIC TELEVISION  PBS Original





KNOW VAPE **SOUNDING THE ALARM** about Idaho's youth vaping crisis



WATCH *Nic Sick*, a documentary featuring Idaho teens, parents, health and toxicology experts, law enforcement, and vaping prevention and cessation counselors.

WIN \$10,000 in prizes that will go to Idaho teens who enter and win the KNOW VAPE video contest. Deadline: April 1.

SHARE Social media campaigns aimed at teens and adults that feature testimonials, excerpts from the documentary and helpful resources.

DOWNLOAD FREE resources about the dangers of vaping, how to talk to teens about vaping, prevention and quitting.

GET Idaho standards-based curriculum for the classroom.

Nic Sick, a **KNOW VAPE** documentary



Premieres March 21 @ 7 PM
Watch Live | Stream Anytime

Get more resources at
IdahoPTV.org/KNOWVAPE



The KNOW VAPE campaign was developed by Idaho Public Television with assistance from Idaho's seven public health districts and made possible by a grant from Idaho's Millennium Fund.



KNOW VAPE Media Campaign: Total Budget \$75,000

KNOW the dangers of YOUTH vaping.

March

Radio	Week of 3/7	Week of 3/13	Week of 3/20	Week of 3/27	Total
Boise DMA					
KJOT	42/42"				\$466
KQXR	38/38"				\$870
KRVB	30/20" & Traffic Reports on 3/20 & 3/21				\$354
KTHI	40/40"				\$560
LaPoderosa (Hispanic)					\$1,000
					Total: \$3,250

Television	Week of 3/7	Week of 3/13	Week of 3/20	Week of 3/27	Total
Boise DMA					
SparkLight	140 Spots				\$1,820
Twin Falls					
SparkLight	100 Spots				\$800
North Idaho					
KLEW	34/34" Utilized 300" and peak				\$500
Pocatello/Idaho Falls					
SparkLight					\$1,120
					Total: \$4,240

KNOW VAPE
KNOW the dangers of YOUTH vaping.

VAPING IS TOXIC TO YOUR LUNGS
WHAT ARE THE TOXIC CHEMICALS IN VAPES THAT CAUSE LONG TERM DAMAGE TO YOUR LUNGS?

FORMALDEHYDE
When inhaled - even at low levels - formaldehyde causes eye, nose and throat irritations. At higher levels, it causes rashes, breathing problems and changes in lung function.

ACROLEIN
Acrolein, when inhaled, causes respiratory distress and pulmonary edema, making breathing difficult.

ACETALDEHYDE
Acetaldehyde is a known cancer-causing chemical. The more exposure, the higher the risk. Acetaldehyde causes irreversible damage to our DNA.

VAPING IS TOXIC TO YOUR BRAIN
WHAT ARE THE TOXIC CHEMICALS IN VAPES THAT CAUSE DAMAGE TO YOUR BRAIN?

NICOTINE
The addictive nicotine into the brain in several ways until around the age of 25.

DO YOU KNOW VAPE?
KNOW the dangers of YOUTH vaping.

IDAHO PBS | IdahoPTV.org/knowvape

KNOW VAPE
KNOW the dangers of YOUTH vaping.

VAPING damages adolescent brains



Legislature Live



Governor Live



Judiciary Live



Special Events

520,834 streaming session
1,272,985 total page views

FY 2020-2022

idahoptv.org/insession

idahoptv.org/civility

*A partnership of LSO, Legislature, Governor,
Supreme Court & IdahoPTV*



Operational funding provided by:



Additional Funding Provided By: FRIENDS OF IDAHO PUBLIC TELEVISION Endowment



Hardware and Close Captioning Provided By:
THE IDAHO LEGISLATURE &
IDAHO LEGISLATIVE SERVICES OFFICE

idahoptv.org/civics



Workforce Development



The Learning Ecosystem



IdahoPTV Education supports the entire learning ecosystem, serving parents and caregivers, formal and informal educators, and community organizations focused on children's education.

Educators & Parents Trust Us



WATCH  WITH YOUR KIDS

Help your child choose programs

Discuss what to watch

Check out the "grown ups" section on apps and games



LEARN MORE @ [IDAHOPTV.ORG/PARENTS](https://www.idahoPTV.org/parents)



Corporation
for Public
Broadcasting



Program



Program



EXPLORATION

STEM

PERSEVERANCE

PROBLEM-SOLVING

Curious and curious inquiry about the world in Animal Town, will introduce kids ages 3 to 5 to science, nature and community through adventures with her friends.

Program Program Description Discussion Questions Learning Objectives



AUTISM

DISABILITY INCLUSION

MILITARY FAMILIES

SINGLE PARENT

"Daniel Tiger's Neighborhood" stars 4-year-old Daniel Tiger, his family, and friends as they learn key skills for navigating school and life.

Catchy strategy songs about learning social and emotional skills will have the whole family singing!

This show for preschoolers ages 2 to 4 is inspired by the iconic "Mister Rogers' Neighborhood."

- What did Daniel do today? How did he feel? Can you tell me about a time when you felt that way?

- What song did Daniel sing? What did Daniel sing about?

- What did Daniel make-believe? What do you like to make believe?

- How is your family like Daniel's family? How is it different? Let's make a song that our family can sing together.

- Self-Awareness
- Self-Management
- Social Awareness
- Social Skills
- Relationships

Games & activities

Donkey Hodie and her pals empower kids to dream big and overcome obstacles in their own lives! To work hard and persevere in the face of failure! To be resourceful and discover that they are capable of solving problems on their own! Oh, and to laugh themselves silly along the way!

- What dilemma or challenge are you facing? How can you overcome it?

- Relationship Skills

Games & activities

[Back to top of page](#)

[Back to top of page](#)

Research shows that PBS KIDS...

Prepares children for school

Boosts early literacy skills

Improves Math knowledge & skills

Strengthens parent support

Increases Teacher Knowledge of
Students' Math Learning & Development

Leads to Learning Gain Comparable to High-
Quality Pre-K



PBS LearningMedia

The screenshot shows the PBS LearningMedia website interface. At the top, there are logos for PBS LearningMedia and IDAHO PUBLIC TELEVISION PBS. Navigation options include 'Subjects', 'Grades', and 'Student site'. A search bar and 'Sign in'/'Sign up for free' buttons are also present. The main banner features a scenic mountain landscape with the text 'THE IDAHO COLLECTION' and the IDAHO PUBLIC TELEVISION logo. Below the banner, it states 'Collections > Idaho Collection' and 'In This Collection: Media Gallery (12), Video (18) for Grades All'. A descriptive paragraph on the left explains the project's collaboration. The 'Idaho Collection' section includes social sharing options (Google Classroom, Social Share, Favorite) and a paragraph about the collection's focus on educational resources from award-winning productions. Two small images are shown at the bottom: one of a woman in a blue shirt and another of a bird of prey.

PBS LearningMedia IDAHO PUBLIC TELEVISION PBS

Search Sign in Sign up for free!

Subjects Grades Student site

THE IDAHO COLLECTION

IDAHO PUBLIC TELEVISION

Collections > **Idaho Collection**



In This Collection: Media Gallery (12), Video (18) for Grades All

This project is a collaboration of Idaho Public Television and the Idaho Commission for Libraries and is partially funded through the Broadband Technology and Opportunities Program.

Idaho Collection

Share to Google Classroom Social Share Favorite

This collection focuses on educational resources from award-winning productions produced by Idaho Public Television. This collection highlights the places, issues and people that make up the unique state of Idaho.







Questions?

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy - Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code

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

BACKGROUND/DISCUSSION

According to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

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

Idaho Digital Learning Academy served approximately 43,031 enrollments for 2021-2022, which is a 30% decrease from 2020-2021 as districts returned to in-person learning. Ninety-five percent of high schools in Idaho participated in 2020-2021. The number one reason students cited for enrolling in the Idaho Digital Learning Academy was "Online Course Preference" with "Classes not offered locally" taking the second position. Other reasons include scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

Idaho Digital Learning Academy is accredited through Cognia Accreditation.

IMPACT

This updated will provide the Board with a statutorily required update on the Idaho Digital Learning Academy's fee policy statement and acceptable use policy as well as provide an opportunity for the Board to ask questions about IDLA's plans for the coming academic year.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 26, 2023

ATTACHMENTS

- Attachment 1 – Fee Policy Statement
- Attachment 2 – Acceptable Use Policy
- Attachment 3 – Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Digital Learning Academy served approximately 61,579 enrollments for 2020-2021, which is a 92% increase from 2019-2020 as districts leaned on online options during the pandemic. Ninety-five percent of high schools in Idaho participated in 2020-2021.

The Idaho Digital Learning Academy is currently doing business as the Idaho Digital Learning Alliance to better reflect the evolution of the services IDLA provides and the expanded partnerships they share with local education agencies. For IDLA to officially change their name to the Idaho Digital Learning Alliance, Section 33-5502, Idaho Code, would need to be amended changing the reference from the Idaho Digital Learning Academy to the Idaho Digital Learning Alliance and the remainder of the section in chapter 55, title 33 would need to be amended to reflect the change to the word “academy.” Additionally, until such time as the statute is amended, the references to the IDLA in IDAPA 08.04.01 must match the statutory designation.

BOARD ACTION

This item is for informational purposes only.



P.O. Box 10017, Boise, ID
83707
208.342.0207
IdahoDigitalLearning.org

2023-2024 Idaho Digital Learning Academy Fee Policy

Fees for Idaho Digital Learning Academy: The fee schedule for 2023 -2024 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled in one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all Idaho Digital Learning Academy courses unless noted otherwise below.

Idaho Digital Learning Academy Per-Enrollment Cost: The cost for one (1) enrollment is \$75 for Idaho students.

Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost unless courses are delivered in a custom session (see Custom Session Courses below). Schools cannot request Advanced Opportunity funding for Advanced Placement or Dual Credit classes that are delivered through a custom session.

In collaboration with Idaho Digital Learning Academy, School Districts shall assist students with the obtainment of college credit, examinations, and materials such as textbooks (see Textbooks section in District MOU).

Advanced Opportunities: Idaho Digital Learning Academy (IDLA) supports students that have access to Advanced Opportunities funds. IDLA does not invoice schools/students for courses marked for Advanced Opportunities funding. These courses are directly funded by the State Department of Education. IDLA will not process a payment or payment reversal of Advanced Opportunities outside of the fiscal year, July 1st through June 30th. If a course is marked in error for Advanced Opportunities and it is not funded, IDLA will invoice the school/district of enrollment directly.

Scholarships:

Qualifying students must be registered with an Idaho public school. Each student must be registered by their local school's Idaho Digital Learning Academy site coordinator. The site coordinator must request a scholarship from the local Regional Coordinator. The scholarship is for \$50 of the \$75 Idaho Digital Learning Academy enrollment fee. Scholarships are limited; the remaining course fee balance of \$25 will be invoiced to the school/district for payment.

Scholarships cannot be applied to:

- Students registered in Custom Session courses.
- Students registered for Advanced Opportunities funding.
- Students registered for AP/DC Courses - Exams or textbooks.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 26, 2023**

ATTACHMENT 1

- If a student fails to successfully complete a course for which a scholarship has been applied, the student is ineligible for a future scholarship until successfully completing one subsequent IDLA course.

Custom Session Courses: Any courses requested and implemented through Idaho Digital Learning Academy’s Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning Academy website for information and request form). This includes district requests for Hybrid Custom Sessions. All Custom Sessions require a minimum of 12 students and will incur costs based on the following fee structure:

Custom Session Fee Structure:

Elementary Launchpad ELA	Select Middle School Courses: Keyboarding, Pathways, 8th Grade Career Exploration, Computer Science Discoveries, STEM Careers, Everyone Can Create with iPads (8 unit / 4 unit)	Standard Cohort and Credit Recovery	AP and DC Courses	Hybrid (with live instruction)
\$30 each	\$30 - 8 Unit/\$15 - 4 Unit	\$75 each	\$75 each	\$75 each

Elementary Launchpad ELA, (Grade bands (k-2) and (3-5))
\$30/each student

Select Middle School Courses (Keyboarding, Pathways to Success, 8th Grade Career Exploration, Computer Science Discoveries, STEM Careers, and Everyone Can Create with iPads)
\$30/each: 8 unit version of courses listed above
\$15/each: 4 unit version of courses listed above

Standard Cohort, Credit Recovery, AP, and Dual Credit Courses
\$75/each student

Hybrid Courses (2 days live instruction)
\$75/each student

Reduced Fee Courses:

Idaho Digital Learning Academy offers select courses at a reduced rate.

Reduced Fee	Courses
\$30 per enrollment	Elementary Launchpad ELA
\$30 per enrollment	Keyboarding - Middle School (8 unit) Pathways to Success - Middle School (8 unit)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 26, 2023**

ATTACHMENT 1

	8th Grade Career Exploration - Middle School (8 unit) Computer Science Discoveries - Middle School (8 unit) STEM Careers - Middle School (8 unit) Everyone Can Create with iPads - Middle School (8 unit)
\$15 per enrollment	Keyboarding - Middle School (4 unit) Pathways to Success - Middle School (4 unit) 8th Grade Career Exploration - Middle School (4 unit) STEM Careers - Middle School (4 unit)

Idaho Digital Learning Academy reserves the right to modify the fee policy. Districts will be notified of any changes.

Idaho Digital Learning Academy Refund Policy

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

Orientation: If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.

All cohort and credit recovery sessions:

- 6, 9, or 10 weeks or Custom Sessions: The Idaho Digital Learning Academy Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
- 16-week session: The Idaho Digital Learning Academy Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.

Flex sessions:

- The drop deadline for all flex classes is 14 days after the student gains course access.
- If a student is inactive in class for 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator either confirms the drop or can request additional time for the student to become active in the course.

After the drop deadline:

- Grades will be reported for all students remaining in courses regardless of completion, and the full fee will be invoiced to the district.
- Exceptions to the drop deadline may be requested by the district for extenuating circumstances.

IDAHO DIGITAL LEARNING ACADEMY ACCEPTABLE USE POLICY

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

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

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

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

Prohibited uses of technology

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

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

- Violation of any local, state, or federal regulation or statute.
- You will not use Idaho Digital Learning Academy resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Academy board.
- Idaho Digital Learning Rights and Responsibilities.
- Idaho Digital Learning Academy reserves the right to monitor all activity related to Idaho Digital Learning Academy courses or sites.
- Idaho Digital Learning Academy reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning Academy.
- Opinions, advice, services and all other information expressed by Idaho Digital Learning Academy staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning Academy.

Discipline

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

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

IDAHO DIGITAL LEARNING ACADEMY (IDLA)

State Board of Education
April 26, 2023

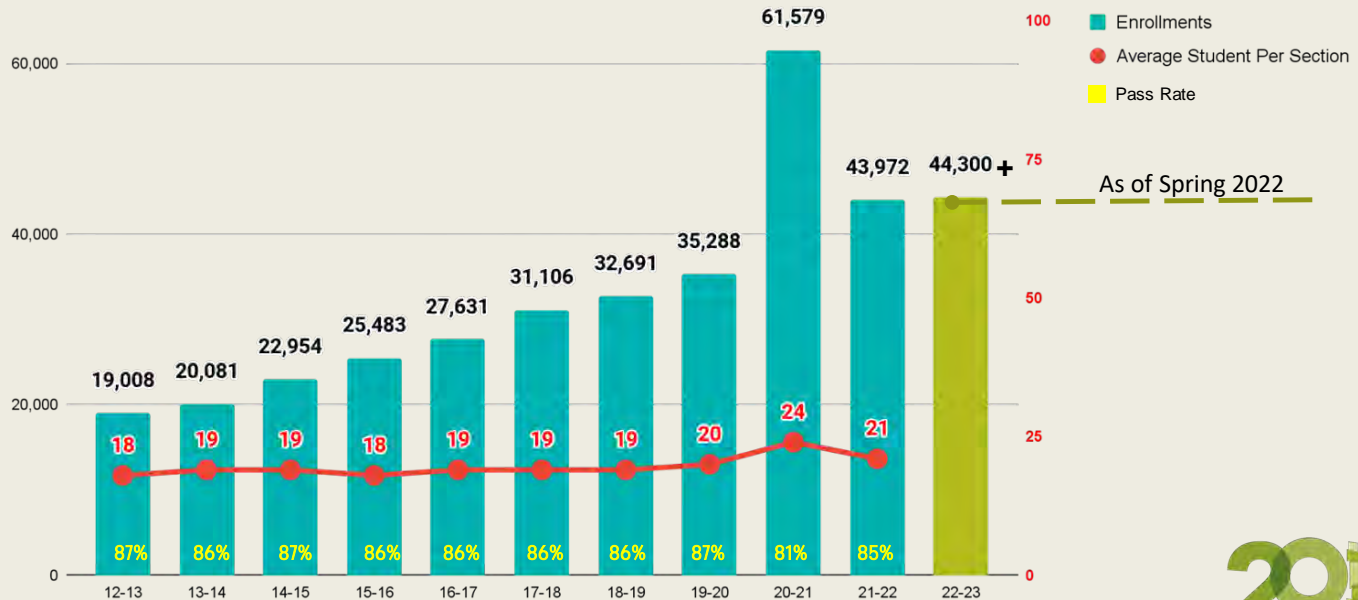


IDAHO'S ONLINE VIRTUAL SCHOOL

- Created in **2002** by the **Idaho Legislature** and **Idaho Educators**
(Title 33, Chapter 55 Idaho Code)
- **Partners** with school districts to provide **supplemental** learning opportunities
- IDLA is a **top leader in online education nationwide**, often paving the way for other organizations to follow.



IDLA ENROLLMENTS & AVERAGE COURSE SIZE



SERVING ALL IDAHO STUDENTS

IDLA Partnered with Idaho School Districts Last Year Providing Classes to 409 Schools



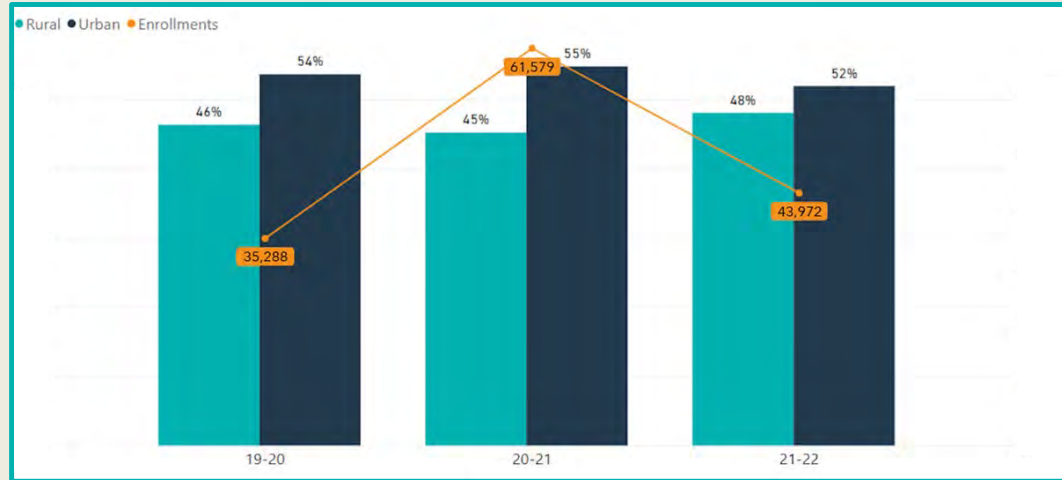
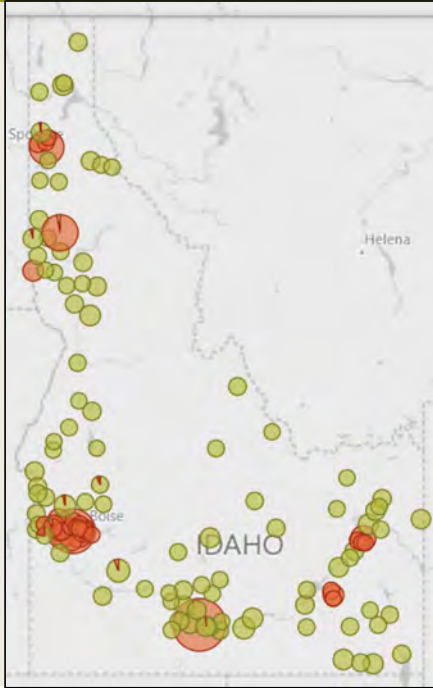
The majority of enrollments from rural schools take classes because the classes are not offered locally.



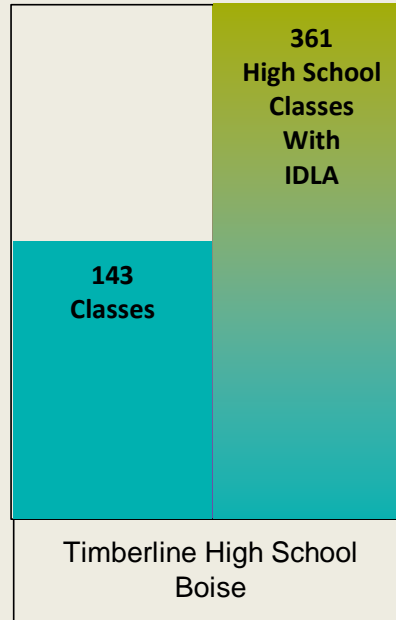
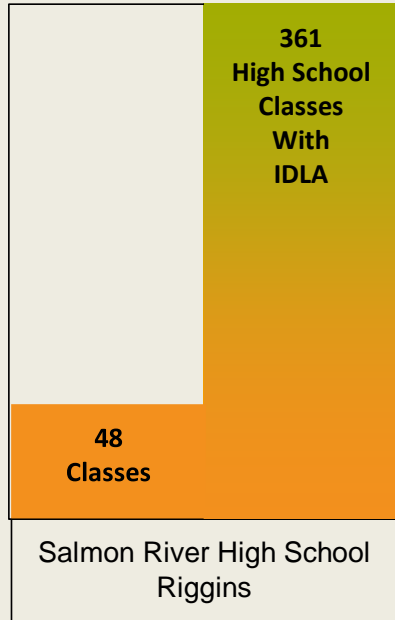
Most enrollments from urban schools take classes for schedule flexibility so they focus on CTE and Dual Credit.



RURAL & URBAN ENROLLMENTS



COURSE OFFERINGS

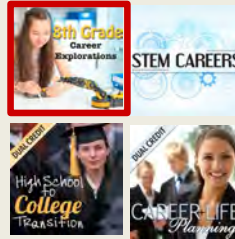


FEATURED COURSES

Advanced Placement and Dual Credit



Workforce Development



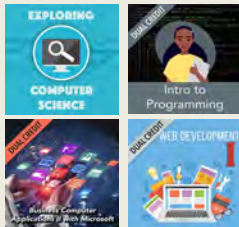
Career Technical Education



Innovative!



Computer Science



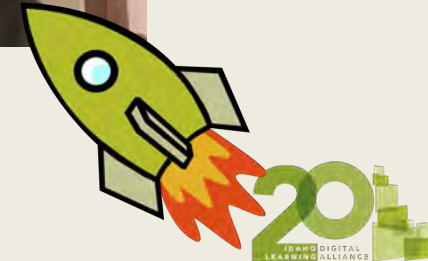
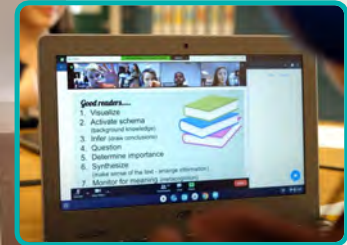
New Courses



Financial Literacy

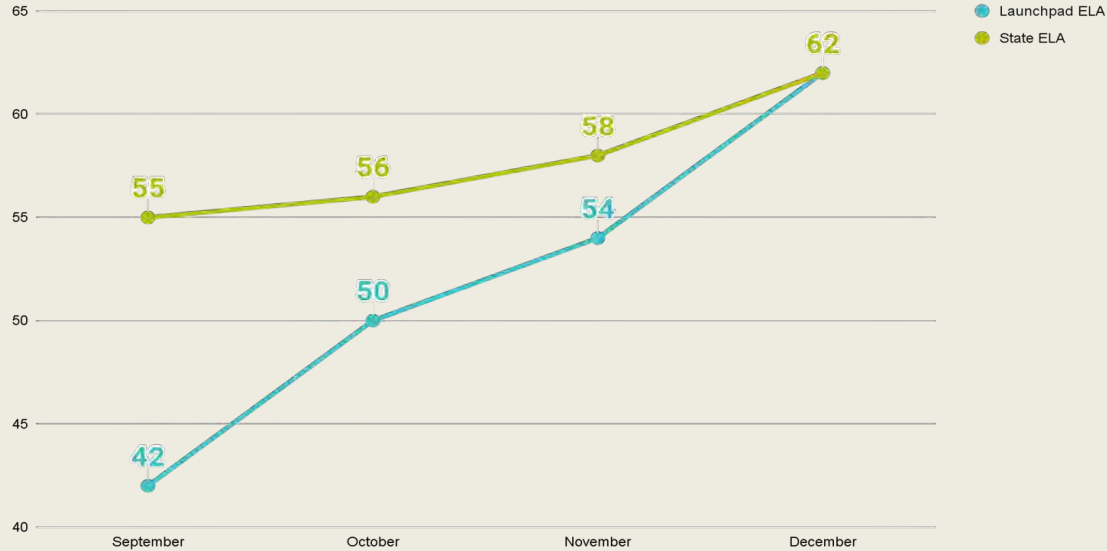


LAUNCHPAD

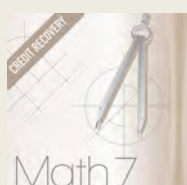
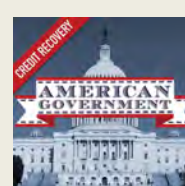
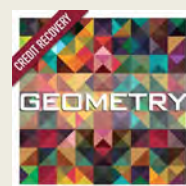
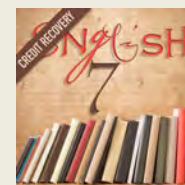
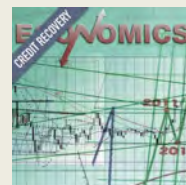
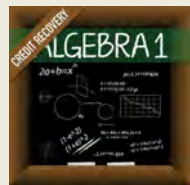


LAUNCHPAD STATE COMPARISON

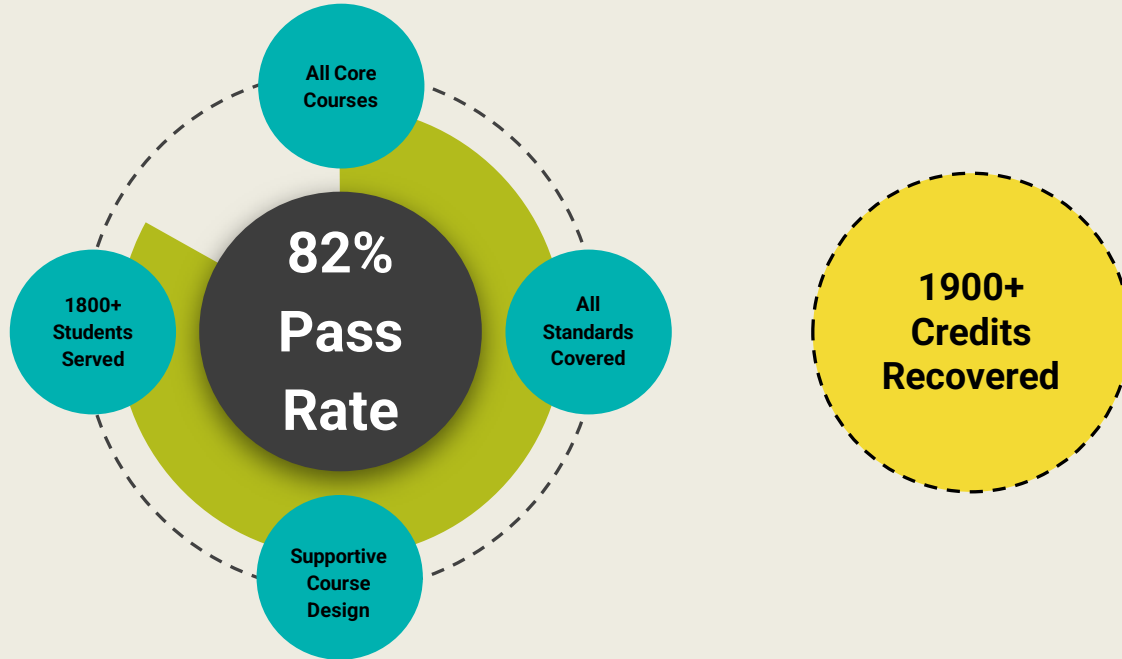
Percentage of Students at Grade Level



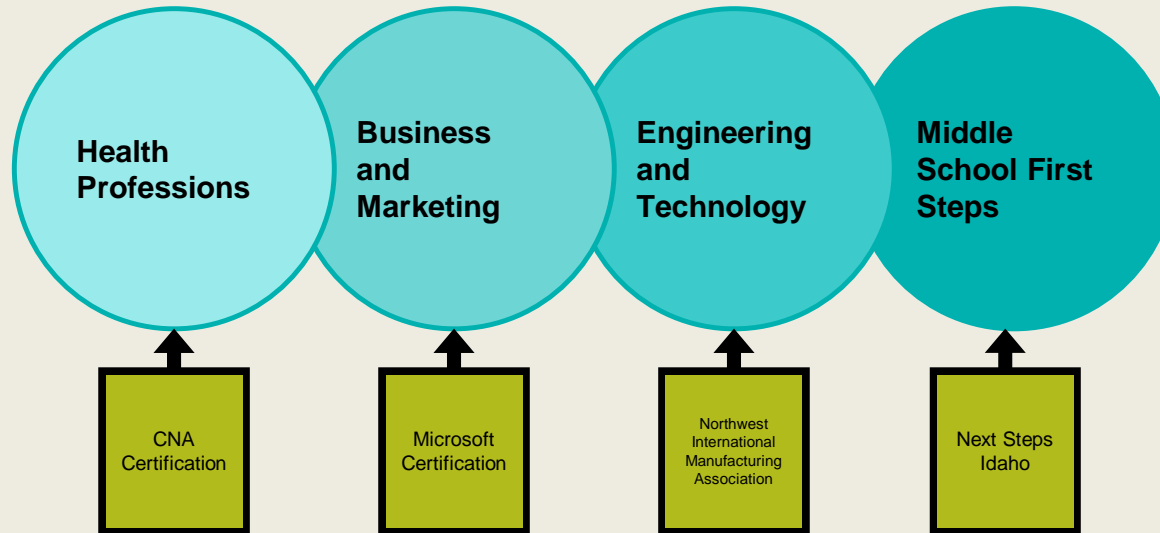
CREDIT RECOVERY



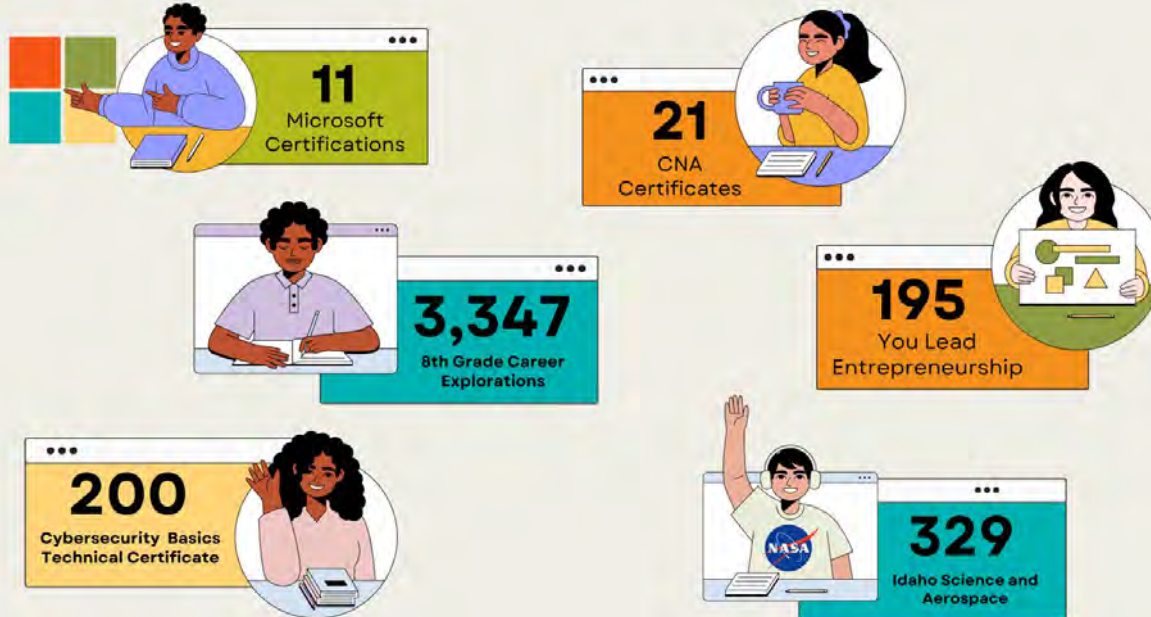
CREDIT RECOVERY: SUPPORTING STUDENTS TOWARD GRADUATION



WORKPLACE READINESS: CTE CLASSES AND INDUSTRY CERTIFICATIONS



SINCE 2020-2021



WORKPLACE READINESS: SUPPORTING IDAHO'S SEMICONDUCTOR INDUSTRY

Activity 2: What are you Already Doing?

- ① Mentorship Program(s)
- ② Currialum (Existing)
- ③ Internships + Apprenticeship
- ④ Access to Students
 - Recruitment
 - Outreach
 - Advising
- ⑤ Summer Camps + Clubs + Day Event / Field Trip



Chip Chase: The Semiconductor Quest

Investigate the planet of Semiconia. You will enter at the transportation portal. Explore each area of the planet, collecting semiconductor keys along the way. Return to the leaderboard in this unit to submit the semiconductor keys as you find them and compare your progress with your class.

Earn 1 point for each semiconductor you collect!

Practice the Chip Chase: The Semiconductor Quest activity in a new tab.



PAYETTE HIGH SCHOOL



QUESTIONS?

thank
you!



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 26, 2023

SUBJECT

Educator Preparation Programs Performance Measures and Definition – Low Performing

REFERENCE

October 2016	Board was updated on progress made toward developing educator preparation program effectiveness/performance measures.
December 2016	Board approved the proposed measures for determining Educator Preparation Program Provider effectiveness.
February 2022	Board directed staff to bring back recommendations for new performance measures that were more meaningful.
December 2022	Board adopted EPP Performance Measure Report and Title II effectiveness designations and moved that new performance measures referenced in December would come back to the Board for consideration no later than the April 2023 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Higher Education Act of 1965, as amended, Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho. On October 16, 2016, the USDOE released the revised Title II requirements. The rule imposes new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identify levels of program effectiveness to drive continuous improvement.

The final federal regulations incorporate extensive stakeholder and public feedback obtained throughout four years of federal negotiated rulemaking, public hearings, and public comment processes. The intent of the new rule is to promote transparency about the effectiveness of all educator preparation providers (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Feedback from graduates and their employers on the effectiveness of program preparation; and
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 26, 2023

- relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools; and
 - Other program characteristics, including assurances that the program has specialized accreditation or graduate candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

States are allowed flexibility in determining how to weigh all outcome measures but are required to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing) annually. These federal requirements are designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

In early 2013, while the proposed Title II (Higher Education Act) rule was moving through the process of negotiated rulemaking at the federal level, Idaho's educator preparation programs were meeting with Board staff to develop common assessments and create consistency in measuring program outcomes. The Idaho measures were shaped in alignment with the proposed federal rule and, as a result, the rubric developed by Board staff with feedback from the educator preparation programs was approved by the Board at the December 2016 regular Board meeting. Since that time the Board approved educator preparation programs have struggled to provide the data necessary to complete the annual report. As a result Board staff have worked with all of the Board approved educator preparation programs, both traditional and non-traditional to develop a new rubric that can be used to fairly rate all programs in compliance with the Title II requirements.

Work on the performance measures was resumed as the Board office returned to full staffing in the summer of 2021. Significant issues with the performance measures were revealed in the process of preparing the report that was presented at the February 2021 Regular Board meeting. These included a lack of data uniformity among Educator Preparation Programs, substantial unavailable/missing data, concerns about the validity of certain measures, and major changes to relevant standards and statute since the original development and adoption of the rubric. Due to additional staff turnover, the October 2019 timeline was not met.

In December 2022, Board staff started working with a group composed of a representative from each Educator Preparation Program. The group was tasked with providing feedback on the proposed performance measures in the hope that consensus could be reached. These representatives were from public, non-public, and non-traditional Educator Preparation Programs. The group met four times: 12/5/2022, 12/19/2022, 1/9/2023, 3/10/2023.

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IMPACT

If the Board approves the performance measures recommended, as outlined in Attachment 1, the new performance measures will be used for the Annual Performance Measures Report that will be completed every October.

ATTACHMENTS

Attachment 1 – Idaho’s Annual Educator Preparation Program Performance Measures

STAFF COMMENTS AND RECOMMENDATIONS

At minimum, states must use the 2016-17 academic year to design their reporting system in consultation with stakeholders. They could choose to use 2017-18 as a pilot year and were required to fully implement the system in 2018-19. For programs not performing at an “effective” level, federal consequences outline that such programs will become ineligible for the Teacher Education Assistance for College and Higher Education (TEACH) grants. The first year for which any program might lose TEACH grant eligibility was 2021-22. The TEACH grant program is a federal program that provides grants of up to \$4,000 per year to students who agree to teach for four years in an elementary or secondary school, or educational service agency that serves students from low-income families.

In addition to the Title II reporting and rating requirements, comprehensive educator preparation program performance measures will allow the Board to evaluate the effectiveness of all of the programs approved by the Board, public, non-public, traditional and non-traditional programs. This information will help to inform the Board and other state policy makers on the effectiveness of approved programs along with standard and alternate routes to educator preparation.

Board staff have met with representative of the existing Board approved educator preparation programs four times to discuss potential performance measures. The group could only come to consensus on one measure:

- Indicator: Pedagogical Knowledge
 - Performance Measure: The percentage of candidates who passed the Common Summative Assessment (Teaching Framework) at a basic or better in all 22 components
 - Source of Data: Educator Preparation Program Reported Data

Board staff have been attempting to work with stakeholders to establish meaning full measures of performance and effectiveness since the original performance measures were approved by the Board in 2016. At that time there was loose consensus with the measures developed by the group of representatives from the EPP programs, however, when it was time to pull the data for the report it became clear that the measures or the data available would not provide the information necessary to annually rate the programs as required.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Staff recommends approval of the performance measures as presented, with the understanding that as the data is pulled and compiled additional amendments may need to be brought back to the Board for approval.

BOARD ACTION

I move to approve the proposed performance measures for determining Educator Preparation Provider program effectiveness, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



***Annual Performance Measures for
Reporting on Educator Preparation Program Performance***

Educator Preparation Program effectiveness and classification per Title II HEA will be indicated through three performance levels--***low-performing teacher preparation program, at-risk teacher preparation program, and effective teacher preparation program*** based on implementation of the following indicators:

Indicator	Performance Measure	Indicator Points
Pedagogical Knowledge	The percentage of candidates who passed the Common Summative Assessment (Idaho Teaching Evaluation Framework) at a basic or better in all 22 components	20
Content Knowledge	The percentage of candidates who passed an Idaho State Board approved content assessment on the first attempt	20
Completer Effectiveness on Student Achievement	The percentage of completers, in their first year of teaching, who met their student achievement or student success indicator target	15
Completer Effectiveness on Professional Practice	The percentage of completers eligible and obtained the Idaho Professional Endorsement	15
Placement in an Idaho Local Education Agency	The percentage of completers who began working as a full-time teacher and/or pupil service staff in an Idaho Local Education Agency the next school year	15
Persistence in an Idaho Local Education Agency	The percentage of completers who persist in Idaho Local Education Agencies for 3 years	15

Proposed Overall Educator Preparation Program Scoring

- ≥ 75 points available = “Effective” Program
- 50 - 74.9 of points available = “At Risk” Program
- 0 - 49.9 of points available = “Low Performing” Program

Indicator Scoring

Indicator points will be totaled by the Educator Preparation Program’s indicator percentage multiplied by the number of points available for each indicator.

- Indicator Scoring
 - ≥ 75 points available = “Effective”
 - 50 - 74.9 of points available = “At Risk”
 - 0 - 49.9 of points available = “Low Performing”
- *Note: If an Educator Preparation Program is “low performing” in any indicator, then the program is unable to obtain an “overall effective” program score.*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 26, 2023

SUBJECT

FY 22 Accountability Oversight Committee Recommendations Report

REFERENCE

August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support, including a high school measure on college and career readiness.
December 2018	Board received the AOC's fiscal year 2019 report, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the AOC.
June 2020	Board received the AOC's fiscal year 2020 report with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-19 Student Achievement Report.
February 2021	Board adopted recommendations from the AOC related to the state's high school accountability assessment, thus initiating the negotiated rulemaking process for IDAPA 08.02.03.111, Assessment in the Public Schools.
April 2021	Board adopted recommendations from the AOC related to the K-8 school quality measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability.
June 2021	Board received the AOC's fiscal year 2021 report with recommendations regarding restructuring future reports.
April 2022	Board received the AOC's fiscal year 2022 report with recommendations to improve student outcomes, as related to analysis of the data in the SDE's 2020-21 Student Achievement Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.Q.
Accountability Oversight Committee
Section 33-110, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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BACKGROUND/DISCUSSION

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

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

In summer and fall 2022, the AOC, Board staff, and Department staff agreed to continue the collaborative approach used in recent years for this report, and identified the student achievement data the AOC would review. The Department compiled the data into the 2021-2022 Student Achievement Report. On January 18 and February 9 and 10, 2023, the AOC reviewed the Student Achievement Report, analyzing the included data and developing related recommendations to improve outcomes.

The FY 23 Accountability Oversight Committee Recommendations Report (Attachment 1) includes an Executive Summary with priority recommendations from the committee. The AOC requests that the Board adopt the Executive Summary, which would then be published as a separate document for distribution and implementation.

The full report includes conclusions resulting from the data analysis and recommendations, divided between policy recommendations for the Board and implementation recommendations for the Department. The recommendations are further separated between short-term and long-term actions, and definitions of these timelines are provided in the Section 3 introductory material. The FY 23 Accountability Report includes two appendices: Appendix A, the 2020-2021 Student Achievement Report; and Appendix B, Recommendations for Future Analyses, which recommends additional data to be considered for review in the future, as appropriate.

The following recommendations are the committee's highest priority recommendations, as included in the report's Executive Summary:

Early Literacy

Priority Recommendation for the Board and Department (short-term):

- Maintain commitment to the early literacy initiative, including financial and support resources, with a focus on subgroups and cohorts most impacted by the pandemic.

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Middle Grades Math

Priority Recommendation for the Board and Department (short-term):

- Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting the Work Group's recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.

High School Graduation

Priority Recommendation for the Board and Department (short-term):

- Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.

Chronic Absenteeism

Priority Recommendation for the Board and Department (short-term):

- Expand the collaboration between the State Board and State Department to provide support and resources to districts and schools to reduce absenteeism.

IMPACT

The recommendations outlined in the AOC Recommendations Report are intended to guide the Board and Department to adjust policies and practices in an effort to develop structures that support improved student achievement. If the Board adopts the Executive Summary of the report, including the Priority Recommendations, the Board and Department will need to collaborate on next steps toward implementation, including distribution of the Executive Summary to LEAs. As written, none of the priority recommendations directly impact statute or administrative code at this time. However, agency staff could determine that steps towards implementation necessitate change. If this occurs, staff will bring suggested changes to the Board for approval through the appropriate process.

All other recommendations in the full report will be reviewed individually by the appropriate agency to determine timelines and appropriate actions. Any recommendations impacted by statute or Administrative Code will be brought back for Board consideration as legislative ideas or through the negotiated rulemaking process.

ATTACHMENTS

Attachment 1 – FY 23 Accountability Oversight Committee Recommendations Report, March 2023 (including appendices)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff is supportive of the priority recommendations presented in the Executive Summary of the FY 23 Accountability Oversight Committee Recommendations Report. Staff recommends the Board adopt the Executive Summary, thus directing

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APRIL 26, 2023

Board and Department staff to distribute the Executive Summary and work together to identify next steps for implementation.

Due to the varying types of recommendations within the full report, individual recommendations, as necessary and based on Board direction, will be brought back to the Board for final approval after being vetted through their applicable processes.

BOARD ACTION

I move to adopt the FY 23 Accountability Oversight Committee Recommendations Report Executive Summary, as submitted within Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ACCOUNTABILITY OVERSIGHT COMMITTEE



FY 23 Recommendations Report March 2023

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

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SECTION 1: INTRODUCTION

Background

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide accountability system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC reviews certain data in alternating years, with attention given to certain content areas each year (particularly English language arts (ELA) or math). This allows the addition of special focus data based on relevant interests of the Board. The FY 23 special focus is a follow-up on Covid-19 impacts.

In summer and fall 2022, the AOC, Board staff, and State Department of Education (SDE) staff agreed to continue the collaborative approach that has been used in recent years for this work. The group reviewed previously established plans regarding the data the AOC would review, including data referenced in the state's ARP ESSER plan and data included in the FY 22 AOC Report requiring follow-up to further gauge the impacts of the Covid-19 pandemic on student achievement. The SDE compiled the data into the 2021-2022 Student Achievement Report (Appendix A).

On January 18 and February 9 and 10, 2023, the AOC reviewed the data included in the 2021-2022 Student Achievement Report and began developing this report. Each data review included a time for analysis, discussion, and development of related recommendations to improve outcomes. Additionally, AOC members made a number of suggestions regarding potential data analyses to be considered for future reports, as provided in Appendix B.

The AOC is presenting this report to the State Board of Education for consideration at the April 2023 meeting.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Report Structure

The following report is structured around key metrics of student achievement. The FY 23 report has a math emphasis and integrates Covid-19 follow-up data within the appropriate content sections of the report. Where relevant, sections begin by revisiting the midterm and long-term goals set in Idaho's Consolidated State Plan aligned to the Every Student Succeeds Act (ESSA). Revisiting the goals contextualizes for the Board current Idaho student achievement relative to the original goals set in the Consolidated State Plan.

A brief and focused Executive Summary is provided as Section 2. If approved by the Board, the Executive Summary will also be released as a stand-alone document for distribution to districts, schools, and partners. The Executive Summary provides the AOC's four priority recommendations paired with figures that summarize related data.

Section 3 provides the full body of the AOC's conclusions and recommendations. Additionally, relevant ESSA Consolidated State Plan goals are presented and discussed at the beginning of each applicable subsection of Section 3. The conclusions represent a summary of the AOC's data interpretations with an emphasis on points of celebration and concern. The AOC's recommendations are presented after the conclusions, split between policy recommendations for the Board and implementation recommendations for the SDE. The recommendations are further separated between short-term and long-term actions and include notes to indicate if they are ongoing recommendations (i.e., previously included in the FY 22 AOC Report).

Section 4 includes a list of AOC committee members and their affiliations.

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

SECTION 2: EXECUTIVE SUMMARY

The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 23 AOC Recommendations Report, including Appendix A: 2021-2022 Student Achievement Report. Please see the full report for additional details.

Positive Findings

- During the 2021-2022 school year, based on the evidence provided in Appendix A, Idaho students made measureable progress overcoming the impacts of the COVID 19 pandemic.
- Spring 2022 IRI scores for All Students trailed 2019 scores by 2 percentage points, having recovered 3 of the 5 percentage point drop that occurred during the pandemic.
- An all time high of 55.5% of All Students were proficient or advanced on the ISAT English Language Arts assessment.
- English Learners continued to exhibit solid performance on ACCESS and ISAT Math.
- Native Americans and Alaskan Natives achieved substantial improvements in 4 and 5 year graduation rates over the past 5 years.

Early Literacy

Figure 1: Spring IRI % At Grade Level, Unmatched Groups

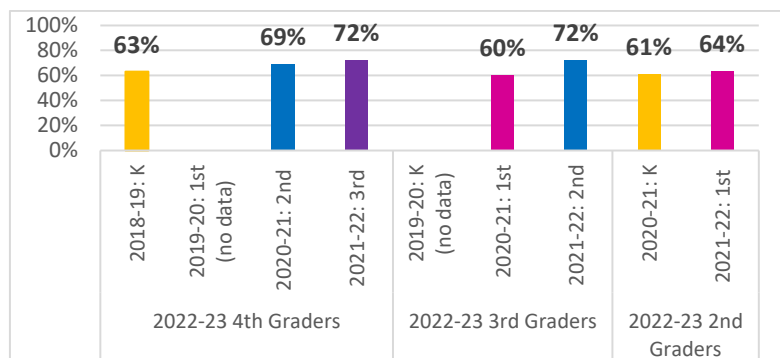
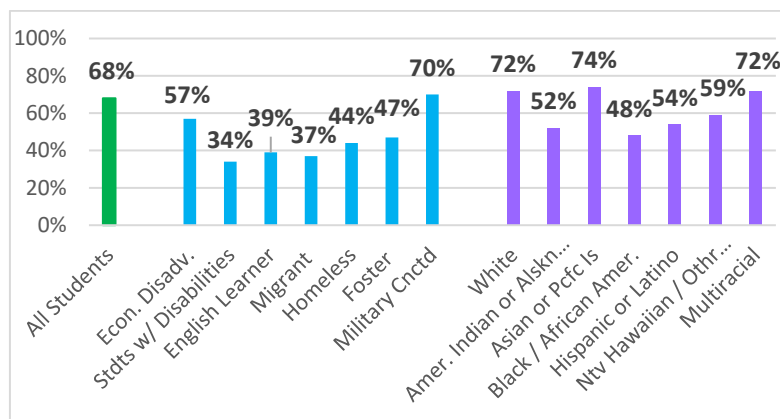


Figure 2: IRI Spring 2022 % At Grade Level, by Subgroup



Findings

- Certain groups of students, were more impacted by the pandemic and their performance has not yet fully rebounded to pre-pandemic levels (Figure 1).
- Learning gaps between subgroups and their reference groups remain large and longstanding (Figure 2).

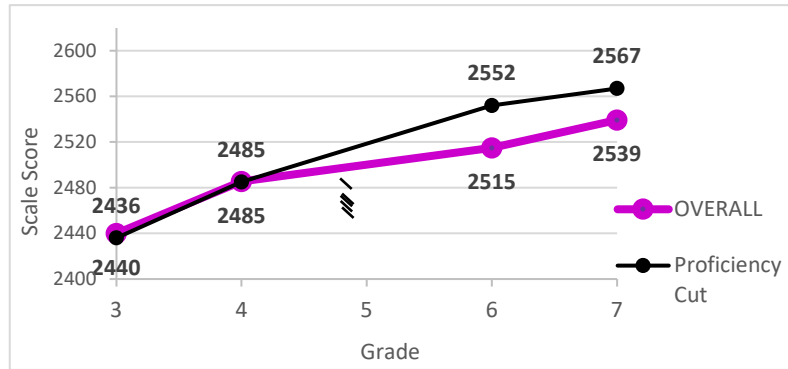
Priority Recommendation

Maintain commitment to the early literacy initiative, including financial and support resources, with a focus on subgroups and cohorts most impacted by the pandemic.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Middle Grades Math

Figure 3: Mean Overall Scale Score, Grade 7 Cohort (N = 18,550)



Findings

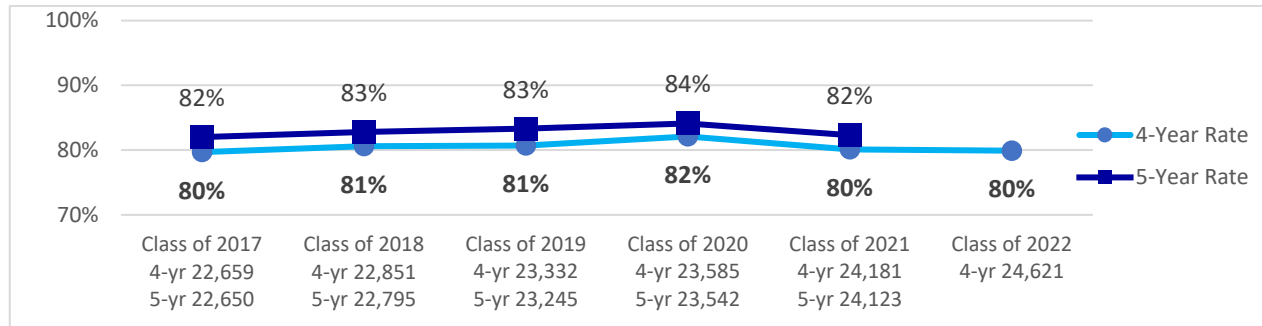
- Longitudinal data analyses reveal a divergence between expectations for students (as outlined in the academic standards and assessed via the ISAT) and student math performance after 4th grade.

Priority Recommendation

Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting the Work Group’s recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.

High School Graduation

Figure 4: 4-year and 5-year Cohort Graduation Rates, All Students



Findings

- 4 and 5 year graduation rates for all students have not increased, but instead, have remained stable for the past five years.
- As shown by additional figures in the full report (Appendix A, Figures 31-32 and 34-35), large differentials in graduation rates of subgroups remain.

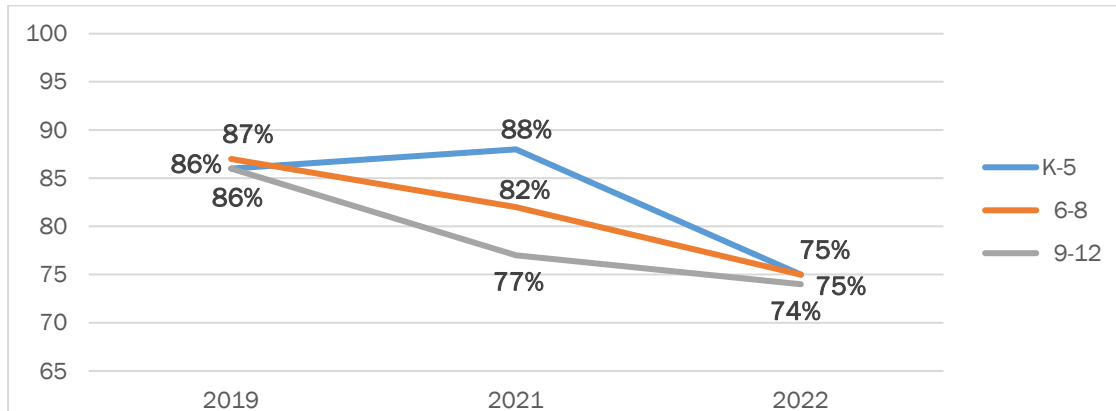
Priority Recommendation

Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for identified students.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Chronic Absenteeism

Figure 5: Pre and Post Pandemic % Adequate Attendance, by Grade Level Band



Findings

- Absenteeism spiked post-pandemic. Figure 5 illustrates the drop in Adequate Attendance over the past 3 years.
- In SY 2021-22, 25% of students did not have Adequate Attendance.

Priority Recommendation

Expand the collaboration between the State Board and State Department to provide support and resources to districts and schools to reduce absenteeism.

SECTION 3: RECOMMENDATIONS

Suggestions for Reading Section 3

Before reading the following subsections, readers should look at the Associated Data list directly under the header of each subsection. These lists direct readers to the relevant figures, tables, and bulleted data interpretations found in the FY 23 Idaho State Department of Education Student Achievement Report. The SDE Student Achievement Report can be found in Appendix A of this report. Looking through the relevant SDE Student Achievement Report information will prepare readers to process the conclusions and recommendations contained in each subsection. To further guide readers, the relevant SDE Student Achievement Report figures and tables are listed within the body of the following subsections so readers can quickly revisit them as they read.

Recommendations Definitions

Based on the AOC's experience with the time and energy it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 3.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after the Board's approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

Important Data Consideration

For all categories of data, there has been a noticeable decrease in the group (n) size for Economically Disadvantaged students. However, this is mostly attributable to difficulty in identifying students for this category. During the past decade or so, the number of schools identified as schoolwide Title I schools has increased. Additionally, during the pandemic (SY 2020-21 and 2021-22), free and reduced lunch was provided to all students. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

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Enrollment

Associated Data: 2021-2022 Student Achievement Report (Appendix A), Figures 1-5, pgs. 9-14

Conclusions: Enrollment

- Based on the enrollment decrease in SY 2020-21 and the substantial increase in 2021-22, it is clear some students left the public school system during the height of the pandemic and returned in 2021-22.
 - Due to how the U.S. Census data is collected (self report), it is not possible to determine the extent to which population growth impacted increased enrollment.
- Some subgroups in Idaho experienced growth between 2019 and 2022.
 - Groups experiencing notable increases include Hispanic or Latin, Two or More Races, Students with Disabilities, Homeless, and Migrant (Figs. 4-5, pgs. 12-13).
- The steep drop in the population of Economically Disadvantaged students between 2019 and 2022 is likely the result of a combination of pandemic effects and changes in reporting and gathering data (Fig. 5, pg. 13).

Recommendations - Enrollment

Policy Recommendations – State Board of Education

Short-term Actions

1. Establish a valid and reliable metric to identify students facing economic disadvantage, with an emphasis on identifying an approach that will be consistent and manageable for LEAs to implement.

Long-term Actions

Implementation Recommendations – State Department of Education

Short-term Actions

1. Implement a valid and reliable collection of economically disadvantaged data.
 - a. Ensure LEAs understand any adjustments to the data collection process and support them in implementation.

Long-term Actions

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

English Language Arts/Literacy and English Language Learning

ESSA Consolidated State Plan Goals – English Language Arts, All Grades

Table 1 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT English Language Arts performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho’s first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data. Additionally, due to challenges related to the pandemic, Idaho’s long-term goals are being extended for an additional year (without change).

Student Group	2016 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
All Students (Grades 3-8 & HS)	53.0%	60.8%	55.6%	66.1%	54.5%	68.7%	55.5%	68.7%
Economically Disadvantaged	40.6%	50.5%	42.7%	57.1%	40.4%	60.4%	39.8%	60.4%
Students with Disabilities	15.0%	29.2%	14.2%	38.6%	13.6%	43.3%	15.3%	43.3%
English Learners	6.9%	22.4%	18.9%	32.8%	23.3%	37.9%	26.1%	37.9%
Asian or Pacific Islander	65.0%	70.8%	66.2%	74.7%	66.9%	76.7%	68.5%	76.7%
American Indian or Alaskan Native	30.6%	42.2%	32.0%	49.9%	29.7%	53.7%	31.0%	53.7%
Black / African American	34.1%	45.1%	32.1%	52.4%	31.2%	56.1%	32.7%	56.1%
Hispanic or Latin	33.6%	44.7%	36.9%	52.0%	36.2%	55.7%	37.8%	55.7%
Native Hawaiian / Other Pac Isl	46.7%	55.6%	52.8%	61.5%	48.3%	64.5%	44.9%	64.5%
White	57.9%	64.9%	60.5%	69.6%	59.5%	71.9%	60.2%	71.9%
Two or More Races	54.5%	62.1%	57.4%	67.1%	57.1%	69.7%	60.0%	69.7%

Data Considerations:

- The Consolidated State Plan long-term goals and measurements of interim progress were originally set to substantially reduce the percentage of non-proficient students for each group. However, the methodology used resulted in interim targets above what would normally be considered excellent growth on a standardized assessment. The state intends to update the approach to setting these goals, but has delayed the process due to the pandemic and a leadership transition at the SDE.
- The values in the 2019 Actual, 2021 Actual, and 2022 Actual columns may not exactly match the data in the Student Achievement Report, as the data in Appendix A represents all

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

students, while the data in the Actual columns above represent continuously enrolled students. Per [IDAPA 08-02-03.112.05.b.i](#), a student is considered continuously enrolled if he/she is “in the same public school from the end of the first eight weeks or fifty-six calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window.”

Brief Analysis:

- While student performance on the ISAT ELA assessment improved in 2022, no student group met ESSA Consolidated State Plan 2022 Interim Targets for English Language Arts.
- Actual 2022 student group performance ranged from 8.2 to 28 percentage points below the interim targets.

Table 2 revisits the long-term goals established for the ESSA Consolidated State Plan for English Learners’ Progress in Achieving English Language Proficiency, as measured using the English Language Proficiency Assessment. The long-term goals were calculated to reduce the number of English Learners not making expected progress towards English language proficiency by one third by 2023.

Student Group	2018 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
English Learners (Grades K-12)	74.1%	75.8%	76.2%	79.3%	48.1%	81.0%	50.5%	82.7%

Data Considerations:

- Idaho introduced new proficiency and progress measures for English Learners (ELs) in 2020, so the 2021 and 2022 data cannot be compared to prior years.
- As previously noted, Idaho adjusted the ACCESS assessment in 2017 and the scores required for ELs to exit the program in 2019-20. The latter shift resulted in a substantial reduction in the population of students taking this assessment in 2021 and 2022, and should be kept in mind when reviewing the data.
- The English language proficiency performance distribution in the 2021-22 Student Achievement Report will not match the data provided in Table 2 above. The data in the Student Achievement Report shows the percentage of students with scores in each performance category on the English Language Proficiency Assessment (the ACCESS 2.0). On the other hand, Table 2 reflects the percentage of students making adequate growth towards proficiency based on targets established using a calculation outlined in the ESSA Consolidated State Plan. Due to changes in cut scores on the assessment, these targets were updated in 2019 through an amendment to the Consolidated State Plan.

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Brief Analysis:

- English Learners did not meet ESSA Consolidated State Plan 2022 Interim Targets for progress in achieving English language proficiency. Additionally, English Learners are not on target to meet 2023 long-term goals.
- The group scored 30.5 percentage points below the target.

Conclusions: Idaho Reading Indicator (IRI)

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 6-10, pgs. 15-20

- 2022 spring proficiency rates of All Students (fig. 6, pg. 16) show performance has nearly recovered since the pandemic (2019: 70% vs. 2022: 68%). Idaho educators, students, administrators, and parents / guardians should be commended.
- Additional grade level analyses (fig. 7, pg. 17) reveal pandemic impacts on specific cohorts of students, who may need additional support to acquire strong reading and literacy skills. 1st and 2nd graders in Spring 2022 had proficiency rates 3 percentage points below pre-pandemic.
- Subgroup analyses reveal areas of success and challenge.
 - English Learners' proficiency rate was 8 percentage points above 2019 (31% to 39%, fig. 9, pg. 19). This is another bright spot that needs recognition.
 - Out of the 16 subgroups analyzed, only White, Asian or Pacific Islander, Two or More Races, Female, and Military Connected subgroups met or exceeded the K-3 All Students state average of 68% in spring 2022.
 - Most other subgroups are not making progress and continue to manifest learning gaps of 1 to 34 percentage points below the K-3 All Students state average (figs. 8-10, pgs. 18-20).
 - Hispanic or Latin, the largest minority group, had a 54% proficiency rate in spring 2022, 14 percentage points short of the K-3 All Students state average (fig. 8, pg 18).

Conclusions: ISAT English Language Arts

Associated Data: 2021-2022 Student Achievement Report (App. A): Figures 11-18, pgs. 21-30

- It is a credit to Idaho students, educators, and parents / guardians that for All Students, All Grades (3-8 and high school), the ISAT ELA data shows the pandemic impact was minimal and Idaho students' ISAT ELA scores have nearly recovered (fig. 11, pg. 22).
 - The percentage of students scoring Advanced was the highest since 2017 (fig. 11, pg. 22).

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- Longitudinal cohort analyses show that Idaho students’ average scores remain at or above the proficiency cut by late elementary or early middle school grades (figs.16-18, pgs. 28-30).
- Although overall performance is good, work remains.
 - The 2022 percentages of students scoring proficient or advanced ranged from 50% in 3rd grade to 62% in high school (fig. 14, pg. 25). This means 40% to 50% of students in lower grades do not score proficient, while 38% of high schools are not proficient.
 - Longitudinal cohort analyses show emerging evidence that writing and integrating information are a challenge, in the elementary grades (figs. 16-18, pgs. 28-30).
 - Closing subgroup learning gaps remains a top priority.

Conclusions: English Language Proficiency Assessment

Associated Data: 2021-2022 Student Achievement Report (App. A): Figure 19, pgs. 31-32

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit EL programs in 2019-2020, resulting in many more students “testing out” of the programs. This is evident in the drop in EL group sizes after 2019-2020 in Fig. 19.
- Conclusions related to the performance of English Learners on the English Language Proficiency Assessment will be limited, as EL performance is not a scheduled focus area for the FY 23 AOC report. Thus, only one graph of basic data was requested and included in the 2021-22 Student Achievement Report. EL performance will be focused upon in greater detail in next year’s report.

Conclusions:

- Between 2019 and 2022, there was a notable shift of English Language Proficiency Assessment scores toward lower student performance, with more students scoring in the bottom three categories (i.e. Entering, Emerging, and Developing) (fig. 19, pg. 32).
 - While this could be attributed to the pandemic, it is likely that an additional cause was that the EL population changed due to adjusted exit criteria. To understand the downward shift in performance, we would need to closely examine additional data (e.g. student grades, time in program, etc.).
- During the two years since implementation of new exit criteria and the end of the pandemic, percentages in all performance categories have remained quite consistent.
 - If pandemic effects occurred, Idaho EL students have neither experienced further deterioration nor substantial growth.
 - EL students, however, made notable improvements on other assessments (i.e., IRI and ISAT Math), as indicated in other sections of this report.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to accelerated learning for K-4 Literacy (FY 22 Recommendation, with expansion).
 - a. Continue to monitor cohorts up to grade 6 to ensure continued growth for all students.
 - b. Focus on cohorts of students most impacted by the pandemic: 2021-22 Grades 1 and 2, and students in subgroups (FY 22 Rec).
 - c. Ensure the state’s new professional development platform has an effective mechanism for identifying and sharing best practices in K-4 Literacy.
2. Gather research regarding the impact of expanded full-day kindergarten in the state.
3. Expand partnerships with stakeholder groups committed to serving specific student populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials (FY 22 Rec).

Long-term Actions

1. Based on recommendations from appropriate stakeholder groups, develop plans to reduce performance differentials between subgroups (FY 22 Rec).
2. In alignment with the AOC’s February 2021 recommendations to the Board, continue to explore options to allow high school students to choose between multiple assessments for HS accountability (including assessments beyond college readiness, such as CTE, ASVAB, etc.).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide focused professional development to districts, schools, administrators, and other educational leaders on how to interpret IRI and ISAT data (particularly at the domain and claim levels) and use it to make instructional and curriculum decisions (FY 22 Rec).
 - a. Support districts and schools in identifying how to use IRI and ISAT data to formulate strategic interventions for specific subgroup populations of students (FY 22 Rec).
 - Promote use of the ISAT interims and interim data as tools to support instruction (new).
 - b. Ensure professional development is appropriately targeted and differentiated across roles (teachers, vs. administrators, etc.).
 - c. Review the effectiveness of existing state literacy initiative efforts to ensure LEAs receive strong support.
2. Facilitate sharing of full-day kindergarten best practices between LEAs.
3. In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations (FY 22 Rec).
4. Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize / reward them and share their strategies (FY 22 Rec).

Long-term Actions

1. Continue implementation support to the K-4 Literacy Initiative (FY 22 Rec), with expansion to K-6 to ensure accelerated learning continues with students impacted by the pandemic.
2. Maintain high quality professional development on K-4 Literacy, use of IRI data, and use of ISAT Claim level data (FY 22 Rec).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Mathematics

ESSA Consolidated State Plan Goals – Mathematics, All Grades

Table 3 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT Mathematics performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho’s first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data.

Table 3: ESSA Consolidated State Plan Long-term Goals for Mathematics, Continuously-enrolled Students

Student Group	2016 Baseline	2019 Interim Target	2019 Actual	2021 Interim Target	2021 Actual	2022 Interim Target	2022 Actual	2023 Long-Term Goal
All Students (Grades 3-8 and 10)	41.6%	51.3%	45.1%	57.8%	40.3%	61.1%	42.7%	61.1%
Economically Disadvantaged	30.3%	41.9%	32.8%	49.7%	27.6%	53.5%	28.3%	53.5%
Students with Disabilities	15.2%	29.3%	12.8%	38.8%	9.1%	43.5%	12.5%	43.5%
English Learners	7.1%	22.6%	15.7%	32.9%	14.6%	38.1%	17.4%	38.1%
Asian or Pacific Islander	56.8%	64.0%	60.1%	68.8%	57.7%	71.2%	59.2%	71.2%
American Indian or Alaskan Native	19.4%	32.8%	22.1%	41.8%	17.8%	46.3%	20.2%	46.3%
Black / African American	22.2%	35.2%	19.8%	43.8%	16.8%	48.1%	20.4%	48.1%
Hispanic or Latin	22.0%	35.0%	25.9%	43.7%	21.4%	48.0%	23.6%	48.0%
Native Hawaiian / Other Pac Isl	33.6%	44.7%	38.3%	52.0%	32.9%	55.7%	32.4%	55.7%
White	46.6%	55.5%	50.3%	61.4%	45.5%	64.4%	47.8%	64.4%
Two or More Races	42.2%	51.8%	46.0%	58.3%	40.7%	61.5%	44.5%	61.5%

Data Considerations:

- The student achievement percentages shown in Table 3 in the 2019 Actual, 2021 Actual, and 2022 Actual columns represent continuously enrolled students. The values will not exactly match the data in the Student Achievement Report, as the data in Appendix A represents all students, not just those who are continuously enrolled.

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Brief Analysis:

- No student group met ESSA Consolidated State Plan 2022 Interim Targets for mathematics. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2022 student group performance ranged from 12 to 31 percentage points below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data and pandemic effects. But even before the pandemic years, Idaho was not on track to reach long-term goals. This was a consequence of inadequate year-over-year growth in scores across all groups (relative to the established goals).

Conclusions: ISAT Math

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 20-28, pgs. 33-46

- The percentages of students who scored proficient or advanced continued to be at a high in 3rd grade (52%) and then steadily decreased across later grades to just 34% proficiency in high school (fig. 27, pg. 43).
- ISAT Math longitudinal cohort analyses of composite and claim scores reveal substantial divergence from proficiency cut scores beginning in the 4th and 5th grades (figs. 24-26, pgs. 39-41).
 - There are slight but consistent performance differentials across the claims with student performance higher on Concepts and lower on both Solve Problems and Reason, Communicate. This may reflect that students can demonstrate a basic grasp of foundational concepts, but struggle with deeper mathematical reasoning.
- In both analyses comparing students' math proficiency level from one year to the next, most students remained in the same proficiency category from one year to the next. Among those who moved, the plurality moved downward.
 - From 2019 to 2021, 39% moved down to Basic from Proficient, compared to 14% who moved up from Basic to Proficient
 - From 2021 to 2022, a shorter timespan, 29% moved 1 step down to Basic, compared to 24% who moved a step up to Proficient.
- Both English Learners and Economically Disadvantaged students closed their performance gap some in 2020-21 (as noted in the FY 22 AOC report) and then held steady in 2021-22. While the gaps for both groups remains substantial (EL: 33 pt gap, Econ Disadv: 24 pt gap), it is clear some improvement has occurred (table 4, pg. 45).

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- All other subgroups maintained consistent performance gaps, with most gaps remaining significant (tables 3-4, pgs. 44-45).
 - Some subgroups have proficiency rates that are half or less than half of the rate of their reference group (i.e., American Indian, Hispanic or Latin, Black, English Learners, Homeless, Foster Care, Migrant, and Students with Disabilities).
 - These persistent gaps continue to pose a challenge to Idaho's education system and thus require more focused attention.
- While it is clear the pandemic had an impact on math performance, the problem of math score growth rates decreasing as students progress through the K-12 system occurred consistently prior to the pandemic. Thus, the data reflects persistent challenges with mathematics curriculum and/or instruction beginning in the upper elementary grades.
 - Based on multiple data sources, it is clear that math performance was more impacted by the pandemic than ELA and it is recovering at a slower pace. However, modest recovery was achieved in 2022.
 - 43% of the All Students group scored proficient or advanced, a 3 percentage point gain from 2021, and only 2 percentage points lower than 2019 (fig. 20, pg. 33).
 - Gaining ground on pandemic losses is a credit to Idaho's educators, students, administrators, parents, and guardians.
- Historical differences among school types appeared to close some in 2020-21. However, it seems this may have been due to population shifts (where students enrolled that year), as divergences in performance began to re-emerge in 2021-22.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting their recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.
2. Expand partnerships with stakeholder groups committed to serving specific student populations to engage in coordinated efforts to identify strategies to address performance differentials (FY 22 Rec).

Long-term Actions

1. Based on recommendations from the Math Work Group, work with SDE to ensure plans are developed and implemented with timelines and outcome measures in place.
2. Develop budgets and engage with the legislature to identify and request resources and funds needed to implement the Math Work Group’s recommendations.
3. In alignment with the AOC’s February 2021 recommendations to the Board, continue to explore options to allow high school students to choose between multiple assessments for HS accountability (including assessments beyond college readiness, such as CTE, ASVAB, etc.).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Support the efforts of the newly formed Middle Grades Math Work Group. While awaiting their recommendations, strongly encourage LEAs to focus a substantial portion of their remaining ARP ESSER funds and other resources on math interventions, accelerated instruction, and math-related professional development.
2. Work with the Math Work Group to review statute and rule (including I.C. 33-1627) to ensure policy is aligned to current needs in mathematics education, and submit suggested edits to the Board.
3. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction (FY 20 & FY 22 Rec).

Long-term Actions

1. Based on recommendations from the Math Work Group, and with support of the Board, ensure plans are developed and implemented with timelines and outcome measures in place.
2. Work with the Board to develop budgets and engage with the legislature to develop support for providing the resources and funds to implement recommendations of the Math Work Group.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

- a. Professional development efforts need to be embedded and connected to relevant content (FY 22 Rec).
 - Promote use of the ISAT interims and interim data as tools to support instruction (new).
 - b. Ensure professional development is appropriately targeted and differentiated across roles (teachers, vs. administrators, etc.).
 - c. Ensure math performance data (as provided in the Student Achievement Reports) is widely shared (FY 22 Rec).
 - The State, districts, and schools need to use claim and target level analyses to guide professional development and curricular and instructional changes (FY 22 Rec).
 - d. Ensure teachers are engaging in the depth and rigor of the standards (FY 22 Rec).
 - While LEAs are making efforts to teach to the standards, claim level math analyses reveal deeper math skills (such as reasoning) may not be consistently taught.
 - Work with LEAs to ensure all students (including subgroups such as SPED, EL, Title I) receive grade-level core math instruction.
4. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies (FY 22 Rec).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

High School to Postsecondary Transition

Graduation Rate Definitions

- ✓ Four Year Cohort Graduation Rate: The four year cohort graduation rate calculation is defined in federal law. Students are assigned to their cohort when they enter 9th grade. The four year cohort graduation rate measures the percentage of students who graduate within four years of beginning 9th grade (including the summer after the fourth year). Students who transfer into districts are assigned into the appropriate cohort based on when they entered 9th grade (regardless of the grade of transfer). Students are removed from the cohort (for the state of Idaho) only if they transfer out to be educated out-of-state or homeschooled.
- ✓ Five Year Cohort Graduation Rate: The five year cohort graduation rate maintains the same cohort as the four year cohort and gives them an additional year to graduate (until the summer after the fifth year). Thus, the five year cohort graduation rate includes all students who graduate within four years and those who graduate when given an additional year to complete.

ESSA Consolidated State Plan Goals – 4 Year and 5 Year Cohort Graduation Rates

Tables 4 and 5 review the long-term goals established for the ESSA Consolidated State Plan for the 4 year and 5 year Cohort Graduation Rates. The long-term goals for the 4 year graduation rate were set using the Board’s Strategic Plan goal of a 95% graduation rate (for all students) as a guide. The calculation used reduces the percentage of non-graduates by approximately 75% by the Class of 2022. The 5 year Cohort Graduation Rate goals were established through the 2019 amendment to Idaho’s Consolidated State Plan, with an expectation that the state’s 5 year rates should be slightly higher than the 4 year rates.

Student Group	Class of 2016 Baseline	Class of 2019 Interim Target	Class of 2019 Actual	Class of 2021 Interim Target	Class of 2021 Actual	Class of 2022 Interim Target	Class of 2022 Actual	Class of 2023 Long-Term Goal
All Students	79.7%	87.3%	80.7%	92.4%	80.1%	94.9%	79.9%	94.9%
Economically Disadvantaged	71.9%	82.4%	72.5%	89.5%	70.0%	93.0%	69.6%	93.0%
Students with Disabilities	60.5%	75.3%	56.1%	85.2%	56.0%	90.1%	56.6%	90.1%
English Learners	73.3%	83.3%	74.4%	90.0%	61.0%	93.3%	65.4%	93.3%
American Indian or Alaskan Native	58.5%	74.1%	67.6%	84.4%	69.0%	89.6%	73.4%	89.6%
Asian or Pacific Islander	83.1%	89.4%	88.9%	93.7%	86.0%	95.8%	85.4%	95.8%

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Black / African American	77.8%	86.1%	73.6%	91.7%	68.0%	94.5%	69.1%	94.5%
Hispanic or Latin	73.7%	83.6%	73.9%	90.1%	72.0%	93.4%	73.0%	93.4%
Native Hawaiian / Other Pac Isl	69.7%	81.1%	76.5%	88.6%	75.0%	92.4%	71.6%	92.4%
White	81.3%	88.3%	82.6%	93.0%	83.0%	95.3%	81.9%	95.3%
Two or More Races	77.3%	85.8%	79.0%	91.5%	77.0%	94.3%	76.5%	94.3%

Brief Analysis:

- No student group met ESSA Consolidated State Plan 2022 Interim Targets for 4-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2022 student group performance averaged 23.2 percentage points (range 10.4-33.5) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on expectations for rapid growth that were not realistic and pandemic effects. However, Idaho was not on track to reach long-term goals prior to the pandemic due to inadequate year-over-year growth in 4-year graduation rates.

Table 5: ESSA Consolidated State Plan Long-term Goals for 5-year Cohort Graduation Rates*

Student Group	Class of 2017 Baseline	Class of 2019 Interim Target	Class of 2019 Actual	Class of 2020 Interim Target	Class of 2020 Actual	Class of 2021 Interim Target	Class of 2021 Actual	Class of 2022 Long-Term Goal
All Students	82.0%	87.4%	83.3%	90.1%	84.1%	95.5%	82.3%	95.5%
Economically Disadvantaged	75.0%	82.5%	75.8%	86.3%	77.0%	93.8%	73.4%	93.8%
Students with Disabilities	65.5%	75.9%	60.9%	81.0%	62.0%	91.4%	59.8%	91.4%
English Learners	79.3%	85.5%	79.0%	88.6%	69.0%	94.8%	66.2%	94.8%
Asian or Pacific Islander	88.0%	91.6%	91.3%	93.4%	90.0%	97.0%	87.5%	97.0%
American Indian or Alaskan Native	67.5%	77.3%	70.3%	82.1%	68.0%	91.9%	72.7%	91.9%
Black / African American	75.6%	82.9%	79.0%	86.6%	73.0%	93.9%	73.9%	93.9%
Hispanic or Latin	78.4%	84.9%	77.7%	88.1%	79.0%	94.6%	75.6%	94.6%
Native Hawaiian / Other Pac Isl	79.7%	85.8%	79.2%	88.8%	76.0%	94.9%	79.7%	94.9%
White	83.1%	88.2%	84.8%	90.7%	86.0%	95.8%	84.2%	95.8%
Two or More Races	79.3%	85.5%	80.6%	88.6%	82.0%	94.8%	78.0%	94.8%

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Brief Analysis:

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for 5-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2023 long-term goals.
- Actual 2021 student group performance averaged 21.3 percentage points (range 9.5-31.6) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data (and with high expectations) and pandemic effects. Due to inadequate year-over-year growth in 5-year graduation rates (in comparison to interim targets), Idaho has not been on track to reach long-term goals since the goals were established in 2019.

Conclusions: Graduation Rates

Associated Data for Graduation Rates: 2021-2022 Student Achievement Report (App. A), Figures 29-35, pgs. 47-53.

- Graduation rates for All Students, both 4 and 5 year, were essentially stable between 2017 and 2022 (fig. 29, pg. 47).
 - There was a slight increase in 4 and 5 year rates in 2020, which was likely due to adjusted (reduced) graduation requirements due to spring school closures, since the gains were not sustained.
- Traditional schools had the highest 4 and 5 year graduation rates between 2018 and 2022 of any school type (figs. 30 & 33, pgs. 48 & 51).
 - While they still lag behind other types of schools, there are interesting upward trends in graduation rates for Virtual Charter Schools and Alternative Virtual Charter Schools that need exploration to determine if there are best practices to disseminate statewide (figs. 30 & 33, pgs. 48 & 51).
- American Indian or Alaskan Native 4 and 5 year graduation rates made substantial progress during 2018-2022 (figs 31 & 34, pgs. 49 & 52).
 - This is a notable achievement that needs recognition.
 - Discussions with schools, districts, and stakeholder groups who work with this student population may reveal best practices for statewide dissemination.
- Large differentials in 4 and 5 year graduation rates remain between most student subgroups and their reference groups (figs. 31-32 & figs. 34-35, pgs. 49-50 & 52-53).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Conclusions: Go On Rates

Associated Data for Go On Rates: 2021-2022 Student Achievement Report (App. A), Figures 36-41, pgs. 54-60

- 5 year Go On rates for Native American, Alaskan Natives held up well over the pandemic years and achieved an all time high of 61% in 2022 (fig. 40, pg. 59).
 - This is a notable achievement that needs recognition. Discussions with schools, districts, and stakeholder groups who work with this student population could reveal best practices for statewide dissemination.
- Go On rates at 1, 3, and 5 years appear to have been negatively impacted by the pandemic and have not recovered. These effects are most pronounced at 1 and 3 years and less so at 5 years (figs. 36-41 , pgs. 55-60).
 - Subgroup sizes vary both within and across groups (for all Go On rates) so analyses and interpretations need to take this variability into consideration.
 - 1 and 3 year Go On rates were most impacted. For the All Students group, 1 year Go On rates dropped from 46% in 2019 to 39% (2020), 38% (2021), and 37% (2022) (fig. 36, pg. 55). Similar patterns emerged for most subgroups and across 3 year rates (figs. 36-39, pgs. 55-58).
 - 5 year Go On rates were least affected by the pandemic, although there is evidence of slight effects (figs. 40-41, pgs. 59-60).
 - The natural delay of this data may mean that any post-pandemic rebound has not yet been seen. An additional year of data will be essential.
- It is notable that the current Go On measure does not include postsecondary work completed during high school or all viable paths that high school graduates take after graduation.

Conclusions: Course Completion and Recovery

Associated Data for Course Completion: 2021-2022 Student Achievement Report (App. A), Table 5, pgs. 71-75

- As of the 2021-22 school year, course completion data is self-reported by LEAs with an open field. As a result, the number and variety of responses received (700+) prevents meaningful analysis or development of valid conclusions.
- Course recovery data was not provided with the Student Achievement report due to the level of difficulty in pulling or analyzing that data. The AOC is aware that course recovery data may be improved for the 2022-23 school year.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Recommendations – Graduation and Go On Rates, and Course Completion

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue postsecondary education (FY 22 rec).
2. Review SDE research regarding early warning systems and develop plans to address dropout prevention (FY 22 rec).
3. Consider use of Grade 11 ISAT Scores in the state’s Direct Admissions Framework (FY 22 rec, moved from long-term to short-term).
4. Utilize partnerships with stakeholder groups focused on specific student subgroups to develop strategies to address differentials in graduation rates between student groups (FY 22 rec).
5. Work to improve how data related to high school course completion and recovery data is collected and managed.

Long-term Actions

1. Engage with the SDE to collaboratively develop a dropout prevention plan.
2. Continue to engage in collaborative work across state agencies, including the Board, SDE, CTE, Labor, and Workforce Development Council, to ensure the state utilizes a comprehensive definition of Go On and a valid and reliable process for measuring it.
3. Engage in a process to create and require use of standardized codes for: common high school courses, credit given (full, partial, incomplete), and course recovery.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out coupled with robust interventions and supports for students.
 - a. Gather evidence regarding districts’ early warning systems and dropout prevention efforts. Identify best practices used within and out of state. Present research and recommendations to the Board (FY 22 Rec).
 - b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention.
2. Identify districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies (FY 22 Rec).

Long-term Actions

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22 Rec).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Attendance and Engagement

Attendance Definitions

The following definitions related to attendance are used in this report, as aligned to the Attendance Works model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

- The definition of “chronically absent” and “severely chronically absent” include absences for any reason, including those who would have been considered excused by the school (based on district or school policy).
 - Since absences for medical reasons (including contracting Covid-19 or being quarantined due to a close contact) are included, the population of students identified as chronically absent during the 2020-21 and 2021-22 school years likely includes students who would not have had similar absenteeism pre-pandemic.
 - Qualitative information received by AOC members and staff indicates that some districts and schools made their policies more strict regarding allowing students to attend while sick, which could lead to additional absences related to illness.
 - The correlation between absenteeism and performance may be lower during and coming out of the pandemic than at other times, since the group of students experiencing absences could include higher performing students who are more likely to maintain proficiency despite their absences.
- As indicated previously, the reduced group size for Economically Disadvantaged is likely a result of the changes in how students are being identified. Since we do not know the impact this population change has had on the data, this caveat should be kept in mind when reviewing any analysis of data pertaining to the Economically Disadvantaged subgroup.

Conclusions: Attendance

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 42-48, pgs. 61-68

- Adequate attendance, defined as attending school 91% to 100% of the time, dropped considerably over the past four years. For the All Students group, adequate attendance dropped from 87% in 2019 to 75% in 2022 (fig. 42, pg. 62).
 - Grades 9-12 experienced a 12 percentage point drop in adequate attendance between 2019 (86%) and 2022 (74%) (fig. 43, pg. 63).
 - Grades 6-8 experienced a 12 percentage point drop in adequate attendance between 2019 (87%) and 2022 (75%) (fig. 43, pg. 63).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

- Grades K-5 experienced a 13 percentage point drop in adequate attendance between 2019 (88%) and 2022 (75%) (fig. 43, pg. 63).
- Severe chronic absenteeism for All Students, defined as attending school less than or equal to 80% of the time, doubled from 3% in 2019 to 6% in 2022 (fig. 42, pg. 62).
- No subgroup avoided substantial drops in attendance (figs. 44-45, pgs. 64-65).
 - Of the 15 subgroups analyzed, drops in adequate attendance between 2019 and 2022 ranged from 9-19 percentage points.
 - 7 subgroups had adequate attendance rates below 70% and 2 have rates below 60%.
 - Addressing achievement gaps between subgroups and their reference groups will be even more difficult than before in the face of such low percentages of adequate attendance.
- It is worth noting that other states are experiencing similar deteriorations in student attendance in the last two years, so there are opportunities to collaborate with others to better understand the problem and identify ideas for improvement.
- Substantial national research indicates chronic absenteeism exhibits a strong relationship to students' academic achievement (including their likelihood to read on grade level and/or dropout of high school), which supports Idaho's focus on chronic absenteeism.¹
 - Based on SY 2020-21 and 2021-22 data, there is a relationship between attendance and ISAT scores (figs. 47-48, pgs. 67-68).
 - Since this data is only for years impacted by the pandemic, additional years of post-pandemic data will be needed to fully understand the connection.

Conclusions: Engagement

Associated Data: 2021-2022 Student Achievement Report (App. A), Figures 49-50, pgs. 69-70

- Student engagement decreased during the pandemic and remained the same in 2022.
- After staff engagement hit a high in 2021, it decreased in 2022, while parent engagement climbed.
- It is notable that while nearly all students participated in the engagement survey, staff and parent surveys are opt-in, thus, changes may be impacted by the population that chooses to take the survey in a given year.
- While use of an engagement survey is required by rule, districts may now administer a survey of their choosing for all students with the exception of those attending alternative high schools. As a result, standardized data will not be available for all LEAs, so future analyses will be limited.

¹ Allensworth, Gwynne, Moor & de la Torre, 2014; Balfanz & Byrnes, 2012; Baltimore Education Research Consortium, 2011; Chen & Rice, 2016; Ely & Fermanich, 2013; Ginsburg, Jordan & Chang, 2014

Recommendations – Enrollment, Attendance, and Engagement

Policy Recommendations – State Board of Education

Short-term Actions

1. Given the drops seen in attendance, engagement, and achievement at the middle school level, establish a Middle Grades Work Group to examine issues and make recommendations to the Board to improve middle grades (6-9) education (FY 22 Rec).
 - a. The Middle Grades Work Group should be established within or in direct partnership with the Math Work Group.
2. Identify additional attendance data points to gather (medical vs. truancy) and implement plans to include them in ISEE.
3. Work with SDE to ensure all parties (Board, SDE, LEAs) understand and use common terminology and measures related to attendance and absenteeism.

Long-term Actions

1. Develop budget plans that address sustainability of funding to districts for implementing strategies to reduce chronic absenteeism in alignment with the Attendance Works model (FY 22 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Provide districts and schools with professional development and data regarding the impact of attendance on student outcomes and strategies they can use to improve attendance using the Attendance Works model (FY 22 Rec).
 - a. Given that attendance varies by student subgroups, ensure districts and schools have the info they need to strategically target resources (FY 22 Rec).
 - b. Engage in face-to-face meetings (such as IASA regional meetings) to inform LEAs of the integration of absenteeism into the accountability model, how to access data, and the state’s endorsement of the Attendance Works model.

Long-term Actions

1. Work with the Board to support development of budgets that sustain funding to districts for implementation of strategies to address attendance, mental health, and engagement (FY 22 Rec).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

- c. When working with LEAs with substantial minority populations (particularly American Indian), recognize and address the impact of culture and generational trauma on school attendance and engagement.
2. Identify effective models for addressing educator and student mental health. Share models with districts and encourage them to use stimulus funds to launch those efforts quickly (FY 22 Rec.).
3. Identify models to support student engagement, particularly in the secondary grades (6-12). Distribute engagement data and models to districts for implementation (FY 22 Rec.).
4. Encourage districts and schools to continue to use school culture and/or engagement surveys (after the statewide administration is concluded) to inform their decision-making (FY 22 Rec.).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

SECTION 4: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

Chair

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Designated Seat: Student Achievement Assessment and Data

Ex-Officio Members

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Retired Superintendent, West Ada School District #2

Cindy Siddoway Member, Idaho State Board of Education
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Wendy Johnson, Ed.S. Superintendent, Kuna School District #3
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ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

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2021-2022 Student Achievement Report



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DATA NOTES

The data presentation in this report conform to the rules and standard practices adopted by the Idaho State Department of Education to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

Redaction

In compliance with Idaho law we redact data in order to protect personal identity. This means that we do not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council Policies and Procedures (DMC) call for at least two cells to be redacted in most cases where any total is available, in order to prevent any cell required for redaction to be derived. Under DMC policy additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The State Department of Education (SDE) uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by “blurring” the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the “NSIZE” notation. Cells that meet the n size requirement, but cannot be disclosed because of their relationship to another cell that is redacted are blurred with the use of “>” or “<” notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

Level of Precision

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data, and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. One exception will be U.S. Census numbers, because of their size.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho State Department of Education, presents Idaho’s 2021-2022 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.¹ Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability Department staff, as well as reflections from other department staff.

Questions about the data or observations presented can be directed to Ayaka Nukui, Interim Director of Assessment and Accountability for the Idaho State Department of Education.

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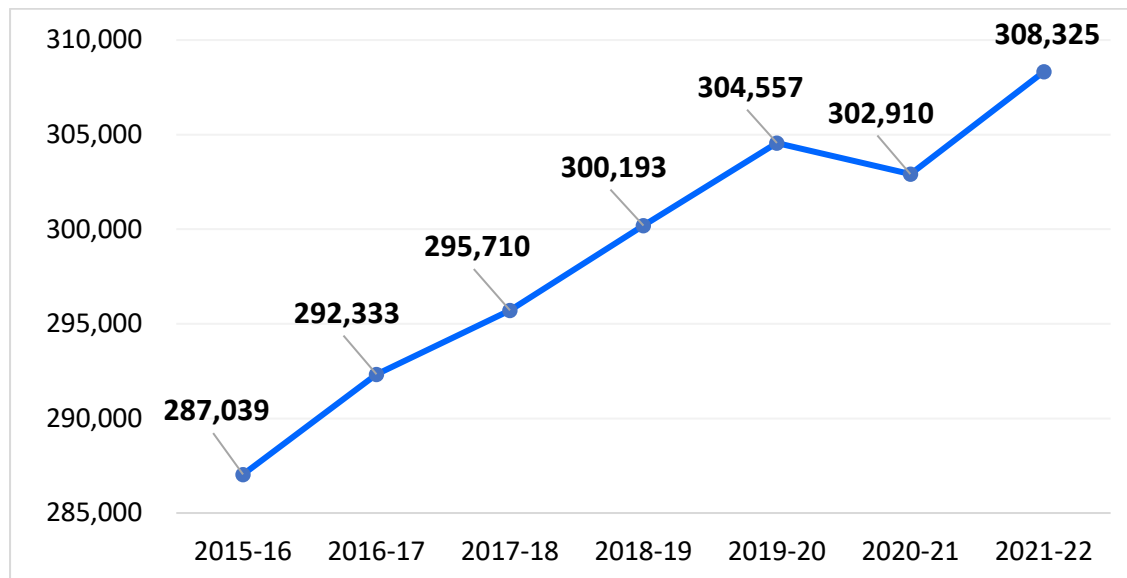
¹ Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 308,325 students in Idaho’s public schools in 2021-22. These official numbers come from the Spring Enrollment Count that includes all students in grades kindergarten through 12 who are enrolled on the first Friday of May. Districts and charter schools report enrollment counts via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

As seen in Figure 1, enrollment has increased by about 8,100 students over the past three years since 2018-19, and by about 21,000 since 2015-16. This amounts to an increase of 1.8% since last year, higher than the 1.5% annual growth from 2016 through 2020. Coming years will reveal whether the annual pre-pandemic growth will resume.

Figure 1: Idaho Public School Enrollment over Three Years



We situate our upcoming review of school year 2021-22 in the historical context of recent years, and the context of U.S. and Idaho population changes (U.S. Census Bureau).

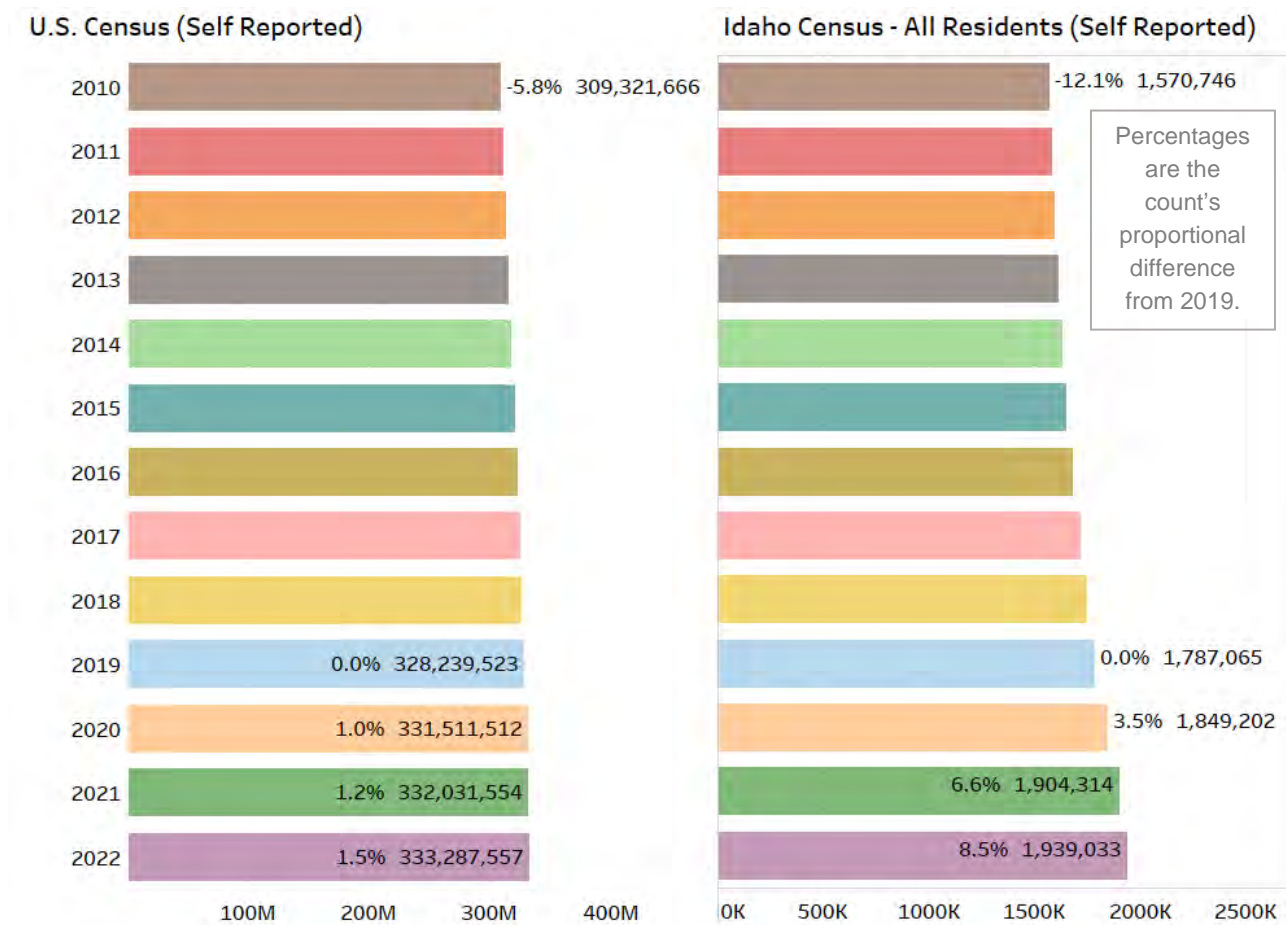
U.S. versus Idaho Census Trends

This section reviews U.S. Census data against Idaho’s school enrollment data to understand the broader context of Idaho’s trends².

Figure 2 shows population counts from 2010 through 2022. Percentages show change since 2019. The figure shows that Idaho is growing much faster than the U.S. Specifically,

- the U.S. population grew 7.3% since 2010, or about 0.6% per year.
- Idaho’s population grew 20.6% in the same period, more than three times faster than the U.S.
- Idaho’s growth of 8.5% since 2019 was nearly six times faster than the U.S. pace.

Figure 2: Census Counts & Percentage Difference from 2019: U.S. v Idaho, 2010-22



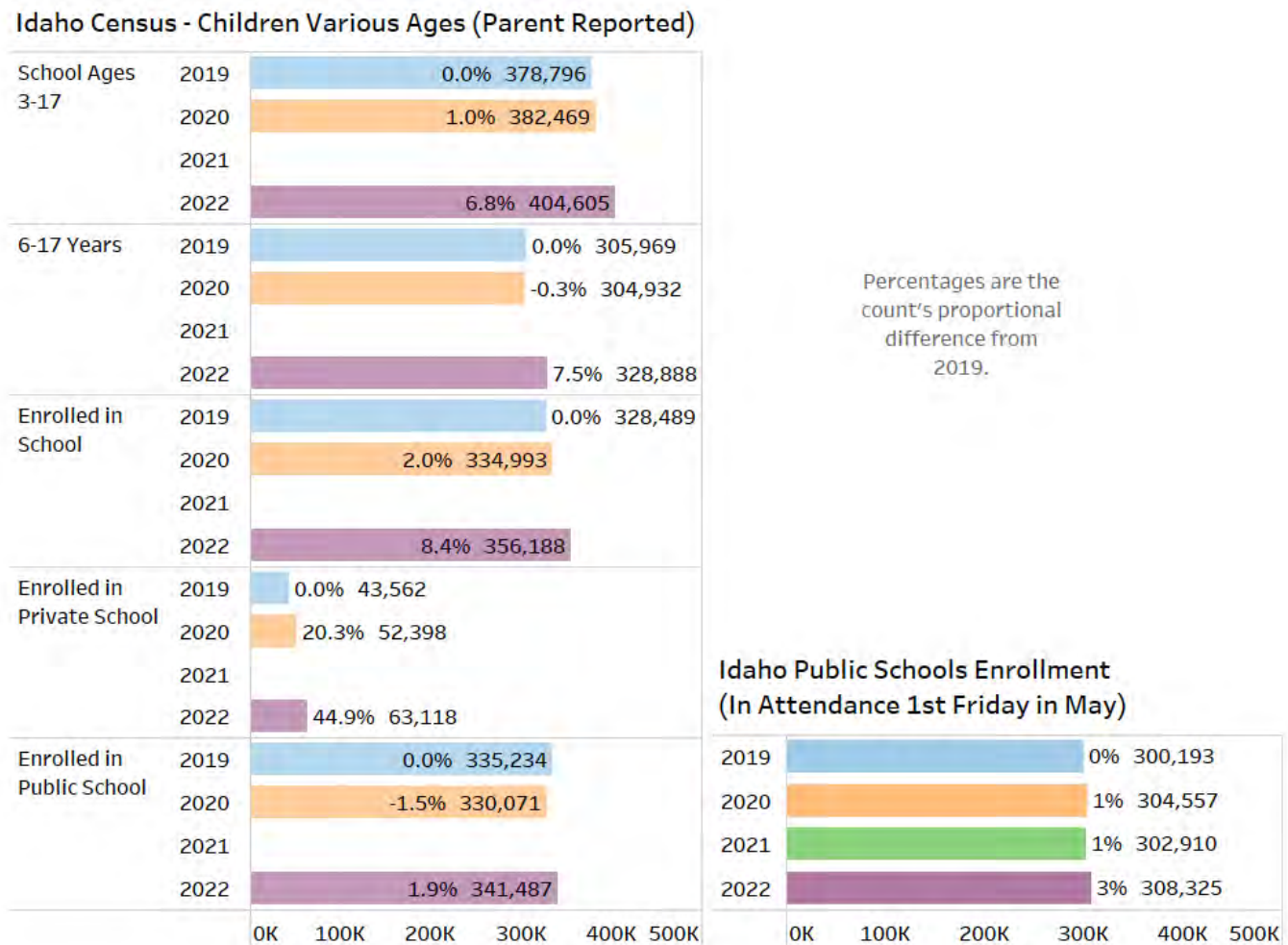
² Annual Estimates of the Resident Population for the United States, Regions, States, District of Columbia, and Puerto Rico: April 1, 2020 to July 1, 2022 (NST-EST2022-POP). Source: U.S. Census Bureau, Population Division, Release Date: July 2022; Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2019 (NST-EST2019-01). Source: U.S. Census Bureau, Population Division, Release Date: December 2019.

Idaho Census versus Idaho’s Public-School Enrollment Trends

As seen in Figure 3, Idaho’s student population, as counted on the first Friday each May, grew by 3% since 2019, somewhat faster than the Census’s reported growth among students enrolled in public schools in the same period. In addition, the Census counts are higher. Both differences reflect Census versus SDE differences in data collection and reporting. For example, SDE’s data report only students in attendance on the first Friday in May; whereas, the Census data are based on parental self-report over a period of time per year. For these reasons, one should exercise caution when interpreting differences or similarities.

- The Census showed 6.8% and 7.5% growth in school-age children since 2019, depending on the age range.
- Though the Census reported 8.4% growth in Idaho’s overall school enrollment since 2019, compared to SDE’s report of 3%, Census data also showed just 1.9% growth in public-school versus 44.9% growth in private-school enrollment in the same period.

Figure 3: Percent Change from 2019 & Counts: Census v School Enrollment

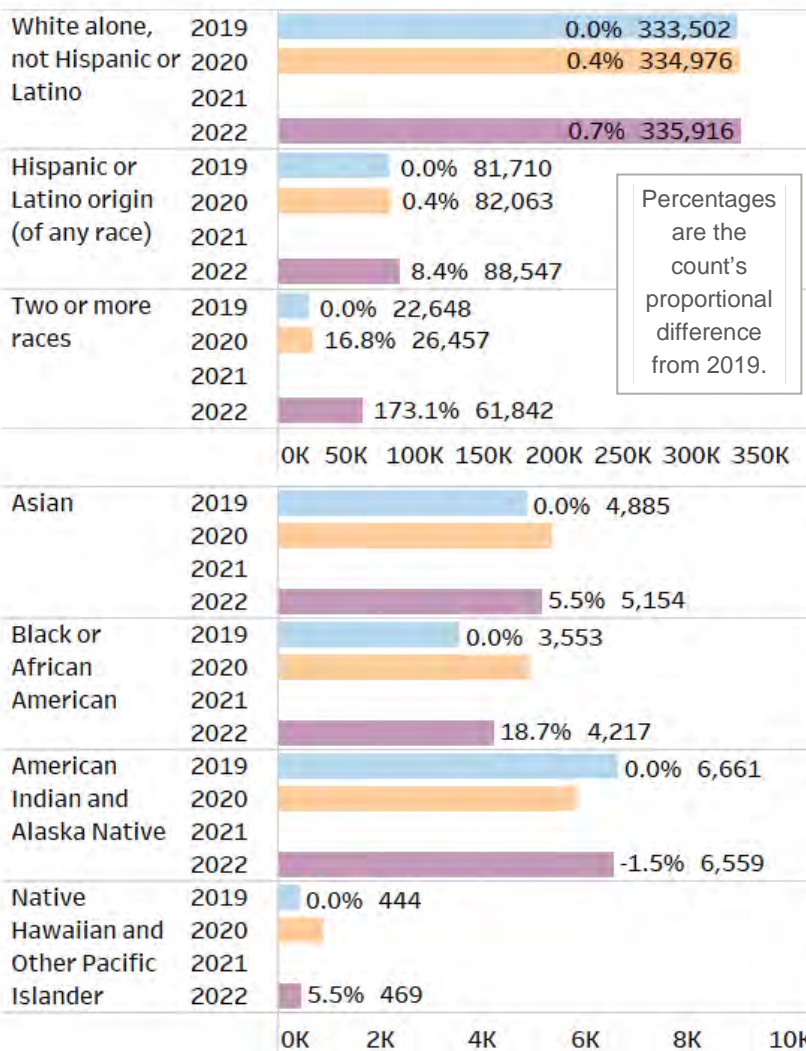


As seen in Figure 4 and Figure 5, the proportional and count changes in Idaho’s schools’ student groups since 2019 do not track well against those of Idaho’s population, as reported by the U.S. Census. The numerous methodological differences between the two systems, e.g., in data capture and reporting, render interpretation of differences or similarities inappropriate.

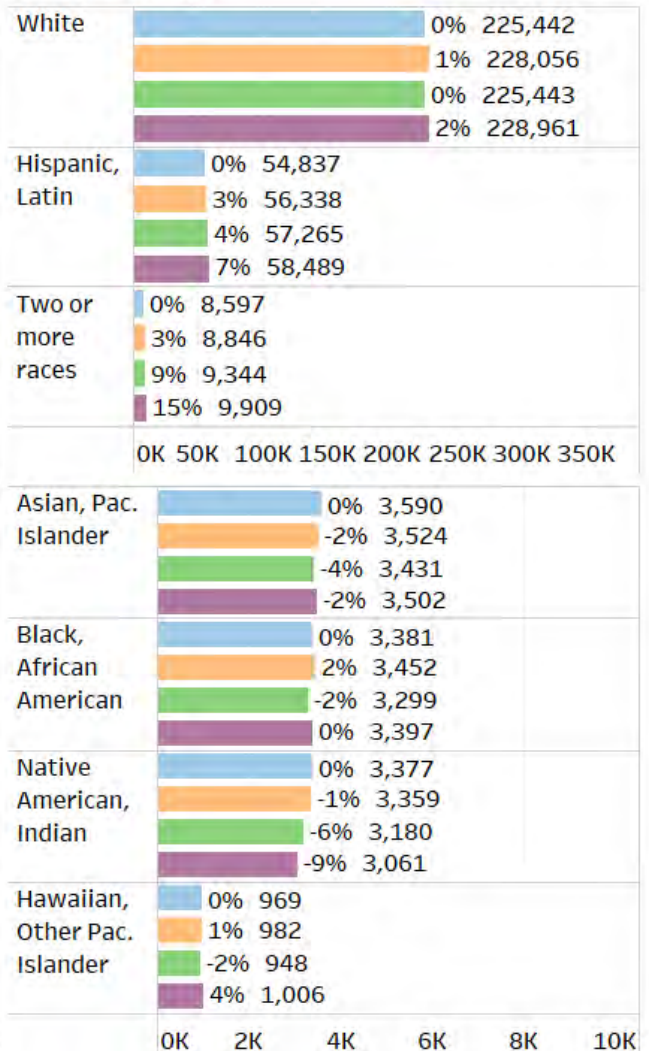
Regarding Idaho’s public student enrollment, despite hopeful appearances, we cannot conclude that this year’s uptick in enrollment counts among race/ethnicity groups whose numbers declined during the pandemic represents a return of those students or others. Further, a different trend appears among Native Americans: their numbers continue a decline begun before the pandemic, and bear additional investigation.

Figure 4: Percent Change v. 2019 & Counts: Census v. School Enrollment by Race

Idaho Census - Children 0-18 (Parent Reported)

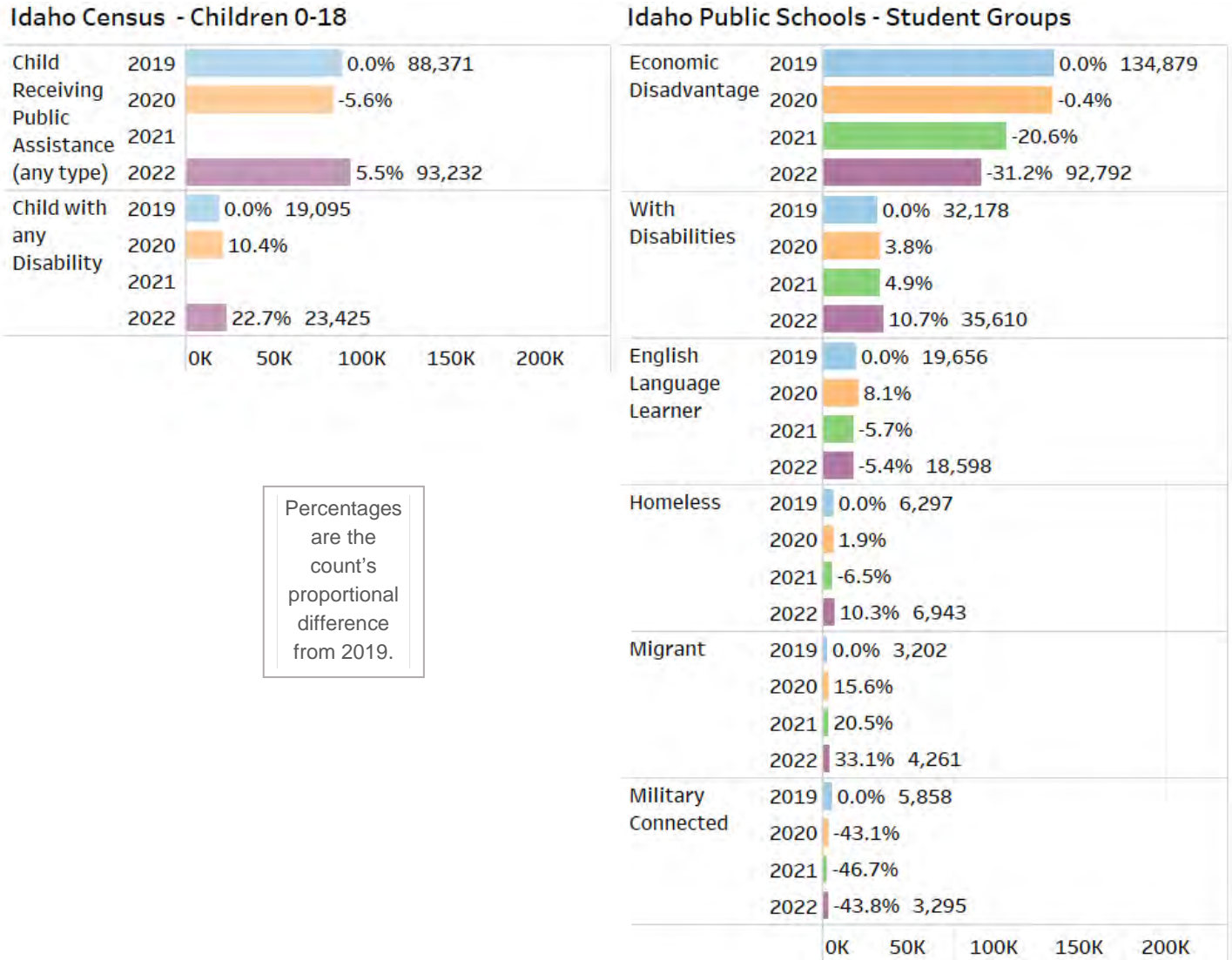


Idaho Public Schools (In Attendance 1st Friday in May)



As seen in Figure 5, the proportional changes and counts in Idaho’s schools’ student groups since 2019 do not track well against those of Idaho’s population, as reported by the U.S. Census,³ rendering interpretation of differences or similarities inappropriate.

Figure 5: Percent Change from 2019 & Counts: Census v Schools’ Student Groups



³ As noted earlier, one methodological difference is that SDE’s data include only students in attendance on the first Friday in May; whereas, the Census data are based on parental self-report over a period of time per year. Other differences include particularities of the Census, such as data-capture barriers to locating families without stable domiciles or addresses, resistance by certain groups to reporting, some for fear of legal repercussions, the fact that reports are complex, weighted estimates from samples in non-decade years, rather than full census counts, and other factors.

Continued Enrollment Monitoring Needed

Based on this year's review of Census findings and enrollment trends in Idaho's public schools, continued monitoring of the following is warranted:

1. U.S. and Idaho population trends;
2. Idaho Census distribution across public versus private school enrollment;
3. Idaho public school enrollment fluctuations and trends, especially for vulnerable student groups.

English Language Arts and Literacy; English Learners

This section reviews Idaho students' performance on reading assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the ACCESS 2.0 assessment for students learning English in kindergarten through grade 12; and the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10.

Early Literacy – Kindergarten through 4th Grade

Early literacy is measured by the IRI, the ISAT ELA, and the ACCESS for English Learners.

Idaho Reading Indicator (IRI)

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. It was approximately one minute in length and it measured only one aspect of literacy – oral fluency.

By contrast, the new IRI is a computer-adaptive screener and diagnostic assessment taken on a tablet or computer. It uses multiple, short tests to measure the foundational skills of literacy: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, Alphabetic Decoding, Reading Comprehension, and Text Fluency. Students in each grade complete a specific combination of these sub-assessments. For example, kindergarteners are not assessed on spelling.

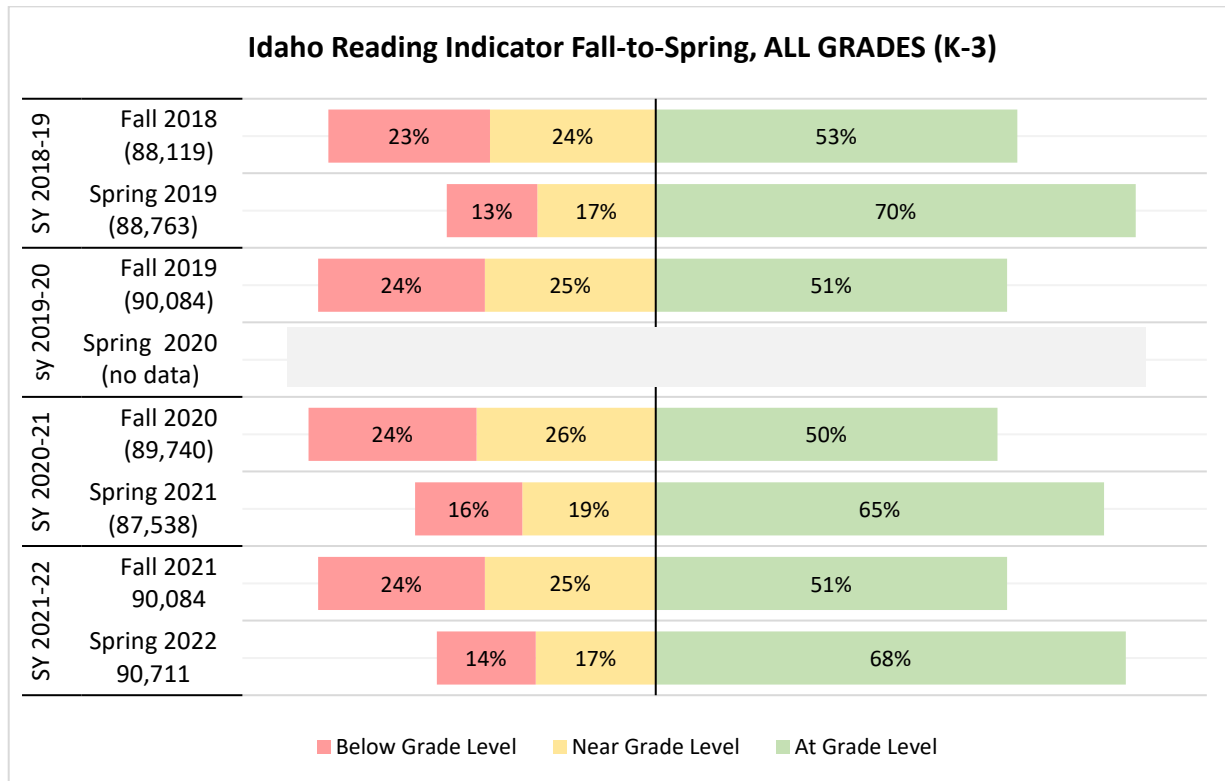
The IRI reports scores for each subtest and for overall literacy ability.

As seen in Figure 6, COVID-19 appears to have taken a toll from which students overall are rebounding.

Scores showed:

- Relatively stable Fall scores – 1-point fluctuation across three Falls, 2019 - 2021.
- A 3-point stronger finish in Spring 2022 than Spring 2021 reading At Grade Level.
- The gap narrowed to 2 points between pre-COVID (2018-19) and now in reading At Grade Level for both fall and spring.
- Fewer reading Below Grade Level in Spring 2022 than Spring 2021: 2-point decline, and now within 1 point of pre-COVID spring level.

Figure 6: IRI Fall-to-Spring Performance across Four Years

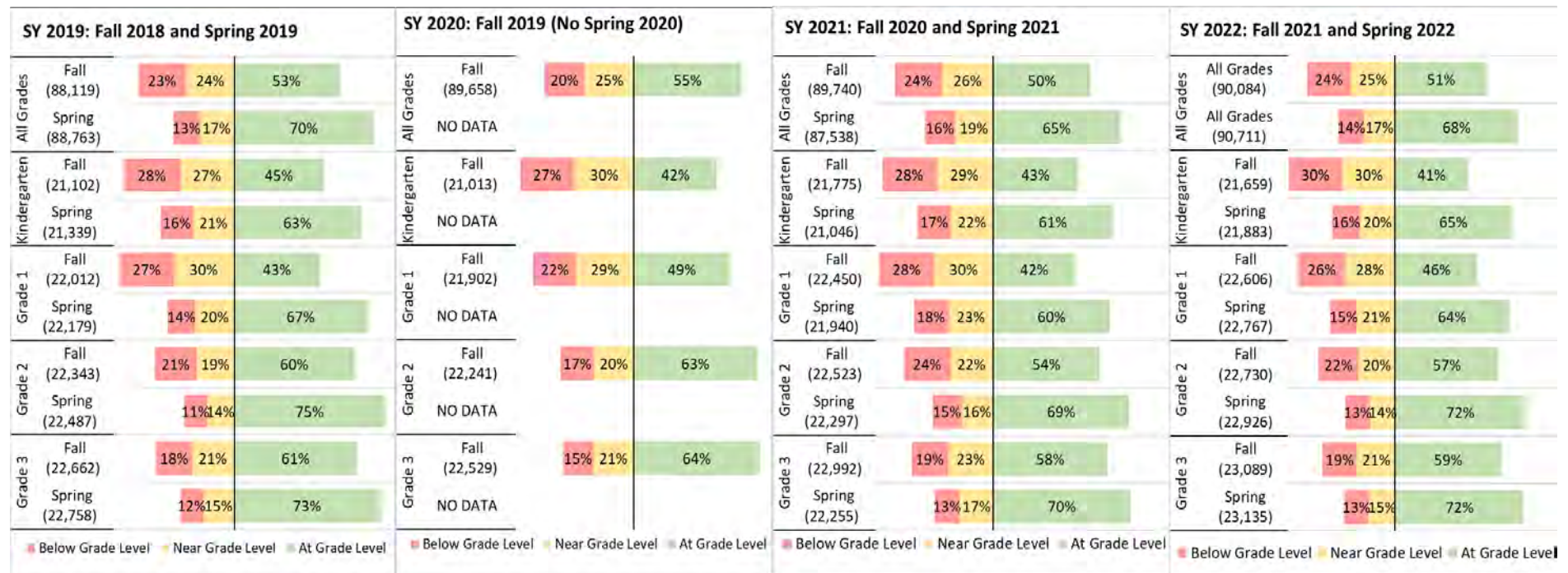


Note. Spring 2020 data are not available because of COVID-related lapses in test-taking.

As seen in Figure 7, which shows each grade’s performance:

- For grades 1-3, the Fall 2021 proportions scoring At Grade Level were 1-4 percentage points higher than the prior fall, except for Kindergarten, which was 3 points lower.
- As a full measure of teaching effect, every grade’s Spring 2022 At-Grade-Level percentages were 2-4 points higher than last spring – Kindergarten’s was 65%, the highest in four years.
- Kindergarten and 1st-grade students made the greatest Fall-to-Spring improvements, compared to students in grades 2 and 3, whose improvements were steady but smaller.
- The proportion scoring Below Grade Level decreased from fall to spring in all grades.
- The percent Below Grade Level in Spring 2022 dropped 1-3 points versus last spring, except in grade 3, which was unchanged.

Figure 7: IRI Fall-to-Spring Performance per Grade across Four Years



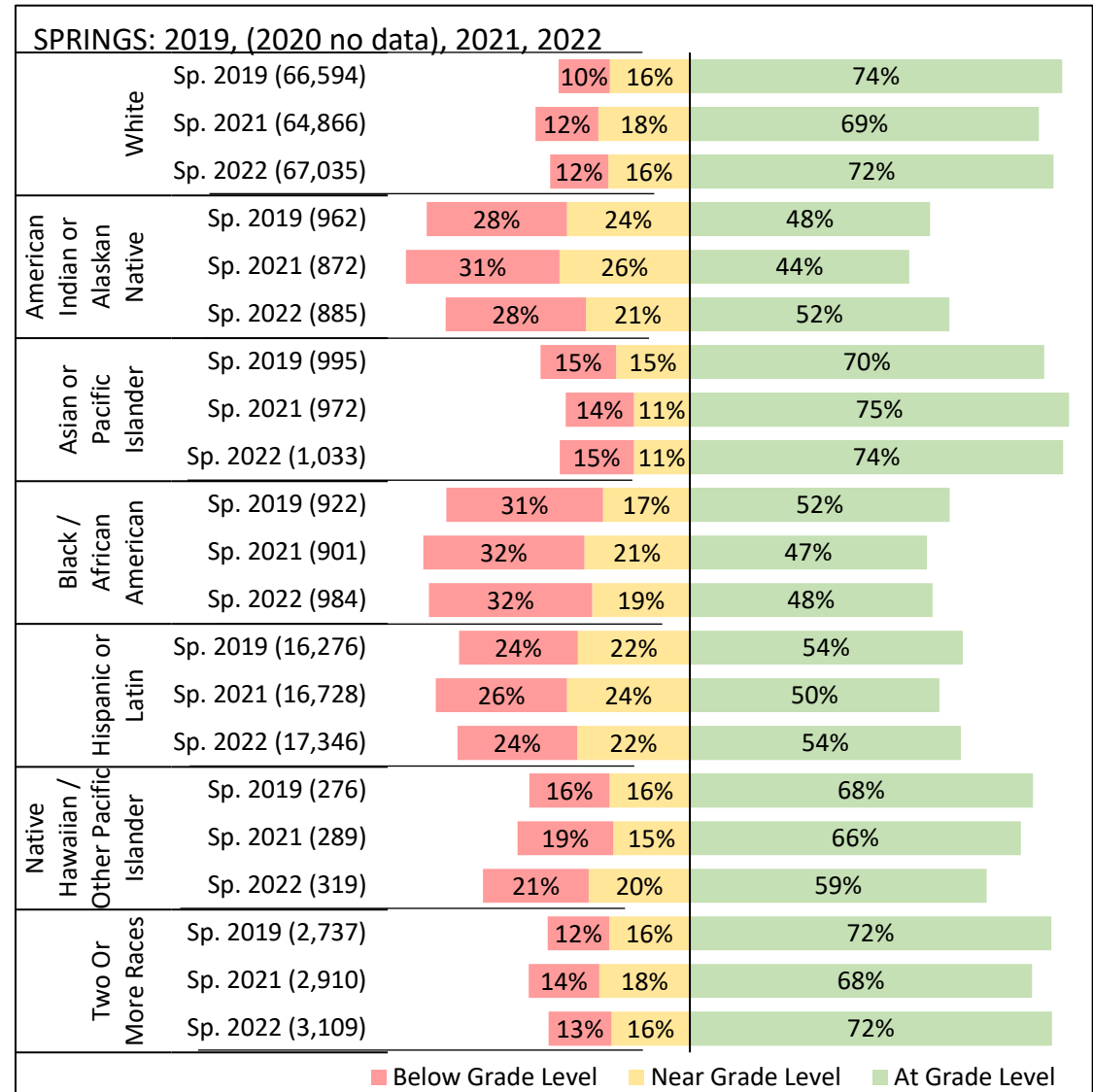
Note. Spring 2020 data are not available because of COVID-related lapses in test-taking.

IRI Performance by Race-Ethnicity – All Grades

As seen in Figure 8

- Race-ethnicity groups are rebounding from the COVID slump manifest in Spring 2021.
- IRI spring proportions At Grade Level rose 3-8 percentage points from 2021 to 2022 for all race-ethnicity groups except Native Hawaiians and Asians. Most groups also saw declines in proportions scoring Below Grade Level.
- Native Hawaiians’ proportion At Grade Level declined 7 points since last year; Asians, with the highest overall performance of all groups, showed a 1-point decline.

Figure 8: Spring IRI by Race and Ethnicity in 2019, 2021, and 2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

IRI Performance by Student Group – All Grades

As seen in Figure 9:

- Student groups are rebounding from the COVID slump manifest in Spring 2021.
- All student groups increased in the proportion performing At Grade Level and declined or remained stable in the proportions Below Grade Level from Spring 2021 to Spring 2022, except Military-connected students.
- Military-connected students, who show the highest performance among all groups, declined since 2019 in At Grade Level proportions, and increased commensurately in Near Grade Level proportions.

Figure 9: Spring IRI Performance Levels of Student Groups

SPRINGS: 2019 (2020 no data) 2021, 2022		Below Grade Level	Near Grade Level	At Grade Level
Economically Disadvantaged	Spring 2019 (44,523)	19%	21%	60%
	Spring 2021 (34,001)	23%	23%	54%
	Spring 2022 (29,640)	22%	22%	57%
Students with Disabilities	Spring 2019 (9,770)	32%	22%	46%
	Spring 2021 (9,870)	48%	22%	31%
	Spring 2022 (11,038)	45%	21%	34%
English Learner	Spring 2019 (9,102)	45%	24%	31%
	Spring 2021 (7,790)	37%	26%	37%
	Spring 2022 (7,546)	36%	25%	39%
Migrant	Spring 2019 (1,143)	36%	24%	40%
	Spring 2021 (1,209)	43%	23%	34%
	Spring 2022 (1,311)	38%	25%	37%
Homeless	Spring 2019 (2,101)	27%	23%	50%
	Spring 2021 (1,972)	33%	23%	43%
	Spring 2022 (2,445)	33%	23%	44%
Foster	Spring 2019 (490)	27%	27%	46%
	Spring 2021 (342)	34%	24%	42%
	Spring 2022 (215)	25%	28%	47%
Military Connected	Spring 2019 (1,964)	11%	16%	74%
	Spring 2021 (937)	11%	18%	71%
	Spring 2022 (1,009)	11%	19%	70%

Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

IRI Performance by Gender – All Grades

As seen in Figure 10:

- Girls and boys are rebounding from the COVID slump manifested in Spring 2021.
- Both girls and boys gained three percentage points performing At Grade Level since last year, and decreased by three points performing Below Grade Level.
- The performance gap favoring girls remained steady at 3 points at both the top and bottom performance tiers.

Figure 10: Spring IRI Performance Levels and Gender

SPRINGs: 2019 (2020 no data) 2021, 2022		Below Grade Level	Near Grade Level	At Grade Level
Male	Spring 2019 (45,275)	15%	17%	68%
	Spring 2021 (44,656)	17%	19%	64%
	Spring 2022 (46,298)	16%	17%	67%
Female	Spring 2019 (43,488)	12%	17%	71%
	Spring 2021 (42,882)	14%	20%	67%
	Spring 2022 (44,413)	13%	18%	70%

Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

Idaho Standards Achievement Tests

Students in grades 3-8 and 10 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).⁴ These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. ISAT Math and ELA comprise key elements of Idaho's school accountability system.

The ISAT English language arts and math items address a variety of aptitudes, from short-term recall to reading, subtraction, and problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school year. It consists of two parts, a computer-adaptive test and performance tasks. The main objectives are threefold: (1) To indicate both student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state; (2) to provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college and career ready; and (3) to optimize students' ability to demonstrate their full knowledge and skills by leveraging the strengths of computer-adaptive testing. These summative assessments are an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

- general assessment without accommodations;
- general assessment with accommodations; or
- Idaho Alternate Assessment or IDAA for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet four participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

⁴ School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

ISAT English Language Arts (ELA), 2017–2022

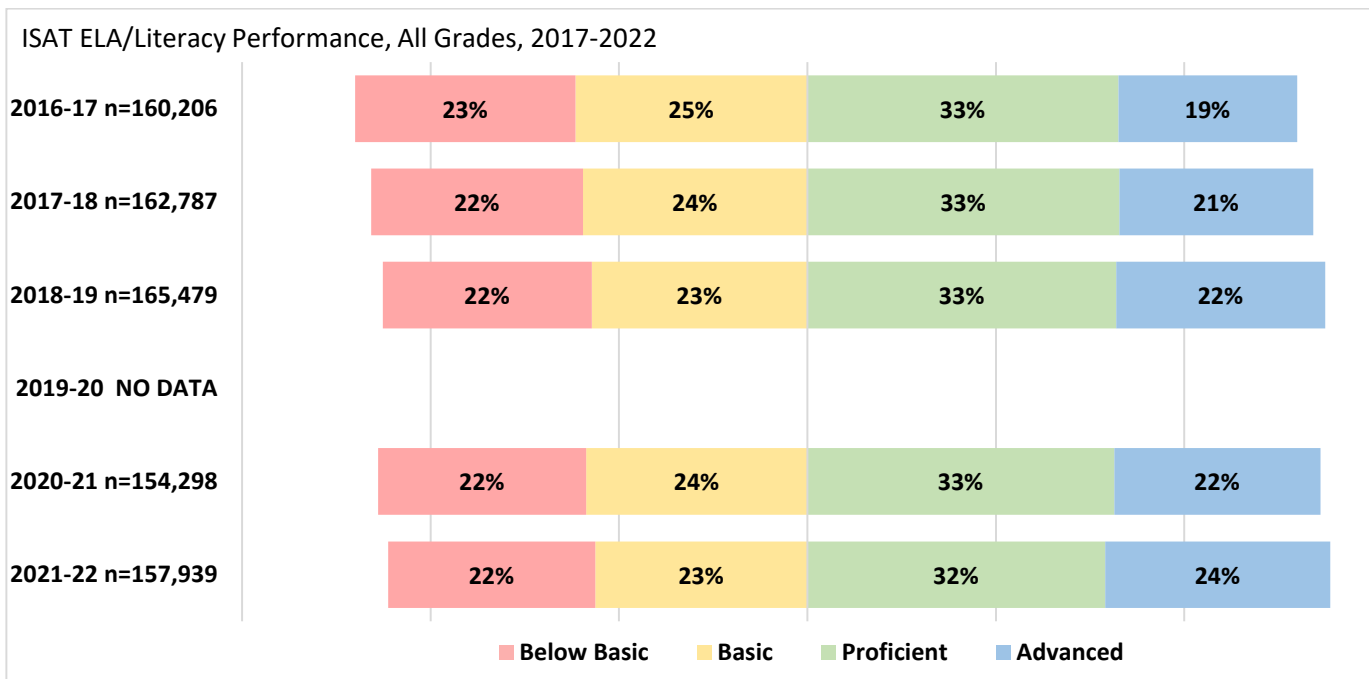
After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores. The graph below shows the performance of students in grades 3-8 and 10, across the four achievement levels.

ISAT ELA, All Grades

Figure 11 shows that:

- The proportion achieving Advanced increased steadily through 2019 with a small decline in 2021 and a full rebound in 2022. The same is true for the proportion performing at least proficient (proportion in levels Proficient plus Advanced).
- The relatively consistent year-to-year proportions in both Proficient and Below Basic across the years suggests that scale score changes within these groups were too small to cause movement out of categories. At the same time, these group-level scores do not show the trajectory of individual students across time.

Figure 11: ISAT ELA-Literacy, All Grades, SYs 2017-2022



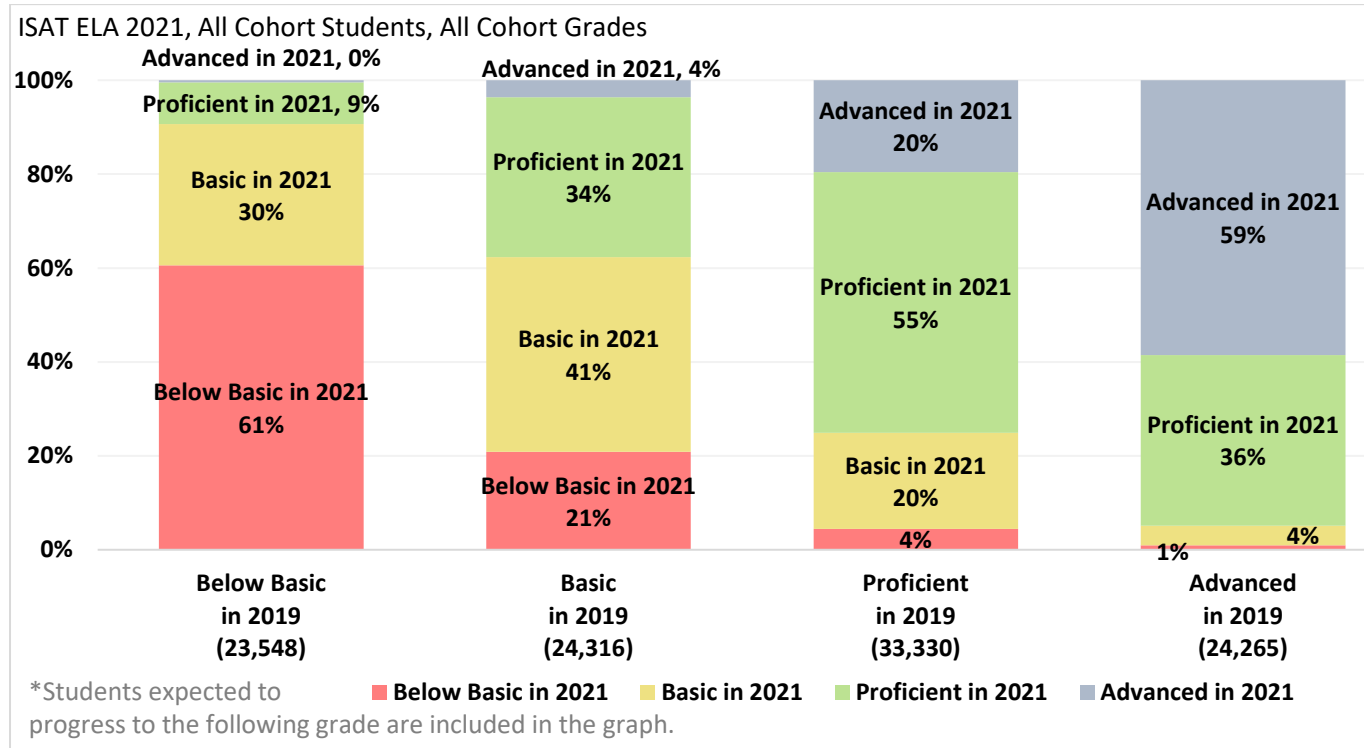
Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT ELA – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 12 shows the change versus stability of students’ ISAT ELA proficiency levels across two measurement times - 2019 versus 2021 and 2021 versus 2022. Each vertical, stacked bar represents all the students in the cohort who started at a specific ISAT ELA proficiency level in 2019 – the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar represent where a student was two years later in 2021. For example, 61% of those starting at Below Basic in 2019 were still there in 2021 (the red section of the first bar). Overall, the stacked bars show that:

- The plurality of students did **not move** ELA proficiency level from 2019 to 2021, with the two most stable groups being at the extremes - Below Basic and Advanced.
- The greatest movement was into Proficient in 2021, either downward from Advanced in 2019 (36%) or upward from Basic (34%).

Figure 12: ISAT ELA Proficiency Level in 2021 Shown Per 2019 Starting Level



Method Note. This analysis included just 105,459 students, which was 64% of the 165,000 students who tested in 2019, for two reasons.

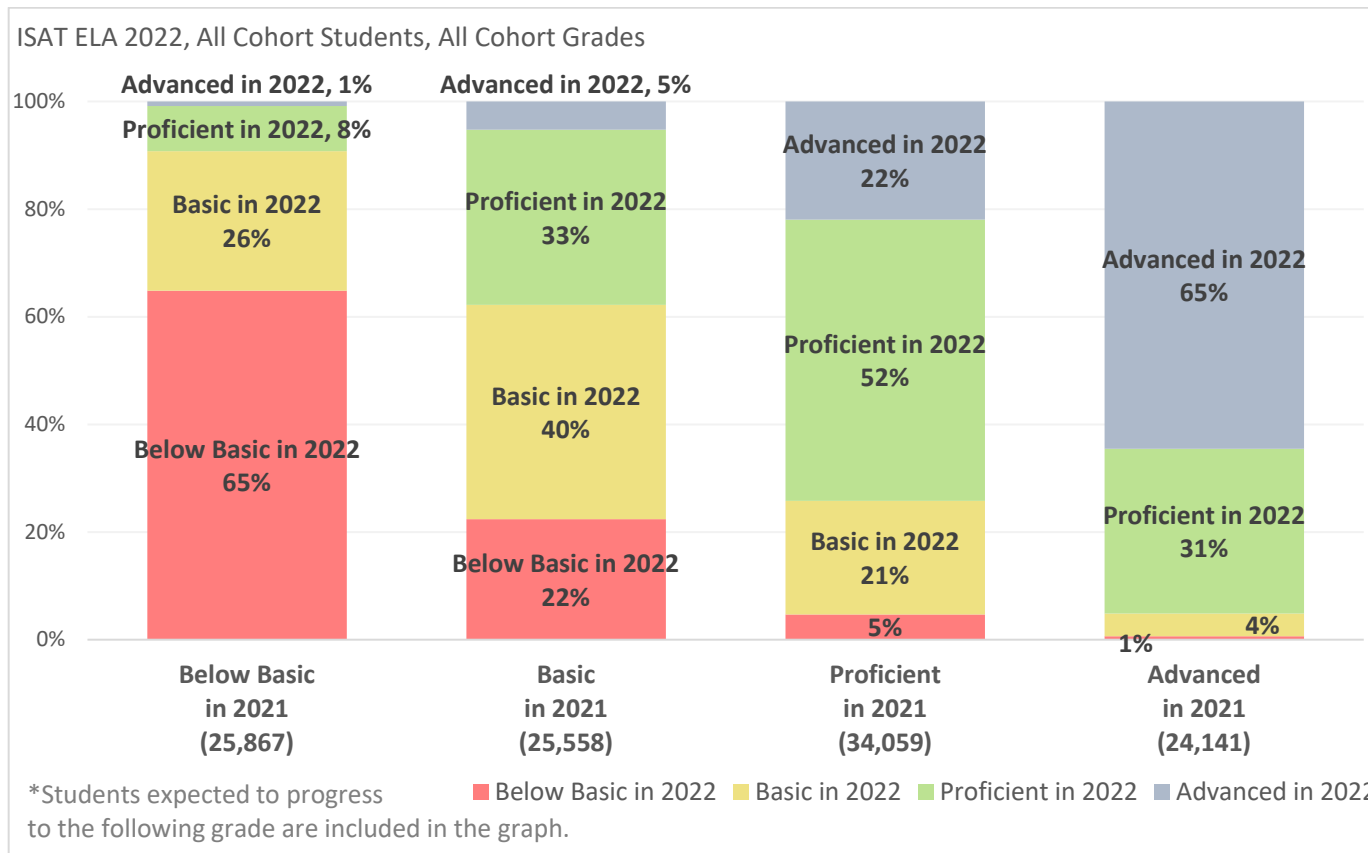
It excluded three grades from analyses, amounting more than 55,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 2-year gap. Students needed to be in a grade in 2019 that was two grades below those included in 2021. In other words, it included only grades 3-5 and 8 in 2019, which rolled into grades 5-8 and 10 in 2021.

Matching across time also loses students who move from the state or leave public schools.

Figure 13 shows the progression from 2021 to 2022 ISAT ELA scores, paralleling Figure 12 data for 2019-to-2021. Overall, the stacked bars show:

- Great similarity to the findings of 2019 to 2021.
- The plurality of students did **not move** ELA proficiency level from 2021 to 2022, with the two most stable groups being at the extremes - Below Basic and Advanced.
- As in 2021, the greatest movement was into Proficient in 2022, either downward from Advanced in 2019 (31%) or upward from Basic (33%).
- The most notable difference from last year were the larger proportions remaining in the extremes (Below Basic and Advanced were both 65% this year versus 61% and 59%, respectively, last year).

Figure 13: ISAT ELA Proficiency Level in 2022 Shown Per 2021 Starting Level



Method Note. This analysis included just 109,625 students, which was 69% of the 158,000 students who tested in 2021, for two reasons.

It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2021 that was one grade below those included in 2022. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

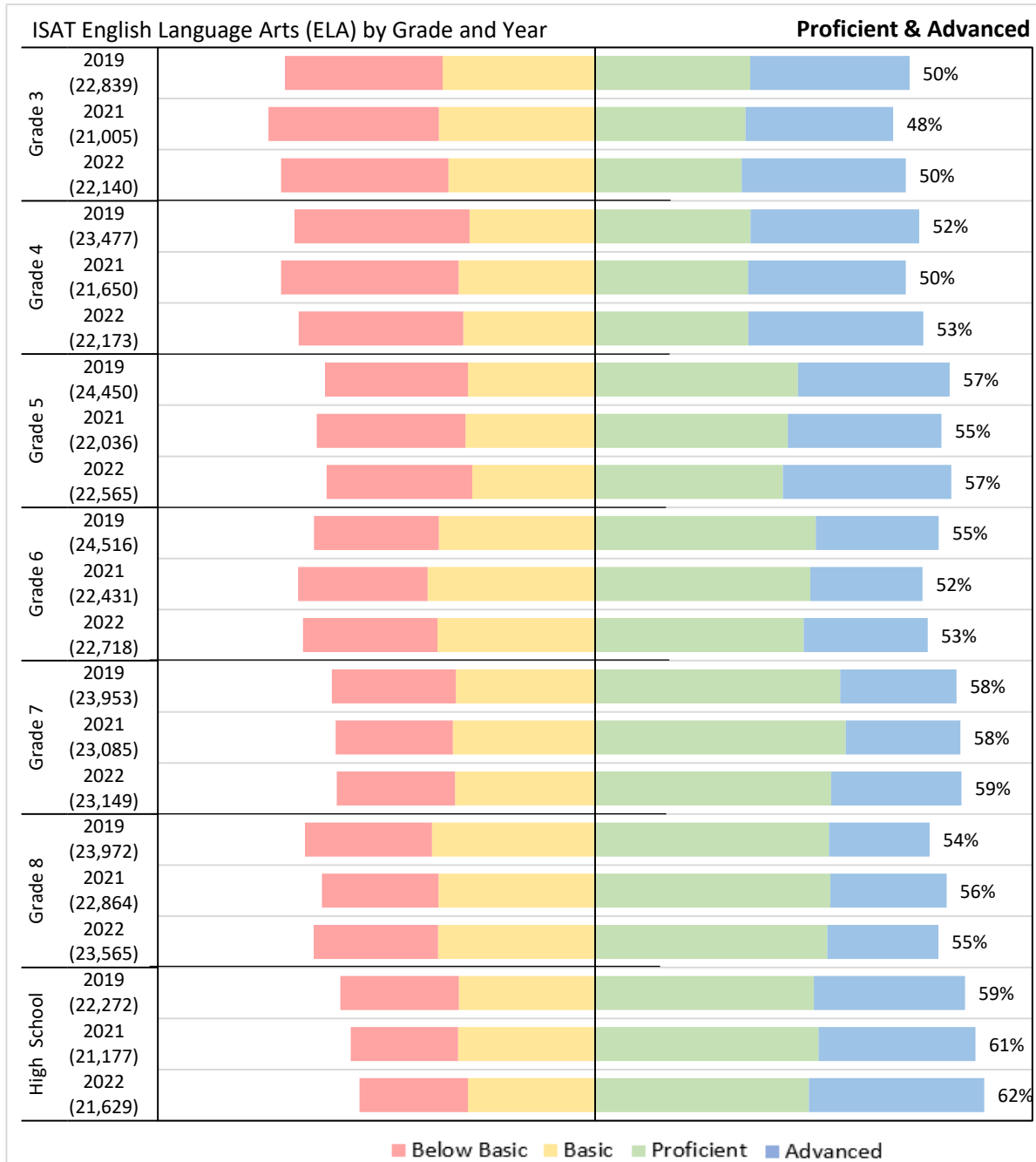
Matching across time also loses students who move from the state or leave public schools.

ISAT English Language Arts Performance by Grade

Figure 14 shows that:

- In all grades except Grade 6, the 2022 proportions performing proficient (Advanced or Proficient) have rebounded to equal or exceed the pre-COVID (2019) proportions.
- All grades’ proportions performing proficient increased from last year, except 8th grade, which dropped 1 point.
- Across all three years, the proportions proficient rose consistently from grades 3 through 10, except for annual drops of 2-4 points in 6th and 8th grades from the prior grade.

Figure 14: ISAT ELA/Literacy by Grade in 2019, 2021, and 2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

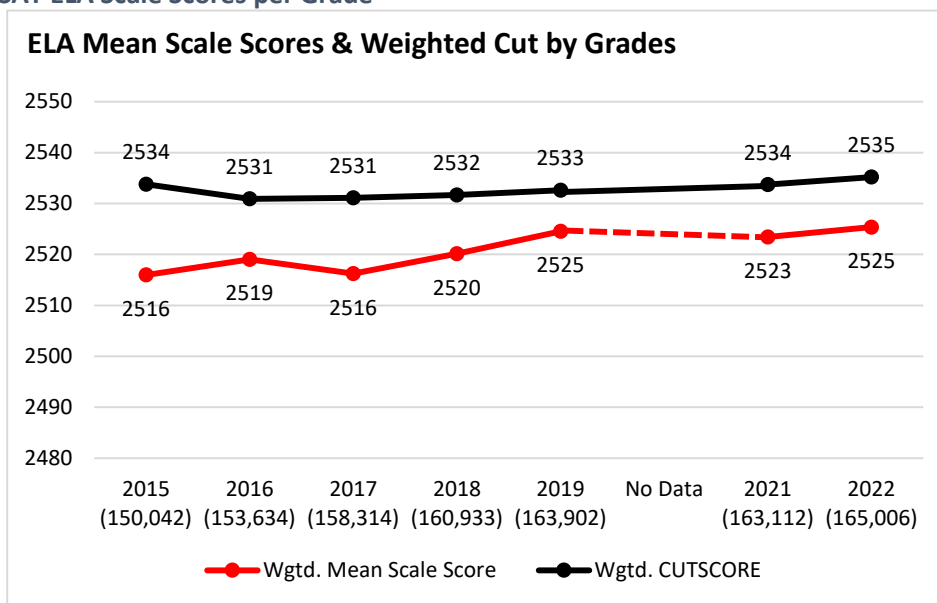
ISAT ELA Mean Performance Across the Years

This section reviews the average scale scores in ELA per year, across all grades. Each year’s weighted, mean scale score was calculated by multiplying the mean scale score per grade by the number of students taking the assessment in that grade; summing those products; and then dividing by the total number of test-takers that year. The same method was applied to calculating a weighted-average cut-score per year. The grade’s cut score (which rises gradually from grade 3-10) was multiplied by the number of students taking the assessment in that grade, that year; the sum of those products was divided by the total number of test-takers that year. This method explains why the weighted-average cut scores differ somewhat per year. They reflect the differing numbers of students per grade taking the assessment.

Figure 15 shows another view of the rebound in performance following the COVID-19-related declines.

- Mean literacy scores across grades recovered to their pre-COVID level in 2022 after a 2-point dip in 2021.
- Likewise, the distance below the weighted cut score also recovered to an average of 10 scale points.
- This rebound follows a progressive improvement from 2017 through 2019 in both mean scale scores and declining mean score-to-cut score gaps.

Figure 15: ISAT ELA Scale Scores per Grade



Longitudinal Review of ELA Performance

This analysis reviewed the ELA performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in school year 2022. Included in each analysis were all students with a score in all grades in the cohort, and only students who progressed to the expected next grade. The Idaho cohort analyses and graphs for 2021-22 were generated following the same process as the Math cohort analysis in 2020-21. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing in 2014-15. Any students who took two summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student individual ID.

The different cohorts for Math and ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1. Shaded areas indicate that no testing was performed in 2020 because of COVID-19 closures and absences, and no testing in Grade 9 was required because the analysis is based on testing done for accountability purposes. For the years in question, Idaho high school accountability testing was performed in Grade 10 and participation rates for Grade 9 testing were much lower than for accountability grades.

Table 1: Cohort Test Grades and Years for 2021-2022 Analysis

Grade 10 Cohort		Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year	Test Grade	Year
10	2022	8	2022	7	2022
9	2021	7	2021	6	2021
8	2020	6	2020	5	2020
7	2019	5	2019	4	2019
6	2018	4	2018	3	2018
5	2017	3	2017		
4	2016				
3	2015				

Note: No testing in 2020, and Grade 9 testing was not required for accountability purposes.

The same analysis was performed for each of the six cohorts (three Math and three ELA cohorts):

1. Calculate the mean overall and mean claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year’s total sample size for the grade.
3. Plot the average overall and claim scores, along with the proficiency cut scores, across years.

The following graphs show both composite scores and their constituent claims scores. Claim scores evaluate achievement on each of the three skills that comprise English Language proficiency – Read, Write, Listen-Interpret, and Integrate-Research. The claim scores are combined into the Overall composite.

The graphs show the Overall composite score in **yellow**; the Proficiency Cut Score in **black**, and the claims in other colors. The Cut score is the level at which a student is considered proficient within the grade. A double slash (\\) and a gray vertical bar appear over years with missing data.

The 7th-grade cohort analysis below shows that:

- The Interpret-Listen claim had the highest score across the grades. The Integrate claim had the lowest means until 6th grade, when it surpassed all except Interpret.
- The Write and Integrate claims were the most variable across time and crossed the Proficiency Cut only in 6th or 7th grade.
- By Grade 7, all claims’ means exceeded the cut score; the Read and Interpret-Research had equaled or exceeded the Proficiency Cut in all grades.
- By 4th grade, the Reading, Interpret, and Composite means surpassed the Proficiency Cut for that grade.

Figure 16: ISAT ELA Mean Scores of 7th-Grade Cohort SYs 2018-2022

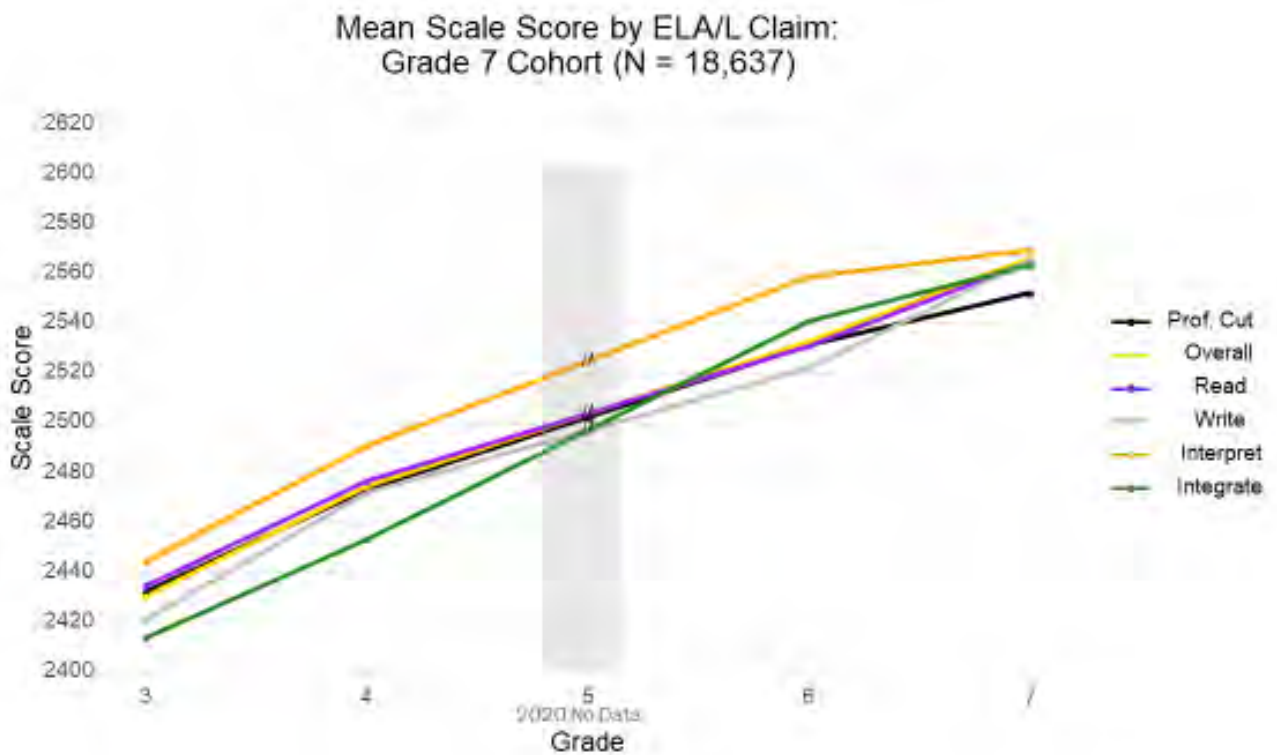
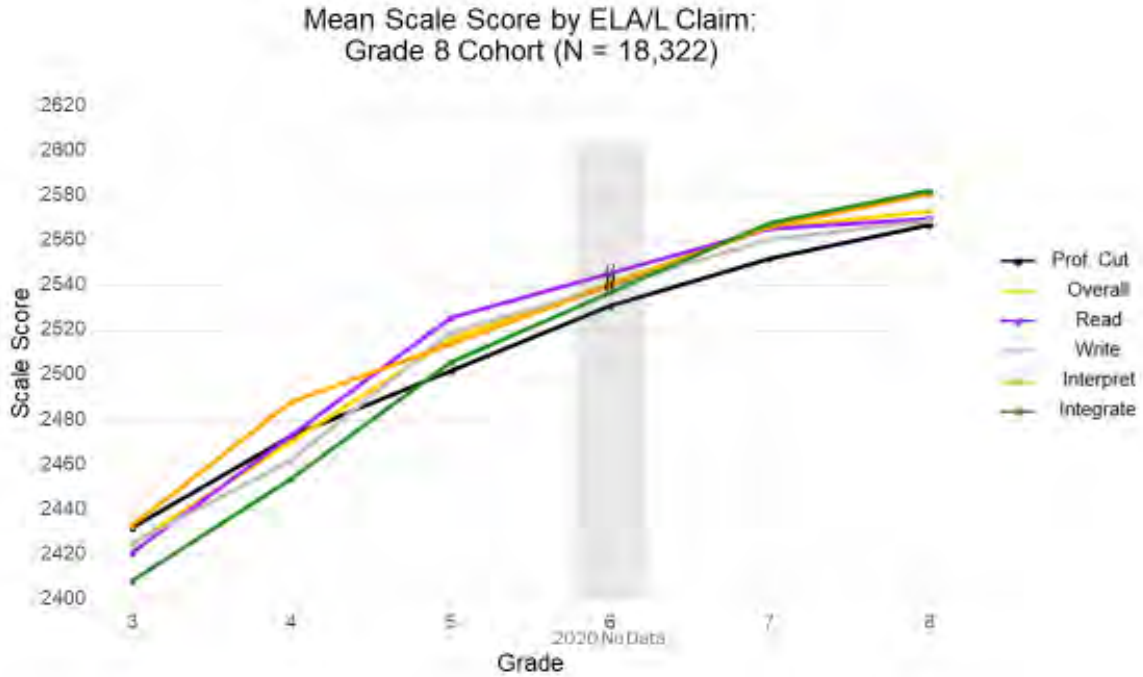


Figure 17 shows the 8th-grade cohort analysis.

- The mean claim scores for 8th grade varied somewhat less from one another than those in the 7th-grade cohort causing their lines to appear closer together than was true for the younger cohort.
- Yet, similar to the pattern seen in the 7th-grade cohort, the Integrate claim was the most variable by grade, starting at the bottom in 3rd grade of this cohort but rising to the top by 8th grade.
- For this cohort, the composite and all the claims reached or exceeded the Proficiency Cut by 5th grade - about the same time as in the 7th-grade cohort and a grade earlier than in the 10th-grade cohort.
- These findings closely resemble those of last year’s 8th-grade cohort.

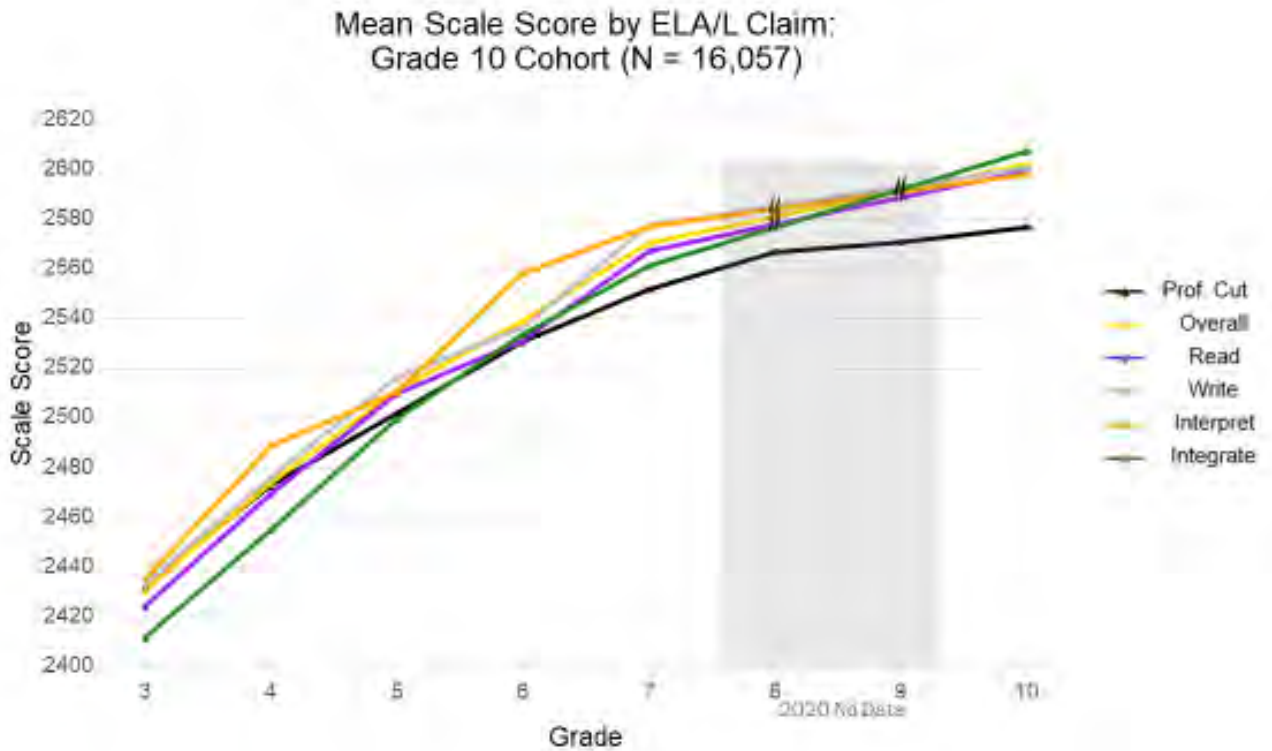
Figure 17: ISAT ELA Mean Scores of 8th-Grade Cohort SYs 2017-2022



As seen in Figure 18 showing the 10th-grade cohort:

- Again, the Integrate claim had the lowest mean scores until 10th-grade when it rose to the top.
- By contrast, the Interpret-Listening claim was highly variable, starting at the top but finishing at the bottom versus other claims.
- By 6th grade, all claims had achieved the Proficiency Cut.
- Again, these findings resemble those of last year’s 10th-grade cohort.

Figure 18: ISAT ELA Mean Scores of 10th-Grade Cohort SYs 2015–2022



Idaho English Language Proficiency Assessment for English Learners

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based English language instruction educational program. Using the WIDA Screener for kindergarten and the WIDA Screener (for all other grades), districts and charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English Learners (ELs) participate annually in a standardized English language proficiency assessment (the ACCESS) to monitor academic English language growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The ACCESS is typically administered from the last week in January to the first week in March.

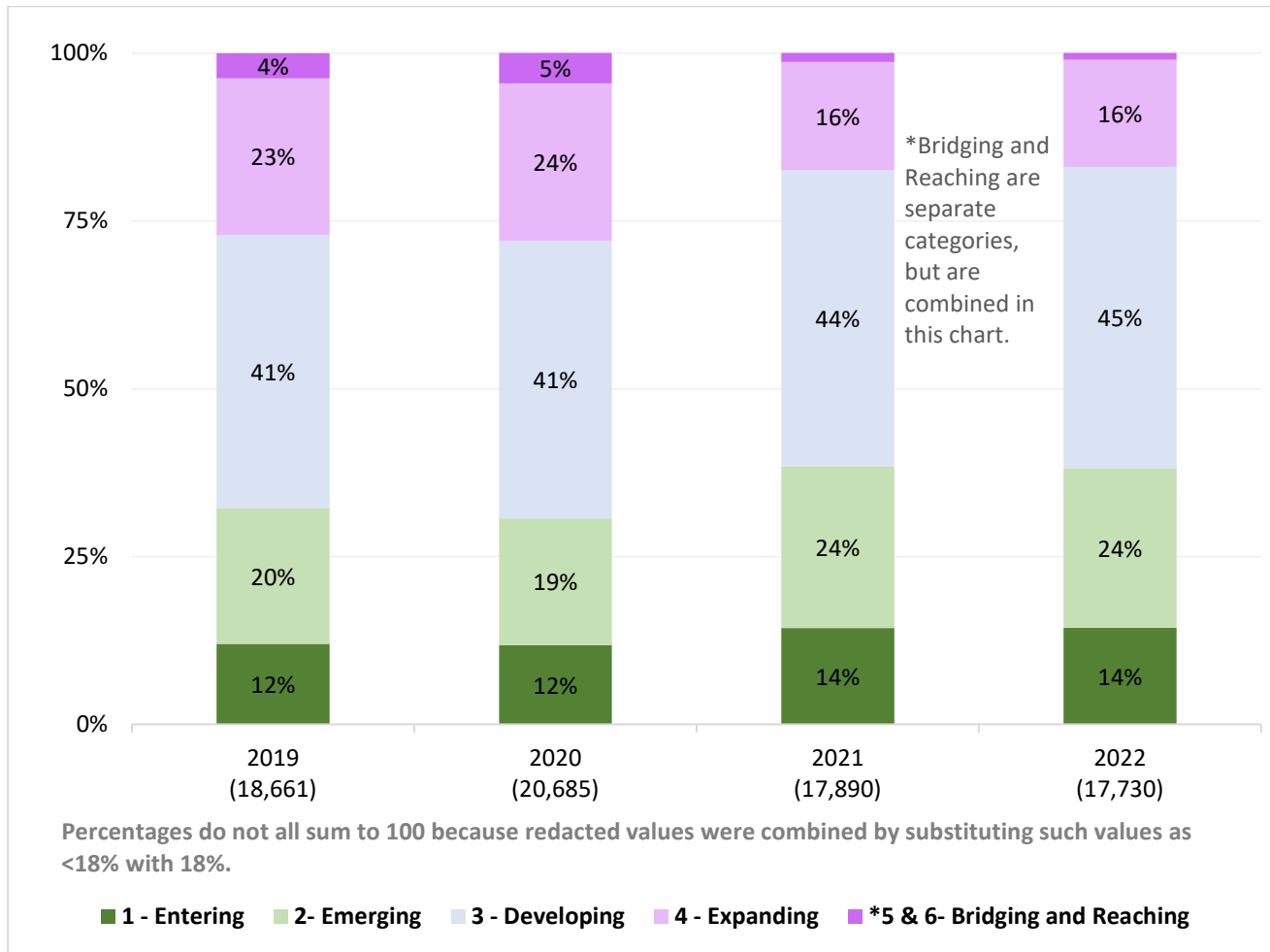
ACCESS for English learners (ELs) delivers proficiency level scores ranging from 1.0 to 6.0 for students in kindergarten through grade 12. Idaho has based screening and exit criteria on these proficiency level scores since 2016. In 2017, the SDE slightly lowered the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for exiting the program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, SDE implemented another exit criterion update in 2019-20. These modifications lowered the overall composite proficiency level exit cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0⁵. The effects of this modification were twofold. First, the percentage exiting proportion more than quadrupled from 4.2% in 2018-19 to 19.3% in 2019-20. Second, those remaining to take the ISAT in 2021 on average had a lower English language proficiency than the ELs had in prior years, which might be expected to cause a decline in ISAT ELA scores. Yet, the opposite was observed (as seen in Figure 19).

⁵ This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

Figure 19 shows that from 2018-19 through 2021-22, the proportions of English learners in each proficiency level remained relatively stable, taking into account the change in exit criteria in 2021⁶.

- The proportions per level have been stable since 2020-21, with a slight uptick in the two middle categories – Emerging and Developing – and slightly fewer in the top two categories.
- These proportions of students in the six levels varied by status in the program. Waived and Continuing students concentrated in Developing (not shown in the graph).

Figure 19: English Language Proficiency - English Language Learners, 2019-2022



⁶ In 2020-21, the total proportion of ELs in Expanding and Bridging declined by 12 percentage points, mostly because of the modified exit criteria applied in 2020.

MATH ACHIEVEMENT

Idaho students’ achievement in math is measured annually in the Spring summative ISAT Math assessment. After students take the ISAT ELA assessment, their results are reported in two primary ways: four categorical achievement levels and scale scores. Students fall into one of four categories of performance called achievement levels, based on their scale scores.

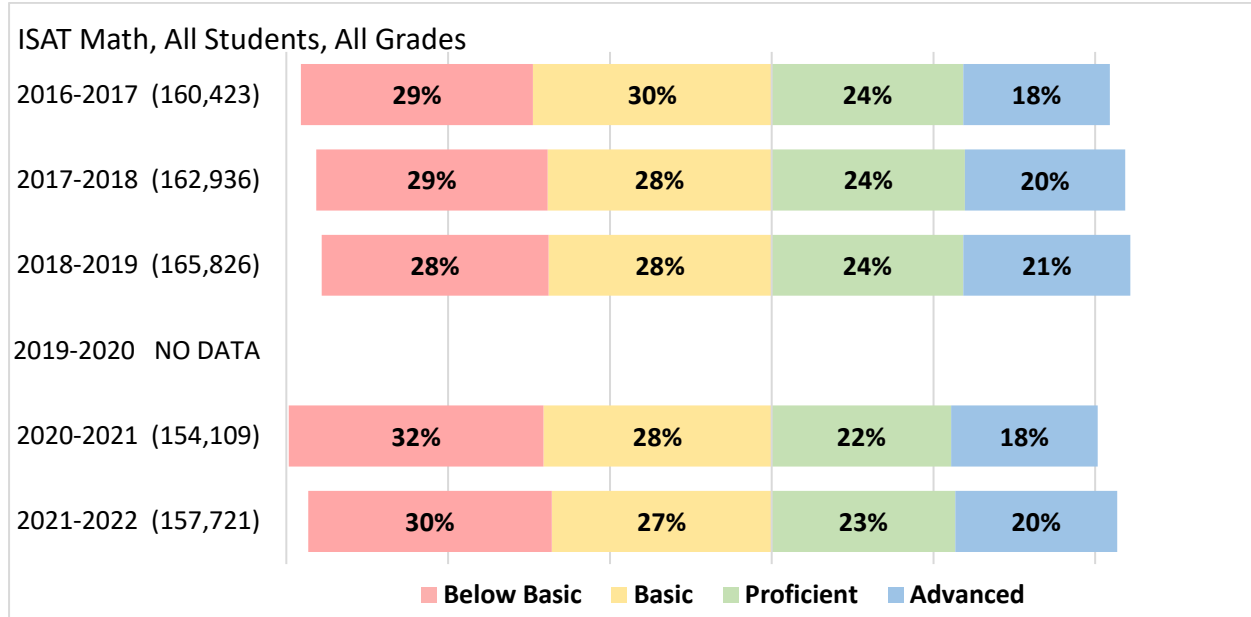
In this section we review the performance of (a) proficiency levels of all students across all grades (3-8 and 10); (b) scale scores of three grade cohorts of student as they progress from grades 3 through 10; (c) average scale scores versus cut scores for all students; and (d) performance of various race-ethnicity and other student groups, averaged across all grades 3-8 and 10.

ISAT Math Achievement

The ISAT Math findings show a similar COVID-19 effect to those seen in other assessments.

- The proportion of math-proficient students (Proficient or Advanced) rose by 3 percentage points since 2021, recovering more than half of the COVID-related loss of 5 points.
- By contrast, the proportion scoring Below Basic is still the highest in five years.

Figure 20: ISAT Math SYs 2017-2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

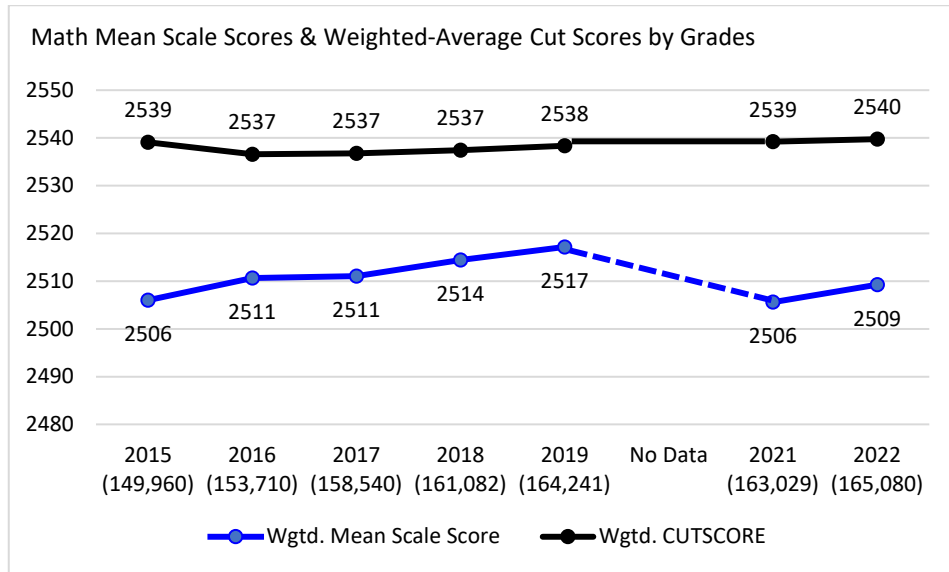
ISAT Math Average Performance Across the Years

This section reviews the average scale scores in Math per year, across all grades.

Figure 21 shows scale scores and cut scores from 2015 through 2022.

- Average math scores across grades rose 3 points toward their pre-COVID level in 2022 after a 12-point dip in 2021.
- More importantly, the distance below the weighted cut score declined by 4 points since 2021, now averaging 30 points compared to the 2019 gap of 21 points (and 33 points in 2015).
- This move upward follows a progressive improvement from 2015 through 2019 in both mean scale scores and declining mean score-to-cut score gaps.

Figure 21: ISAT Math Scale Scores and Cut Scores per Grade



Calculation of weighted-average scale score per year. Each year’s reported scale score is a weighted average, calculated as follows:

- Multiply each grade’s mean scale score by the number of students taking the assessment in that grade;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

Calculation of weighted-average cut score per year. A parallel method was used to calculate the weighted cut-score per year:

- Multiply each grade’s standard cut score (which rises gradually from grade 3-10) by the number of students taking the assessment in that grade, that year;
- Sum those products;
- Divide the sum by the total number of test-takers that year.

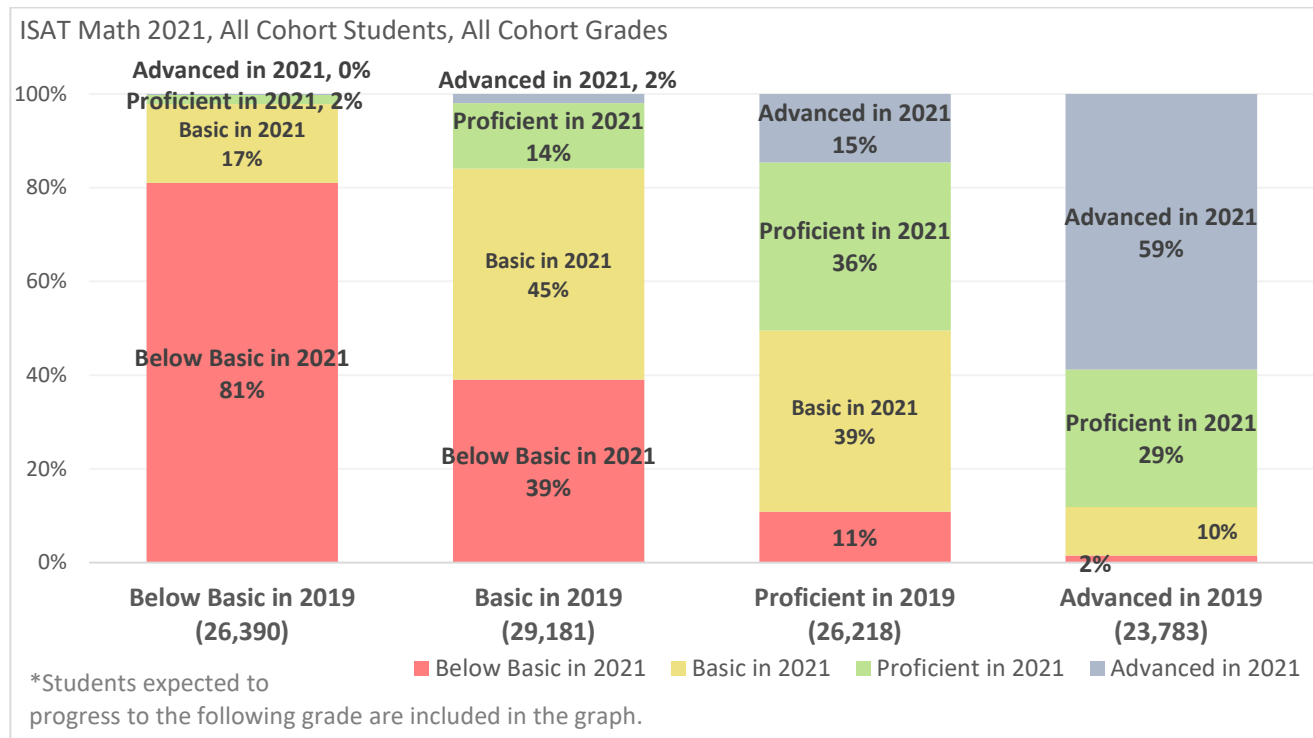
This method explains why the weighted-average cut scores differ somewhat per year. They reflect the differing numbers of students per grade taking the assessment.

ISAT Math – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 22 shows the change versus stability of students’ ISAT Math proficiency levels across two measurement times, 2019 versus 2021, and parallels the ELA analyses on pages 23-24. Each vertical, stacked bar includes all the students in the cohort who started at a specific ISAT Math proficiency level in 2019: the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar show where a student was 2021, e.g., 81% who started Below Basic in 2019 were still there in 2021 (red section, first bar). The graph shows:

- The plurality of students did **not move** Math proficiency level from 2019 to 2021; the two most stable groups were Below Basic and Advanced.
- The greatest movement was downward from Basic to Below Basic and from Proficient to Basic, both 39% across the two years.
- These findings show the same, marked contrast to ELA seen in other analyses: downward, instead of upward movement, and far greater stability at the bottom (81% v. 60%).

Figure 22: ISAT Math Proficiency Level in 2021 Shown Per 2019 Starting Level



Method Note. This analysis included just 109,625 students, which was 69% of the 158,000 students who tested in 2021, for two reasons.

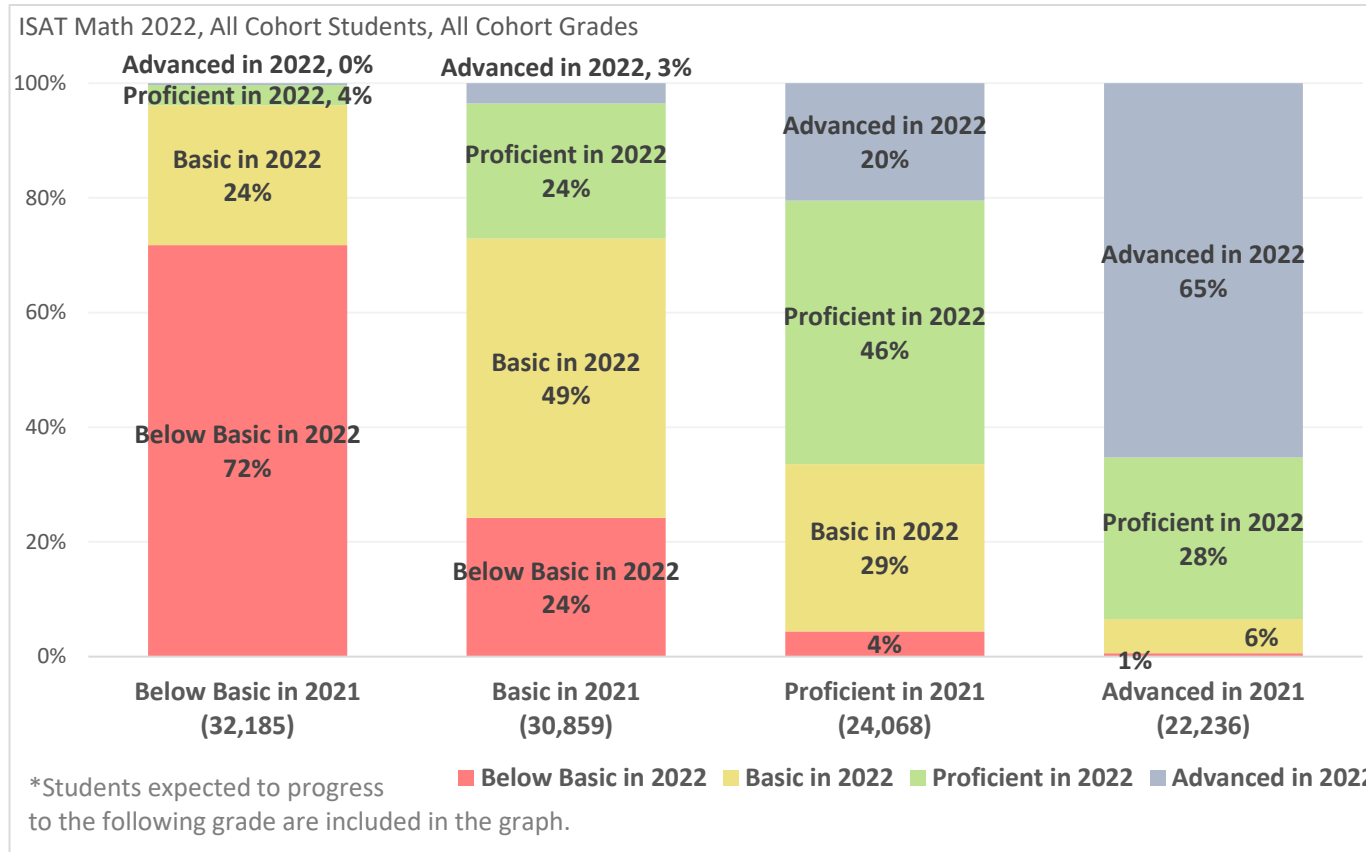
It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2019 that was one grade below those included in 2021. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

Matching across time also loses students who move from the state or leave public schools.

Figure 23 shows the progression from 2021 to 2022 ISAT Math scores, paralleling Figure 22’s depiction. Overall, the stacked bars show that:

- Great similarity to the findings of 2019 to 2021.
- The plurality of students did **not move** ELA proficiency level from 2021 to 2022, with the two most stable groups being at the extremes - Below Basic and Advanced.
- The greatest movement was into Proficient in 2022, either downward from Advanced in 2019 (31%) or upward from Basic (33%).
- The most notable difference from last year were (a) the smaller proportion remaining in Below Basic (72% this year v 81% last year) and (b) the greater proportion remaining in Advanced (65% v. 59%). The decreased stability in Below Basic is quite positive, because stability would be favored, given the shorter time frame this year.

Figure 23: ISAT Math Proficiency Level in 2022 Shown Per 2021 Starting Level



Method Note. This analysis included just 105,459 students, which was 67% of the 158,444 students who tested in 2019, for two reasons.

It excluded three grades from analyses, amounting to more than 45,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 1-year gap. Students needed to be in a grade in 2021 that was one grade below those included in 2022. In other words, it included only grades 3-7 in 2021, which rolled into grades 4-8 in 2022.

Matching across time also loses students who move from the state or leave public schools.

Longitudinal Review of Three Grade Cohorts' ISAT Math Performance Claims

This analysis reviewed the Math and ELA performance of three cohorts of students who were in either the 7th, the 8th, or the 10th grade in SY 2021-22. It examined their mean scale scores progressing from school year 2015 through 2022. For both 7th- and 8th-grade cohorts, the graph starts in their 3rd grade because that is the first grade the ISAT is administered. It progresses to their cohort grade in 2022. For the 10th-grade cohort, it starts in their 3rd grade in 2014-15.

Included in each analysis were all students with a score in all grades in the cohort, and only students who progressed to the expected next grade. The Idaho cohort analyses and graphs for 2021-22 were generated following the same process as for the Math cohort analysis in 2020-21. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing in 2014-15. Any students who took two summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student individual ID.

The different cohorts for Math and ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1. Shaded areas indicate that no testing was performed in 2020 because of COVID-19 closures and absences, and no testing in Grade 9 was required because the analysis is based on testing done for accountability purposes. For the years in question, Idaho high school accountability testing was performed in Grade 10 and participation rates for Grade 9 testing were much lower than for accountability grades.

Table 2: Cohort Test Grades and Years for 2021-22 Analysis

Grade 10 Cohort		Grade 8 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year	Test Grade	Year
10	2022	8	2022	7	2022
9	2021	7	2021	6	2021
8	2020	6	2020	5	2020
7	2019	5	2019	4	2019
6	2018	4	2018	3	2018
5	2017	3	2017		
4	2016				
3	2015				

Note: No testing in 2020, and Grade 9 testing was not required for accountability purposes.

The same analysis was performed for each of the six cohorts (three Math and three ELA cohorts):

1. Calculate the mean overall and mean claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.
3. Plot the average overall and claim scores, along with the proficiency cut scores, across years.

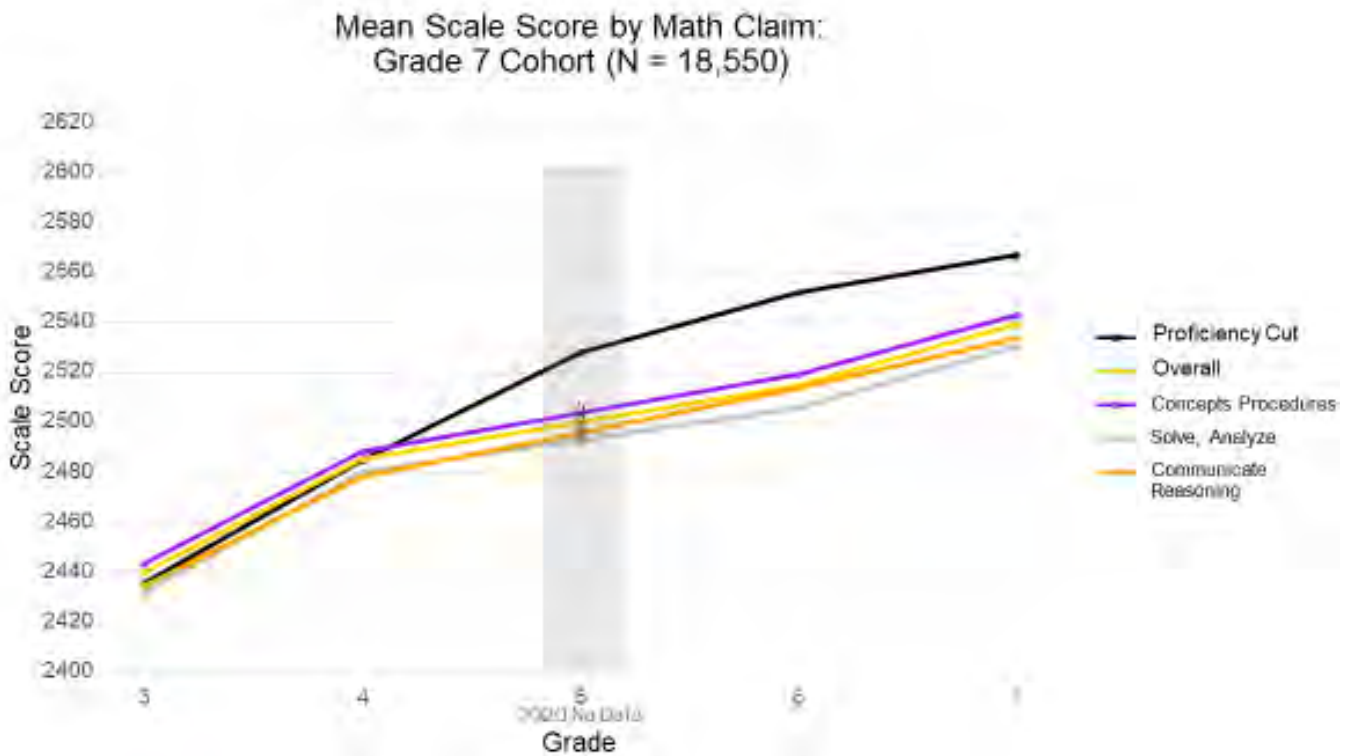
The following graphs show both composite scores and their constituent claims scores. Claim scores evaluate achievement on each of the three skills that comprise Math proficiency – Concepts, Procedures; Solve Problems, Analyzing; and Reason and Communicate. The claim scores are combined into the Overall composite.

The cohort graphs on the following pages show the composite score in **yellow**; the Proficiency Cut Score in **black**, and the claims in other colors. The Cut score is the level a student is considered proficient within the grade. A double slash (\\) symbol and a gray vertical bar appears over years with missing data to indicate the lack of data for that year.

The pattern for all three cohorts is very similar:

- Students’ means started in grade 3 at or above proficiency in the Concepts claim and the Overall composite.
- By grade 4, students’ progress on all claims and the composite flattened and diverged dramatically below the Proficiency Cut, which continued to rise.
- In this youngest cohort, students narrowed their achievement gap from the Proficiency Cut on all claim scores in the final year – 7th grade. This narrowing did not occur for other cohorts or grades.

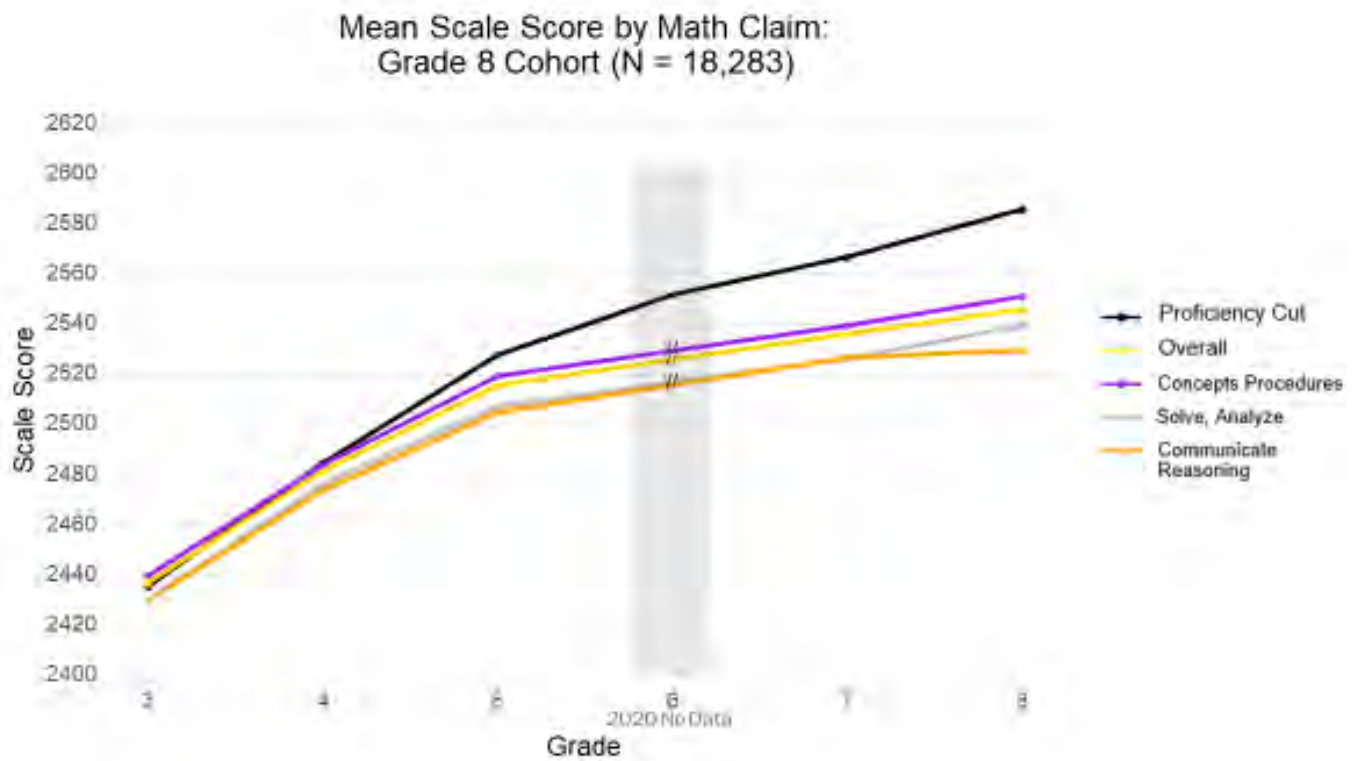
Figure 24: ISAT MATH Scale Scores, Grade-7 Cohort by Claim, SYs 2018-2022



The pattern for the 8th-grade cohort, seen in Figure 25, resembles the younger cohort, though the gap from proficiency continues to grow larger after the COVID gap and into 8th grade

- Students’ means started in grade 3 at or near proficiency in the Concepts claim and the Overall composite.
- By grade 5, students’ scores lagged below the Proficiency Cut, and fell steadily behind through the final year.

Figure 25: ISAT MATH Scale Scores, Grade-8 Cohort by Claim, SYs 2017-2022



v

Figure 26, depicting the 10th-grade cohort, reveals a similar, though more worrying trend.

- Only in the 10th-grade cohort did the average on any of the claims or the Overall composite decline in one grade compared to the prior grade measured. In this case that measure was three years prior, from pre- to post-COVID.
- Both Concepts and Solve-Analyze claims declined from 7th grade to 10th grade (2019 to 2022).
- Only the Communicate, Reasoning claim mean rose in that same time period.
- These findings mirror those found in last year’s longitudinal, cohort analyses.

Figure 26: ISAT MATH Scale Scores, Grade-10 Cohort by Claim, SYs 2015-2022



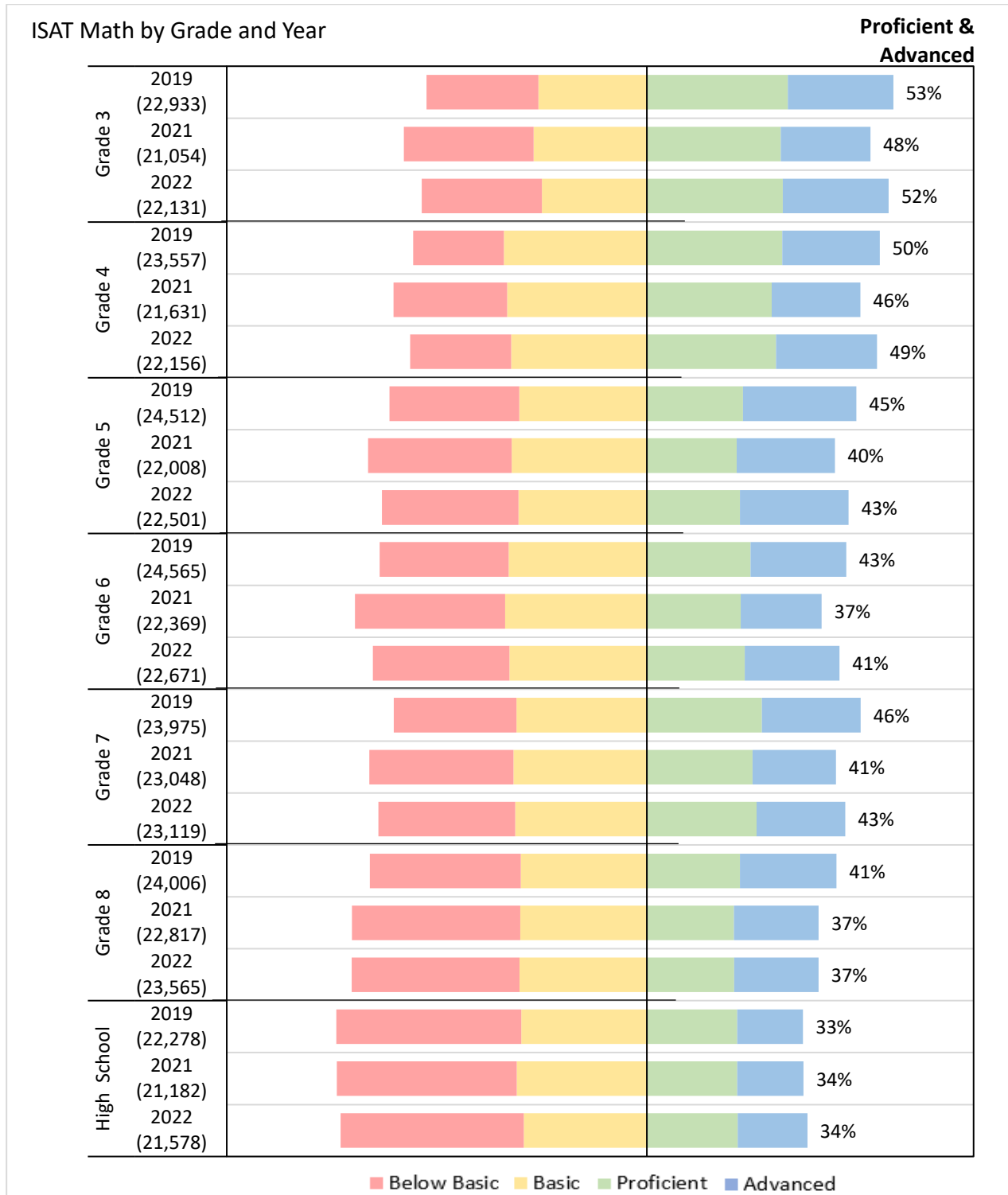
ISAT Math Performance by Grades 3–8, 10

Figure 27, next page, shows the proportional size of each ISAT Math proficiency level; the numbers to the right of each stacked bar are the total proportions of students who scored proficient (either Proficient or Advanced). Findings show a consistent trend of decreasing proficiency in higher grades, but encouraging signs that student performance is recovering since the 2021, COVID-related decline.

Findings show:

- The total proportion proficient in 2022 per grade grew to within two percentage points of the pre-COVID, 2019 levels, with two exceptions: one good, one not good.
 - 7th-grade proficiency grew by 2 points since 2021, but remained 3 points lower than in 2019.
 - 8th-grade proficiency in both 2021 and 2022 remained four percentage points lower than in 2019.
- The 2022 proportion proficient decreased from a high of 52% in 3rd grade to 34% in high school, a trend also seen in in the prior three years of testing, and mirrored in the longitudinal analyses (Figure 24 through Figure 26 above).
- The decline in proportion proficient from Grade 3 through 10 was consistent per grade step, except for Grade 7, which in all three years was at least 2 percentage points higher than Grade 6, raising it to, or above, the Grade-5 proportion.

Figure 27: ISAT Math Proficiency by Grade in 2019, 2021, and 2022



Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT Math Performance by Race/Ethnicity – All Grades

As seen in Table 3 below, all race-ethnic groups have increased in proficiency since 2021, and gaps have remained stable or decreased, with one exception.

- Hawaiian, Pacific Islanders’ proportion proficient declined by an additional percentage point since 2021 to 32%.
- By contrast their non-Hawaiian counterparts improved by three points, widening the gap from seven to nine percentage points.
- A change in the number or proportion is unlikely the reason. Hawaiians, Pacific Islanders’ proportion of the total student population has remained steady at 3% since 2017. It increased from 446 to 481 since 2017, keeping pace with the growth in overall student enrollment.

Table 3: ISAT Math by Race-Ethnicity, 2017 through 2022

Category	Group	2017		2018		2019		2020	2021		2022	
		Proficient	Percentage-point Difference	Prof.	Diff.	Prof.	Diff.		Prof.	Diff.	Prof.	Diff.
All Students	All Students	43%	-	45%	-	45%	-	-	40%	-	43%	-
American Indian, Alaskan Native	American Indian Not American Indian	21% 43%	 22	21% 45%	 24	22% 45%	 23		18% 40%	 22	20% 43%	 23
Hispanic, Latin	Hispanic Not Hispanic	23% 47%	 23	25% 49%	 24	26% 49%	 24		21% 45%	 23	24% 47%	 23
Black	Black Not Black	20% 43%	 23	20% 45%	 25	20% 45%	 26		17% 41%	 24	20% 43%	 23
White	Not White White	27% 48%	 21	29% 50%	 21	30% 50%	 21		25% 45%	 20	28% 48%	 20
Hawaiian Pacific Islander	Hawaiian Not Hawaiian	37% 43%	 6	39% 45%	 5	38% 45%	 7		33% 40%	 7	32% 43%	 10
Two or More Races	Two or More Races Not Multiracial	43% 43%	 0	45% 45%	 -1	46% 45%	 -1		41% 40%	 0	45% 43%	 -2
Asian	Asian Not Asian	59% 42%	 -16	58% 44%	 -14	60% 45%	 -15		57% 40%	 -17	59% 43%	 -17

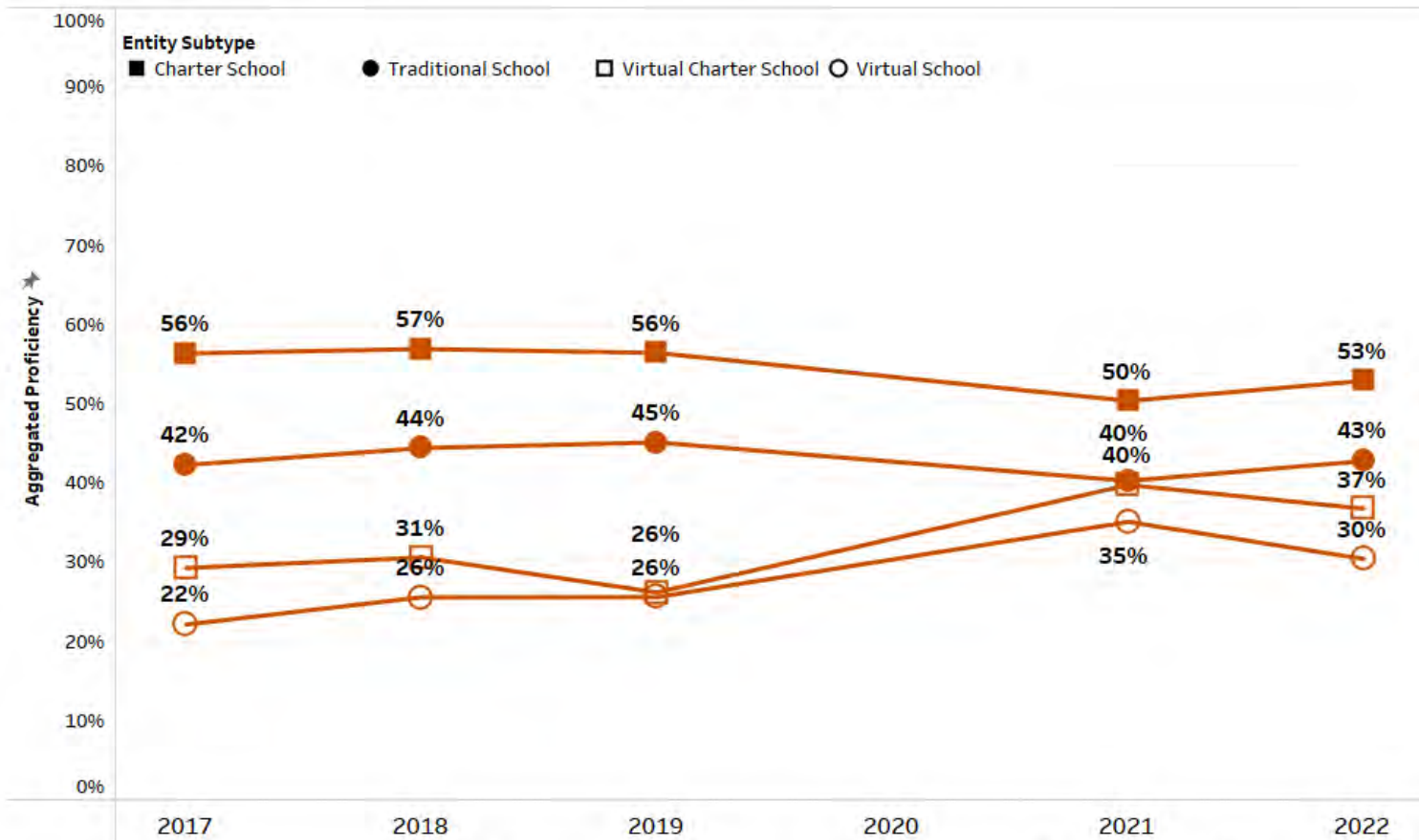
As seen in Table 4 below, all student groups and their complement-groups increased in proficiency since 2021, and gaps have remained stable or decreased in that time, with two exceptions.

- Economically disadvantaged students remained at 28% proficient since 2021, their lowest since 2017. But their difference from other students was the lowest in five years – 20 percentage points. The decreasing gap may reflect how students are assigned to these groups. Since 2017 the number of students identified as economically disadvantaged decreased 40% from 78,000 to 47,000, representing a decline from 51% to 20% of enrolled students (no school-lunch-program data were collected). Over the same time, enrollment increased by 3%.
- Although students in foster care increased in proportion proficient since 2021, their gap versus those not in care rose by two points to 26 points - the same gap recorded for two of the past three years. The proportion of proficient among those not in foster care rebounded more since last year than for those in care. The number of students reported being in foster care declined 54% since 2017 from 514 (3.3% of all students) to 239 (1.5%), even though the total number of children placed in foster homes increased in the same period.

Table 4: ISAT Math by Student Groups in 2017 through 2022

Category	Group	2017		2018		2019		2020	2021		2022	
		Proficient	Pct.-point Difference	Prof.	Dif.	Prof.	Dif.		Prof.	Dif.	Prof.	Dif.
All Students	All Students	43%	-	45%	-	45%	-	-	40%	-	43%	-
English Learners	English Learners	12%		12%		16%			15%		17%	
	Not English Learner	44%	33	46%	34	47%	31		43%	28	45%	28
Homeless	Homeless	21%		23%		25%			18%		21%	
	Not Homeless	43%	22	45%	22	45%	21		41%	22	43%	22
In Foster Care	In Foster Care			19%		20%			16%		17%	
	Not in Foster Care			45%	26	45%	26		40%	24	43%	26
Migrant	Migrant	16%		19%		19%			15%		17%	
	Not Migrant	43%	27	45%	26	45%	26		41%	26	43%	26
Military Connected	Military Connected			45%		41%			38%		44%	
	Not Military Connected			45%	-1	45%	4		40%	3	43%	-1
Economic Disadvantage	Disadvantaged	31%		32%		33%			28%		28%	
	Not Disadvantaged	55%	24	56%	24	55%	23		47%	20	49%	20
Students with Disabilities	With Disabilities	13%		14%		13%			10%		13%	
	Without Disabilities	46%	33	48%	34	49%	36		44%	34	47%	34

Figure 28: MATH Proficiency for Locale Designations and School Types



Proficiency-proportion gaps among school types narrowed by 20 percentage points in 2021, but began to diverge in 2022. Proficiency rates at Charter and Traditional schools rose since 2021 by three points; whereas proportions in both Charter and Traditional Virtual schools dropped by as much.

	2017	2018	2019	2020	2021	2022
Charter School	8,344	8,620	9,715		10,868	11,306
Traditional School	134,408	136,026	137,923		125,743	132,354
Virtual Charter School	544	618	614		544	1,229
Virtual School	99	351	967		5,875	4,939

HIGH SCHOOL GRADUATION RATES, AND GO-ON RATES

Idaho students’ rates of graduation and going on to post-secondary education appear here.

Graduation Rate

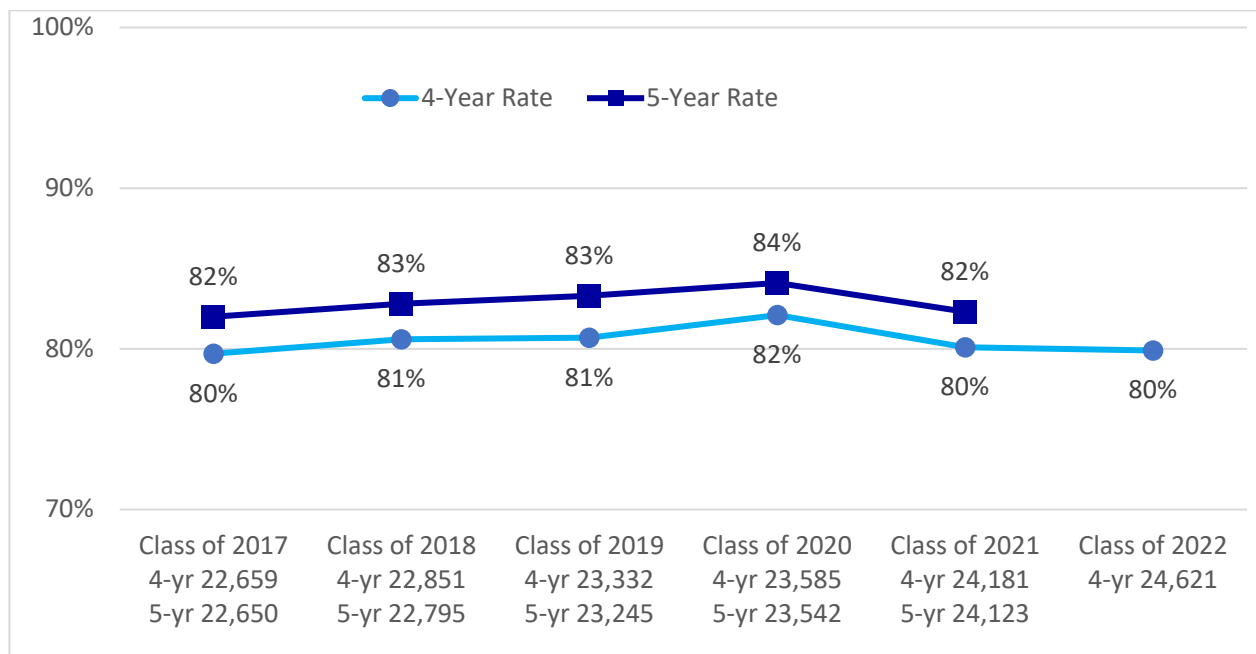
We report graduation rate in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9th grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho’s public-school system in their fifth year.

Cohort Graduation Rate: Classes of 2017–2022

In 2022, 80% of Idaho’s high school students graduated in four years. As seen in Figure 29:

- The 4-year cohort size has increased steadily, showing an 9% gain since 2017.
- The 5-year rate averages 2 percentage points higher than the 4-year rate.
- Both the 4-year and 5-year graduation rates are at the 2017 level following the 2020-COVID uptick, which may have resulted from relaxed completion standards.

Figure 29: 4-year and 5-year Graduation Rates per Cohort

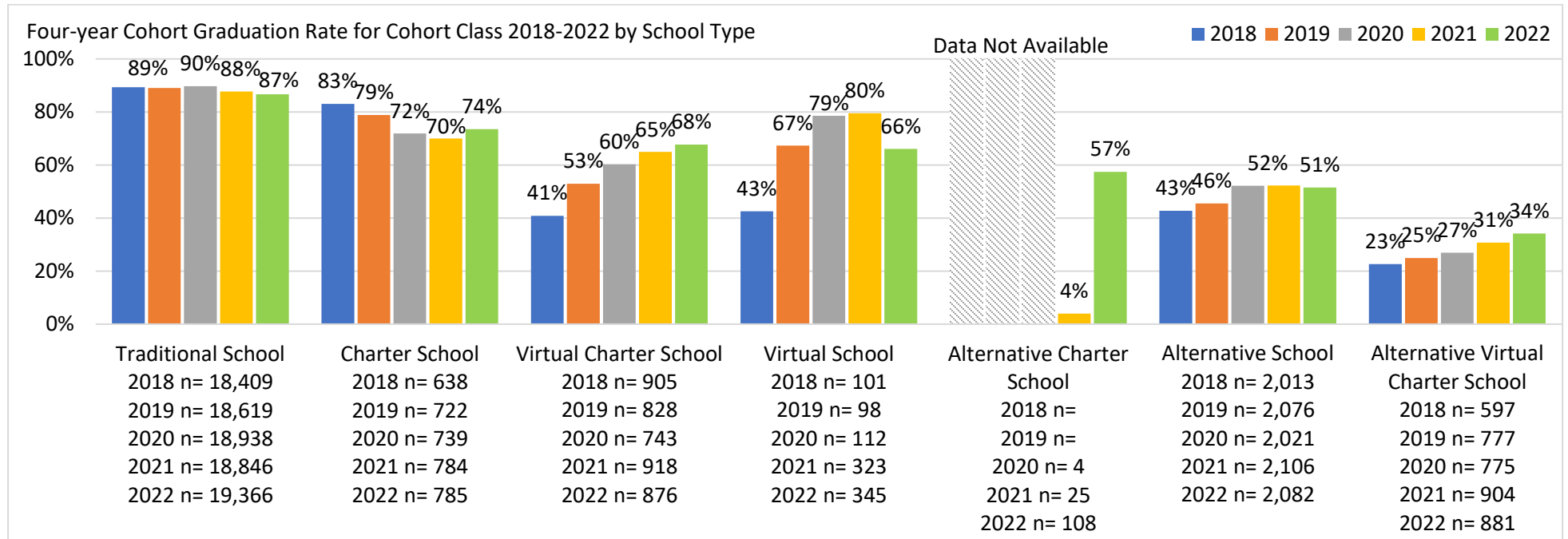


4-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 30:

- Compared to other school types, traditional schools achieved the highest 4-year graduation rates, by at least six percentage points in a given year, since 2018, ranging from 87% in 2022 to 90% in 2020.
- Charter schools’ rate rose four points in 2022 to 74% since 2021, reversing their three-year decline since 2018.
- By contrast, virtual schools’ rates dropped 14 points in 2022 to 66%, reversing their precipitous rise in rates since 2018.
- Virtual charter schools and alternative virtual charters had steady rises in graduation rates since through 2022 to 68% and 34%, respectively.
- Alternative schools have held relatively steady at 51%-52% since 2020.

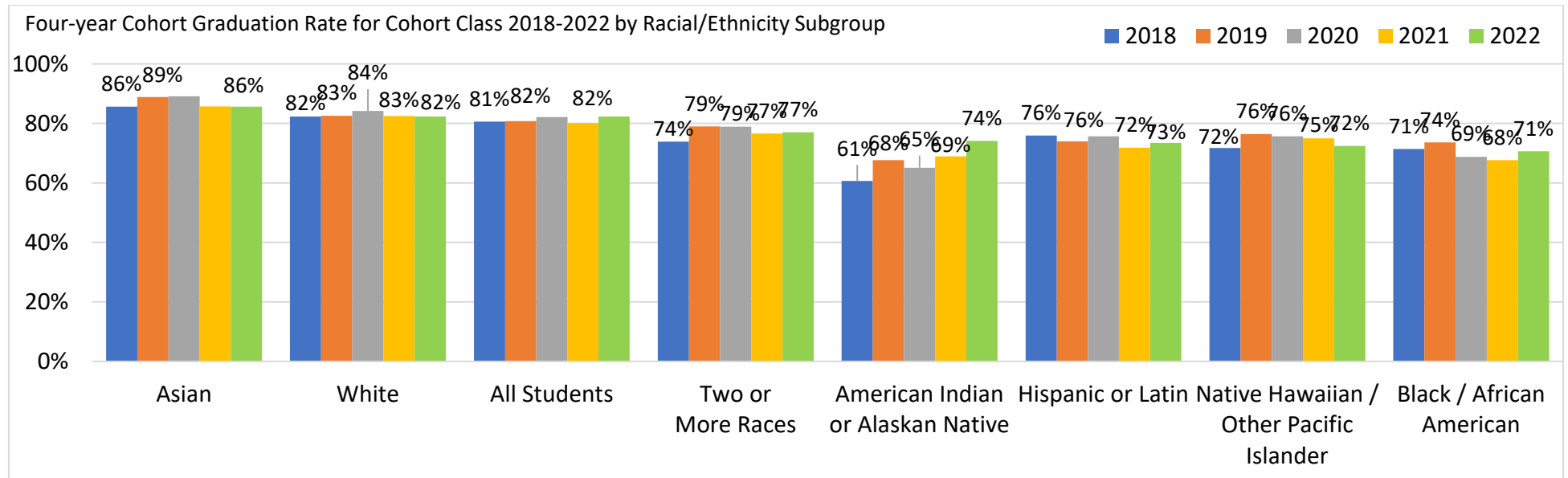
Figure 30: 4-Year Graduation Rate per School Type



As seen in Figure 31, four-year graduation rates held relatively stable within race-ethnicity groups across the past five years, with the greatest variability among Blacks and American Indians.

- Rates were highest among Asians and whites; lowest among Native Hawaiians and African Americans; and relatively stable for most groups, with three exceptions.
- American Indians’ rate rose more in the past five years than any other group (13 percentage points), though they were also the most variable across the years, in part because of their relatively small group size compared to most other subgroups.
- Rates of students reporting two or more races increased by three percentage points since 2018.
- Hispanics’ rate rose one point since last year, but has declined by three points since 2018.

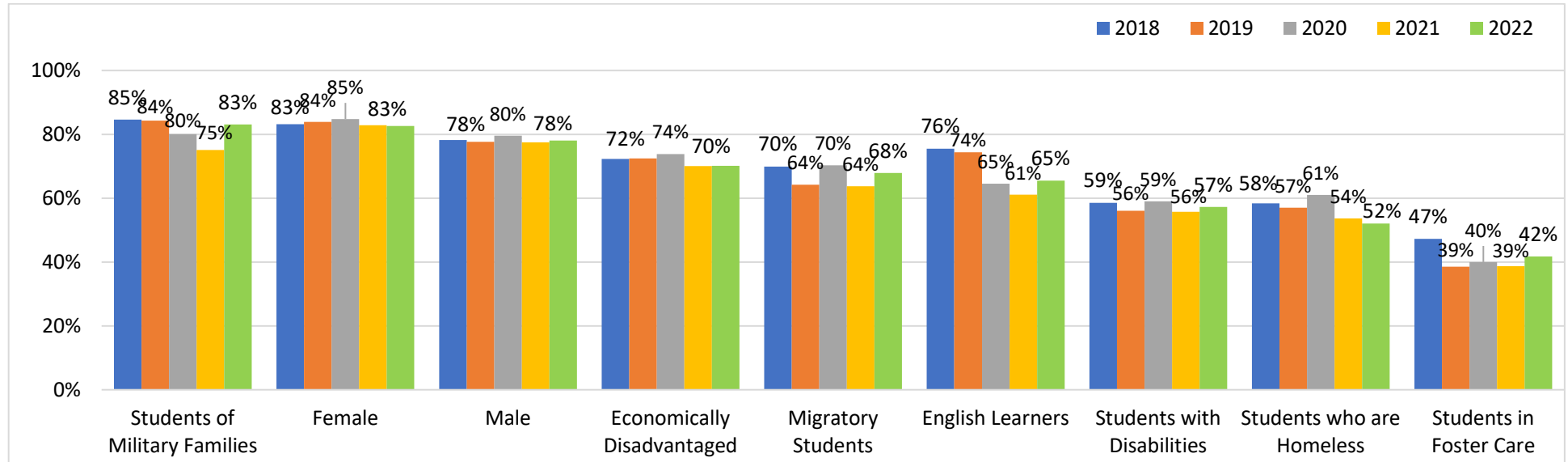
Figure 31: 4-Year Graduation Rates per Cohort by Race/Ethnicity



As seen in Figure 31:

- In general, students in military families and females graduated at the highest rates; whereas students with disabilities, and students who were homeless or were in foster care had the lowest graduation rates.
- English learners dropped 11 points since 2018, but the same as in 2020. The criteria for identifying English Learners changed in 2020, making it the appropriate baseline comparison year.
- The lower-performing groups also showed greater cohort-to-cohort variability, partly because of their smaller group sizes.

Figure 32: 4-Year Graduation Rates per Cohort by Student Groups



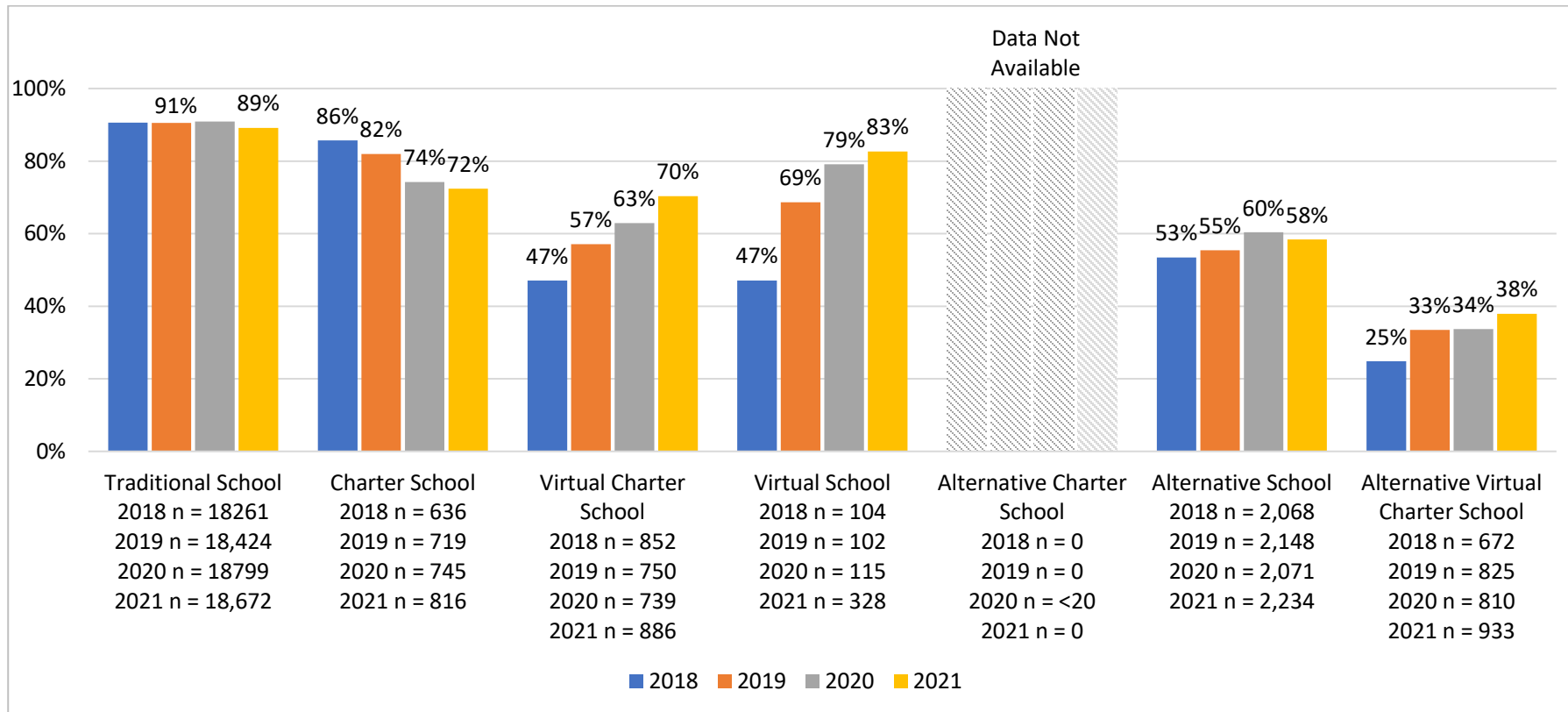
*The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

5-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 33, the pattern for 5-year graduation rates since 2018 is similar to that for the 4-year rates:

- Rates were considerably higher in traditional schools than in other school types, holding steady at 91% through the 2020 cohort, and dropping to 89% in the 2021 cohort.
- Charter schools’ decline in the 5-year graduation rate continued to a low of 72% for the 2021 cohort.
- Virtual schools, virtual charter schools, and alternative virtual charters continued their rise in rates through the 2021 cohort.
- Alternative schools’ rate declined by 2 points to 58% since the prior cohort.

Figure 33: 5-Year Graduation Rate per School Type

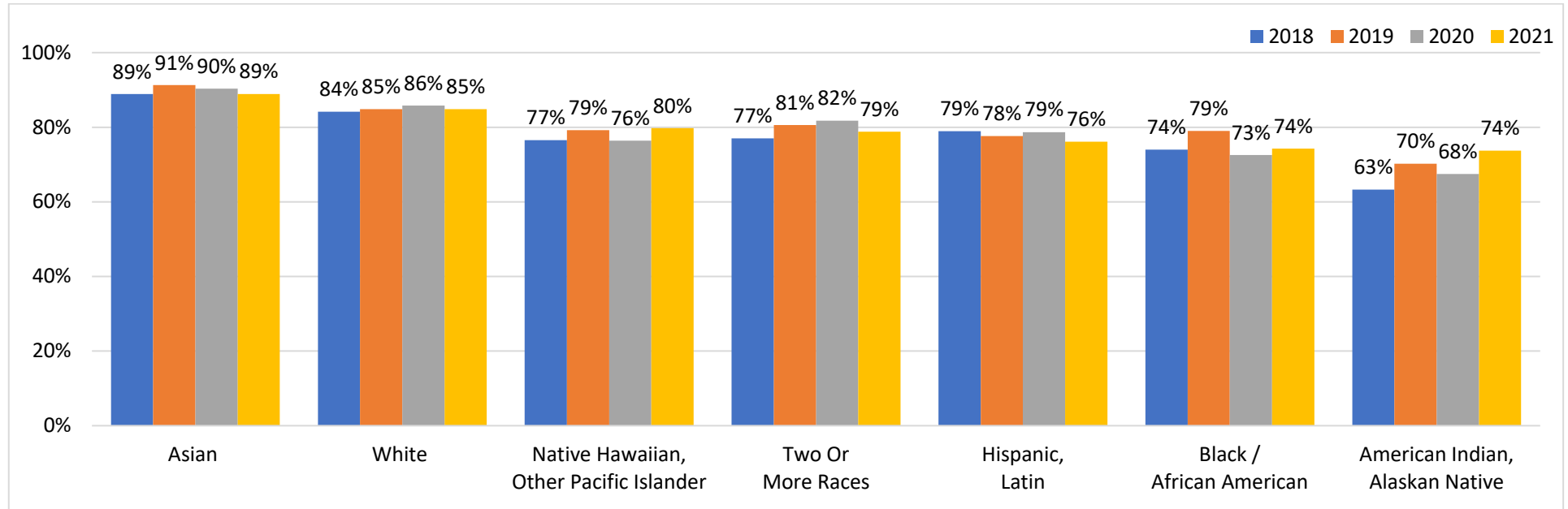


As seen in Figure 34:

Figure 34 shows that 5-year graduation rates have held relatively stable within race-ethnicity groups across the past four years, with the greatest variability among Blacks and American Indians.

- In general, Asians and whites had the highest graduation rates; whereas Blacks and American Indians had the lowest; these lower-performing groups also showed greater cohort-to-cohort variability.
- Native Hawaiians, African Americans, and American Indians rose 1-6 points in 5-year rates for the 2021 cohort versus the 2020 cohort.
- In most groups, the 2018 cohort had the lowest 5-year graduation rates; the 2019 cohort was among the top performers across four years.

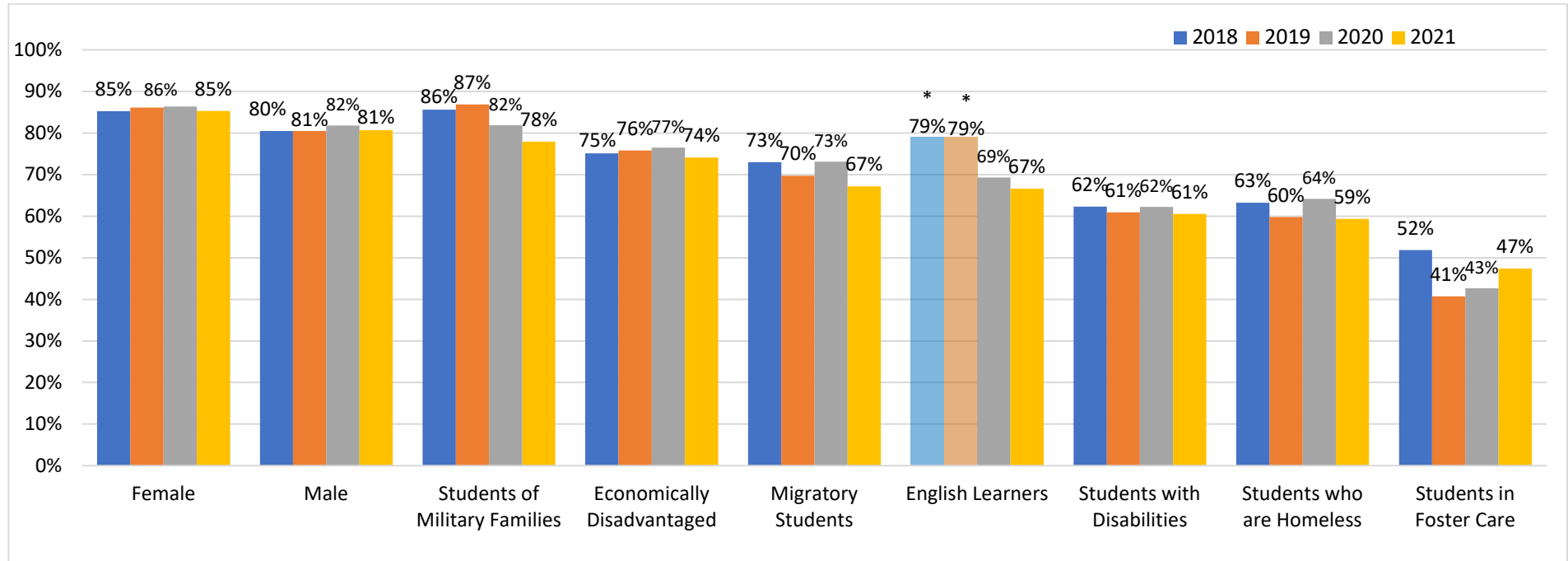
Figure 34: 5-Year Graduation Rates per Cohort by Race/Ethnicity



As seen in Figure 35, 5-year graduation rates have held relatively stable within student groups across the past four years, with the greatest variability among students in foster care and those who are migrants.

- In general, females, males, and students in military families graduated at higher rates; whereas students who were homeless or were in foster care had the lowest graduation rates.
- These lowest-performing groups also showed the greatest cohort-to-cohort variability.

Figure 35: 5-Year Graduation Rates per Cohort by Student Groups



*The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

GO-ON RATES

Students' rates of continuing to post-secondary training strongly affect a state's economy and its citizens' lifetime earnings. Idaho's go-on rates reflect the percentage of high school graduates who pursue post-secondary education within one, three, or five years of graduation. Go-on status is counted based on the student's graduation year (not on the graduation cohort, which drives the calculation of graduation rates). The denominators used to calculate go-on rates include all students who graduated in the spring or summer of the academic year. For instance, the 1-year go-on rate for 2017-18 is the proportion of all students graduating in spring or summer 2018 (at the end of the 2017-18 academic year) who pursued higher education within one year of graduating. The 3-year go-on rates maintain the same graduating class, but consider the percentage that enrolled in post-secondary education within three years of graduating, and likewise for the 5-year go-on rate.

Idaho's Office of the State Board of Education (OSBE) provided the go-on data, which it now terms "college-going" data. Counted in these data are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

The two data sources OSBE consults are (1) the eight Idaho public, post-secondary institutions; and (2) the National Student Clearinghouse (NSC)⁷, which receives data from institutions nationwide that accept federal financial aid. Some known post-secondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.⁸

⁷ National Student Clearinghouse: <https://www.studentclearinghouse.org/>

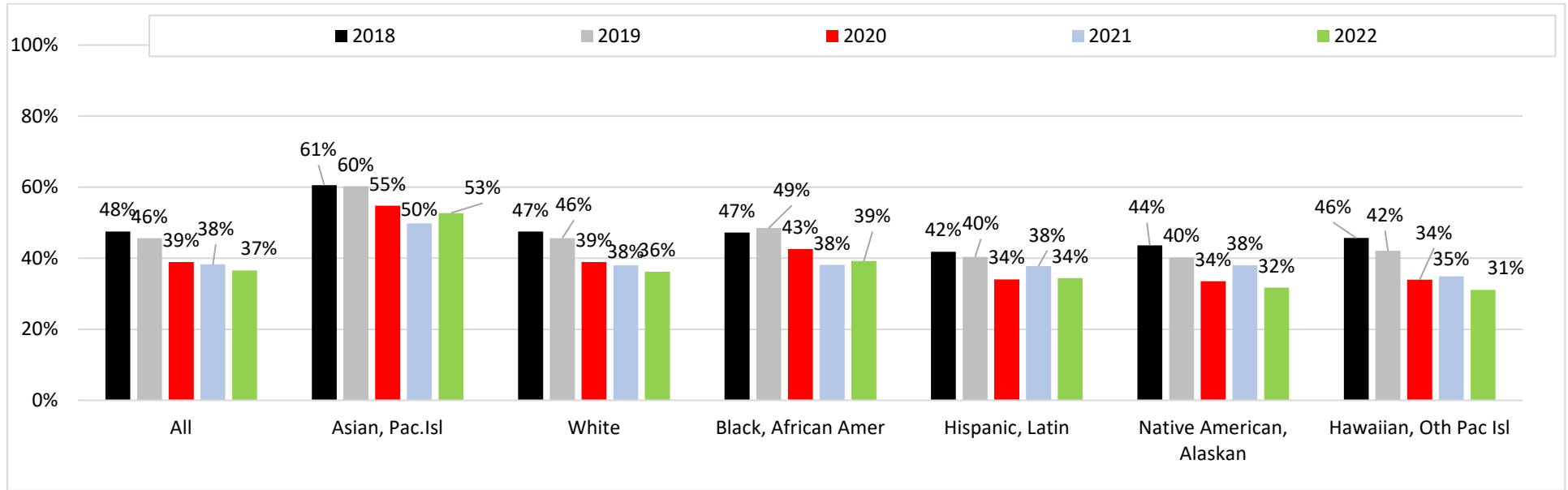
⁸ Included in the rate calculation are students attending all Idaho public, post-secondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). These Idaho schools appeared in the NSC counts last year: Apollo College, Boise State University, Brigham Young University – Idaho, Broadview University, College America - Stevens Henager, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, Idaho State University, ITT Technical Institute – Boise, Lewis-Clark State College, North Idaho College, Northwest Nazarene University, Stevens-Henager College, Stevens-Henager College Nampa, The College of Idaho, University of Idaho. In addition, in a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE-Research on request.

1-Year Go-On Rates

As seen in Figure 36, 1-year go-on rates have declined steadily to 37% overall from 48% in 2018.

- This declining go-on trend was true for all except two groups: rates among Asians and Blacks increased 4 and 1 percentage points, respectively since last year.
- By contrast, rates dropped by 4-6 points since last year among Hispanics, Native Americans, and Native Hawaiians. Note that the numbers of graduating Native Hawaiians has remained relatively small, never exceeding 190 statewide.

Figure 36: 1-Year Go-On Rates by Race and Ethnicity

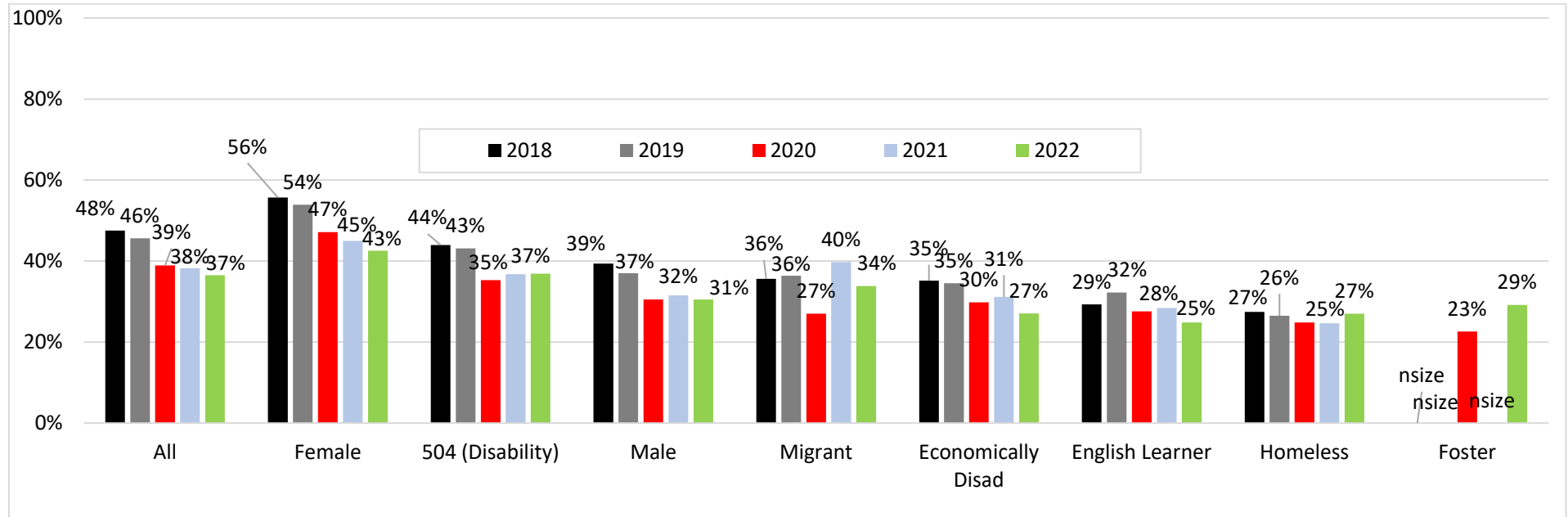


COHORT Class	Ns: All Students	Asian	White	Black	Hispanic	Native American	Hawaiian
2018	18,781	459	17,024	339	3,073	559	151
2019	19,449	468	17,561	402	3,187	684	164
2020	20,300	500	18,417	418	3,442	722	165
2021	19,773	512	18,041	383	3,195	755	172
2022	20,176	548	18,474	444	3,463	769	190

Figure 37 shows a similar pattern for student groups, though the gaps from lowest- to highest-matriculating groups tended higher, compared to gaps among race-ethnicity groups

- 1-year go-on rates continued a 5-year decline since 2018, though the 1-point decline since last year is less than in some other years.
- Declines since 2021 were greatest among migrants, English learners, and economically disadvantaged students: 3-6 percentage points.
- The numbers of foster and migrant students in the analyses are low, making their annual changes more variable than those of other groups. Findings for groups with five or fewer students in the numerator, or fewer than 20 in the denominator are redacted.

Figure 37: 1-Year Go-On Rates by Student Groups



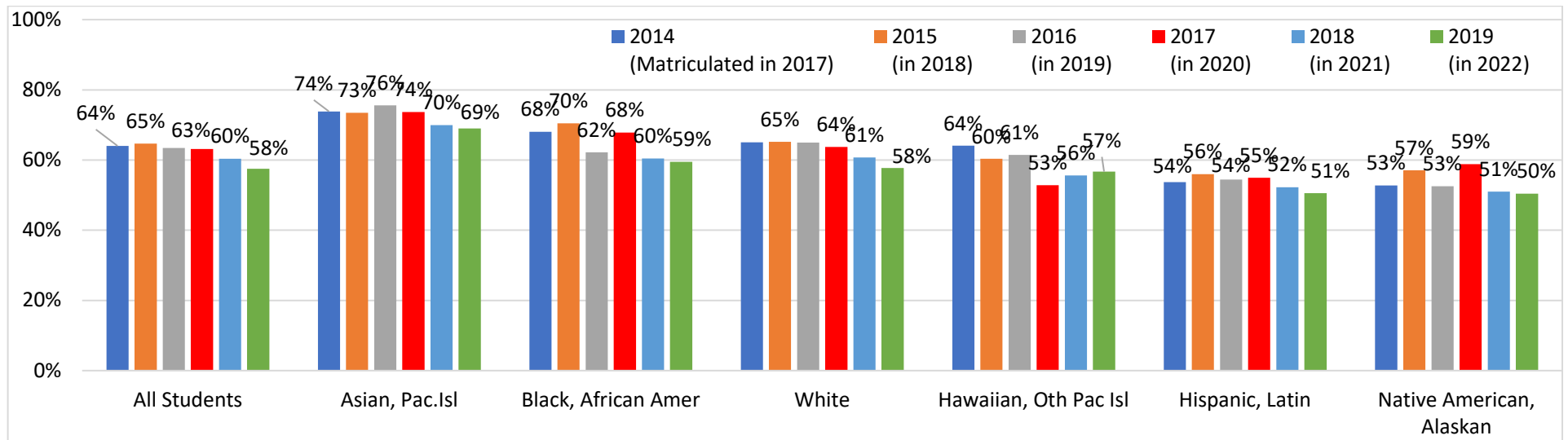
COHORT Class	Ns: All Students	Female	504	Male	Migrant	Economic Disadvantage	English Learner	Homeless	Foster
2018	18,781	9,348	805	9,433	132	6,094	444	455	< 35
2019	19,449	9,899	786	9,550	132	5,875	540	453	< 35
2020	20,300	10,217	1,087	10,083	185	5,585	624	463	< 35
2021	19,773	9,877	1,162	9,896	156	4,067	482	361	< 35
2022	20,176	10,078	1,196	10,098	192	3,383	579	418	< 35

3-Year Go-On Rates

As seen in Figure 38, 3-year go-on rates generally declined in the past five years, with the observed rate per matriculation year dropping by six points since 2018. The disparity between highest- and lowest-matriculating race-ethnicity groups was 21 points in 2017, 19 points in 2022.

- The red bars show matriculation in 2020, which stood out for most groups – it differed more from the following cohort than from the preceding one, except for Hawaiians. For them, 2020 differed greatly from both prior and succeeding cohorts.
- 2022 saw a decline in matriculation among most groups, with 3- to 9-point drops since 2018. Note that the numbers of graduating Native Hawaiians has remained relatively small, never exceeding 164 statewide.

Figure 38: 3-Year Go-On Rates by Race, Ethnicity and Class Cohort

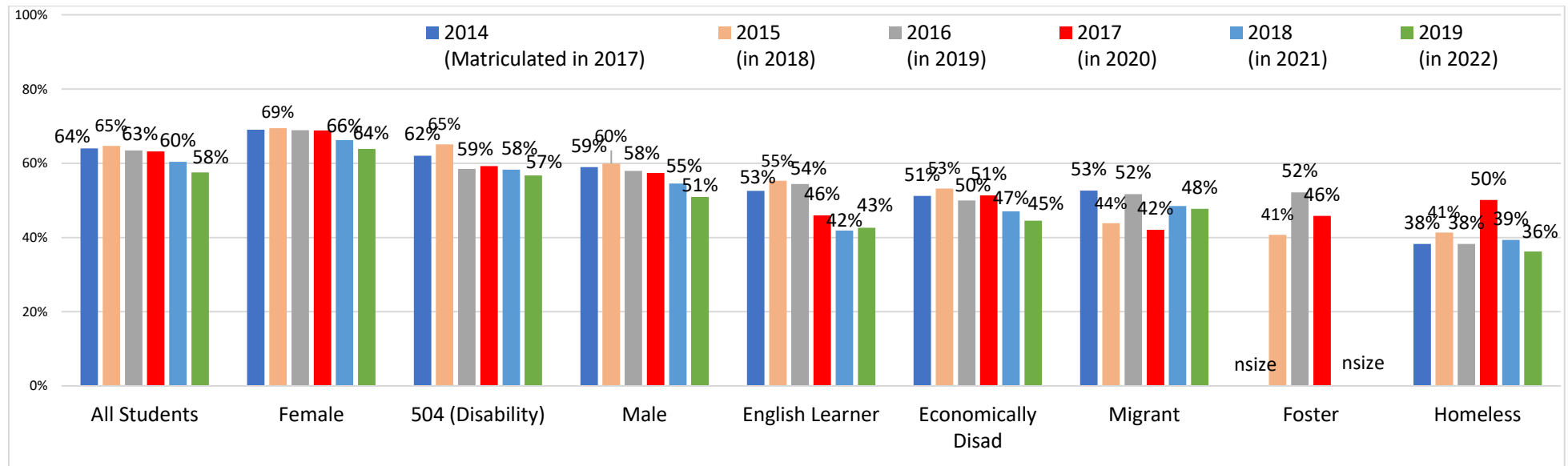


COHORT Class	Ns: All Students	Asian	Black	Hawaiian	White	Hispanic	Native American
2014 (Matriculated in 2017)	17,877	390	313	128	15,918	2,621	544
2015 (in 2018)	17,065	362	264	111	15,435	2,521	536
2016 (in 2019)	17,509	332	315	109	14,168	2,671	257
2017 (in 2020)	17,792	422	311	142	16,104	2,770	597
2018 (in 2021)	18,781	459	339	151	17,024	3,073	559
2019 (in 2022)	19,449	468	402	164	17,561	3,187	684

As seen in Figure 39, several student groups experienced quite low 3-year go-on rates. The disparity between the highest- and lowest-matriculating groups dropped from 31 percentage points in 2017 to 28 points in 2022.

- The red bars show matriculation in 2020, which stood out for most groups – it differed more from the following cohort than from the preceding one, except for the lowest-performing groups – students who were economically disadvantaged, or migrant, or homeless. For them, 2020 differed greatly from both prior and succeeding cohorts.
- This year saw an additional decline in matriculation among most groups of 1-5 points for many. The small numbers of foster students in the analyses reduced the ability to interpret changes.

Figure 39: 3-Year Go-On Rates by Student Groups and Class Cohort



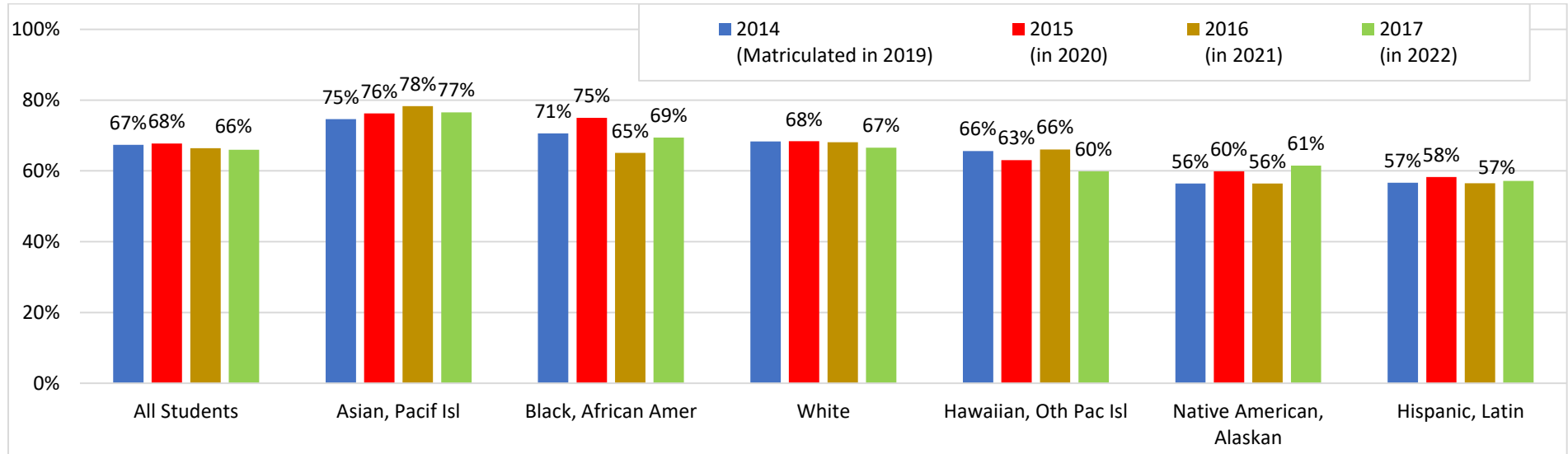
COHORT Class	Ns: All Students	Female	504 (Disability)	Male	English Learner	Economic Disadvantage	Migrant	Foster	Homeless
2014 (Matriculated in 2017)	17,877	8,964	448	8,913	1,106	6,329	95	< 35	277
2015 (in 2018)	17,065	8,506	473	8,559	1,082	5,655	73	< 35	322
2016 (in 2019)	17,509	8,785	588	8,724	1,105	6,051	89	< 35	345
2017 (in 2020)	17,792	8,958	660	8,834	459	6,382	107	< 35	351
2018 (in 2021)	18,781	9,348	805	9,433	444	6,094	132	< 35	455
2019 (in 2022)	19,449	9,899	786	9,550	540	5,875	132	< 35	453

5-Year Go-On Rates

As seen in Figure 36, the increase in go-on rates from the 3- versus 5-year duration was less than for the 1- versus 3-year duration. Yet, consistent with trends for 1-year and 3-year rates, the 5-year matriculation rates have generally declined in the past four years, though by more modest 1-5 percentage points per matriculation year since 2019.

- The disparity between highest- and lowest-matriculating race-ethnicity groups was 19 points in 2019, versus 20 points in 2022.
- By five years after graduation, the large majority of those likely to pursue post-secondary education have done so, and that rate has not varied greatly from cohort to cohort. In other words, the red bars show the 2020 matriculation rate as less different from other years' rates in this 5-year go-on graph than was true for the 3-year and 1-year graphs.

Figure 40: 5-Year Go-On Rates by Race, Ethnicity and Class Cohort

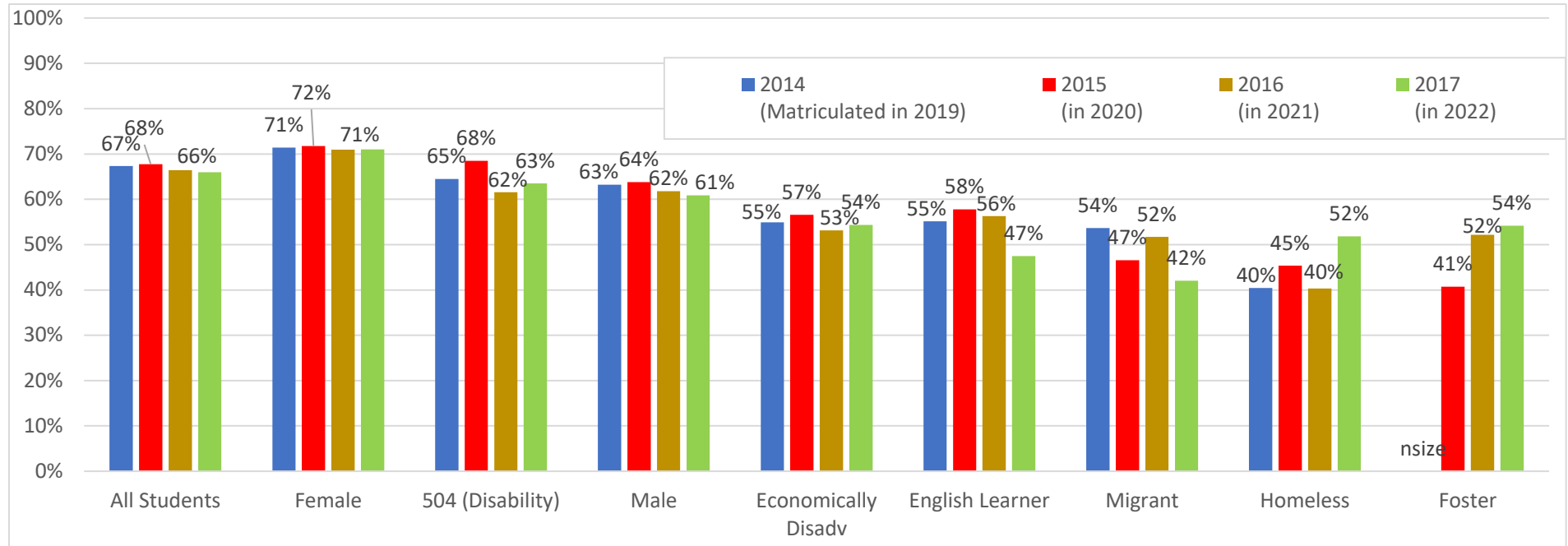


COHORT Class	Ns: All Students	Asian	Black	White	Hawaiian	Native American	Hispanic
2014 (Matriculated in 2019)	17,877	390	313	15,918	128	544	2,621
2015 (in 2020)	17,065	362	264	15,435	111	536	2,521
2016 (in 2021)	17,509	332	315	14,168	109	257	2,671
2017 (in 2022)	17,792	422	311	16,104	142	597	2,770

As seen in Figure 41,

- The disparity between highest- and lowest-matriculating race-ethnicity groups declined from 31 points in 2019 and 2020 to 29 points in 2022.
- The leveling of 5-year rates across the cohorts, as seen in the race-ethnicity graph was less true for the other student groups seen below. Specifically, matriculation in since 2019 remained highly variable for migrant, homeless, and foster students, whose rates were also 25-31 points below the highest-matriculating group.

Figure 41: 5-Year Go-On Rates by Student Group and Class Cohort



COHORT Class	All Students Ns	Female	504 (Disability)	Male	Economic Disadvantage	English Learner	Migrant	Homeless	Foster
2014 (Matriculated in 2019)	17,877	8,964	448	8,913	6,329	1,106	95	277	< 35
2015 (in 2020)	17,065	8,506	473	8,559	5,655	1,082	73	322	< 35
2016 (in 2021)	17,509	8,785	588	8,724	6,051	1,105	89	345	< 35
2017 (in 2022)	17,792	8,958	660	8,834	6,382	459	107	351	< 35

ATTENDANCE AND ENGAGEMENT

Both attendance and student engagement in school have well-documented, strong relationships to school success.

Attendance

The State Department of Education reports on two indices of student attendance or absenteeism.

Chronic Absenteeism Flag. This measure became part of our accountability system this year, replacing student engagement as part of the identification of schools as high-performing or in need of additional assistance.

Idaho districts and charter schools report if a student is “Chronically Absent” via ISEE, creating a Chronic Absenteeism flag on the student’s record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12 upon students’ exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below. At the request of the AOC, this document reports the second measure – proportion of days in attendance – instead of SDE’s accountability measure, chronic absenteeism.

Proportion Attendance Category. For this report, we categorized and analyzed the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster of students in attendance in an Idaho school on the first Friday in May.

Proportion of Days Reported Positive Attendance = Numerator /Denominator, WHERE:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year.
- Numerator = total number of instructional days of positive reported attendance for at least 1 hour, at the enrolled school, for the entire school year.

We analyzed those percentages using 10-percentage-point categories from 100% down to 60%. Finding little difference among the relatively few students in the lowest categories below 71%, we decreased to three categories:

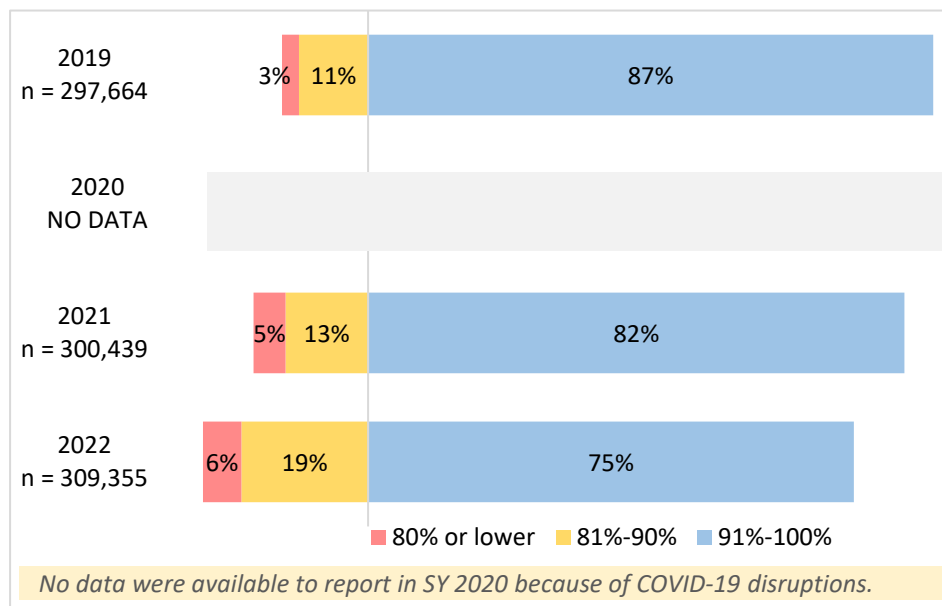
1. **Adequate Attendance**, or attendance on 91%-100% of the days in the entire school year
2. and 3. **Chronic Absence**, in two, successively more severe categories
 - o 81%-90% of days in attendance
 - o 80% or fewer days in attendance

In all three years, at least 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school, choosing the one with the highest proportion, because we lacked the data required to combine multiple values. We reported findings for just Proportion Attendance Category, rather than Chronic Absenteeism. Though the two measures differ somewhat in their exact assignment, they differ little in their patterns of relationships to important outcomes.

Attendance per Proportion-Attendance Category

As seen in Figure 42, the proportion attending adequately dropped since 2019 – five points from 2019 to 2021, and another seven points in 2022.

Figure 42: Student Attendance – All Students, All Grades



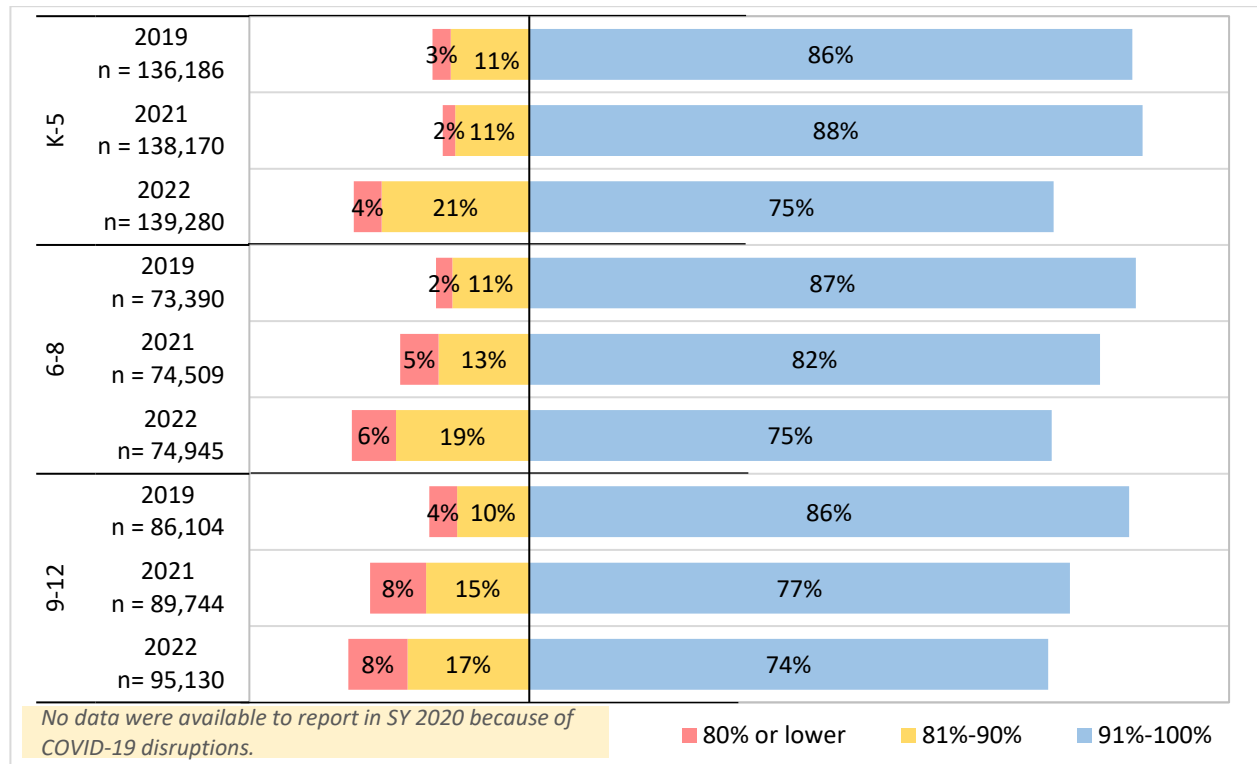
This section shows that attendance declined dramatically since last year among all groups, and is especially low among some groups of students.

Proportion Attendance per Grade and Student Group in 2019-2022

Figure 43 shows the impact of the COVID years on school attendance.

- Though elementary students attended at higher rates than older students in 2019 and 2021, the grade-related difference diminished to just one percentage point in 2022.
- The rates of low (81%-90%) and lowest (80% or lower) attendance increased commensurately in 2022.

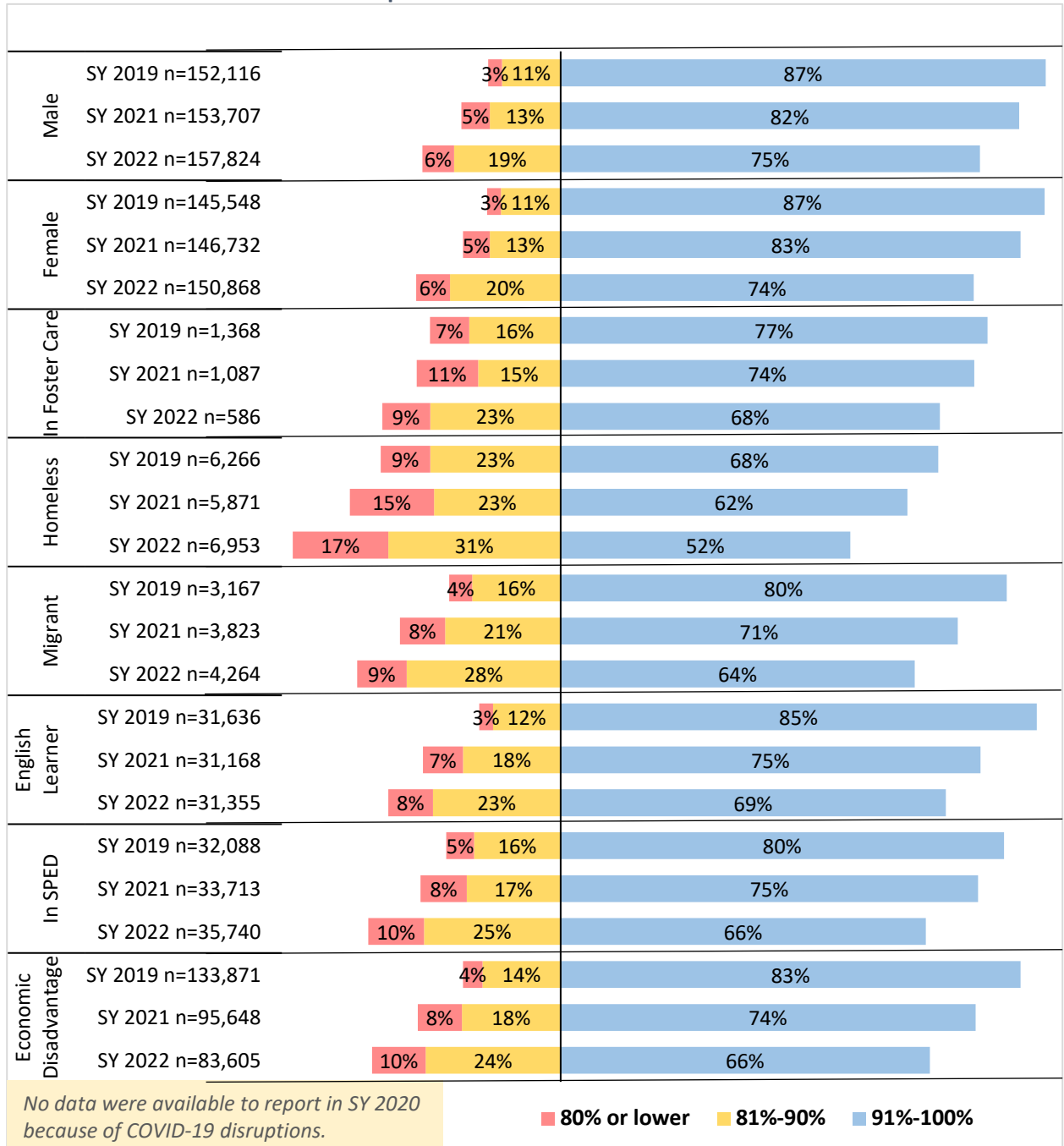
Figure 43: Student Attendance and Grade



As seen in Figure 44, all groups declined in adequate attendance (91%-100%) since 2019 and again since 2021 by at least six percentage points.

- Those with the lowest adequate attendance were students who were migrants or homeless.
- Just 52% of students experiencing homelessness attended adequately – the lowest proportion among the groups.

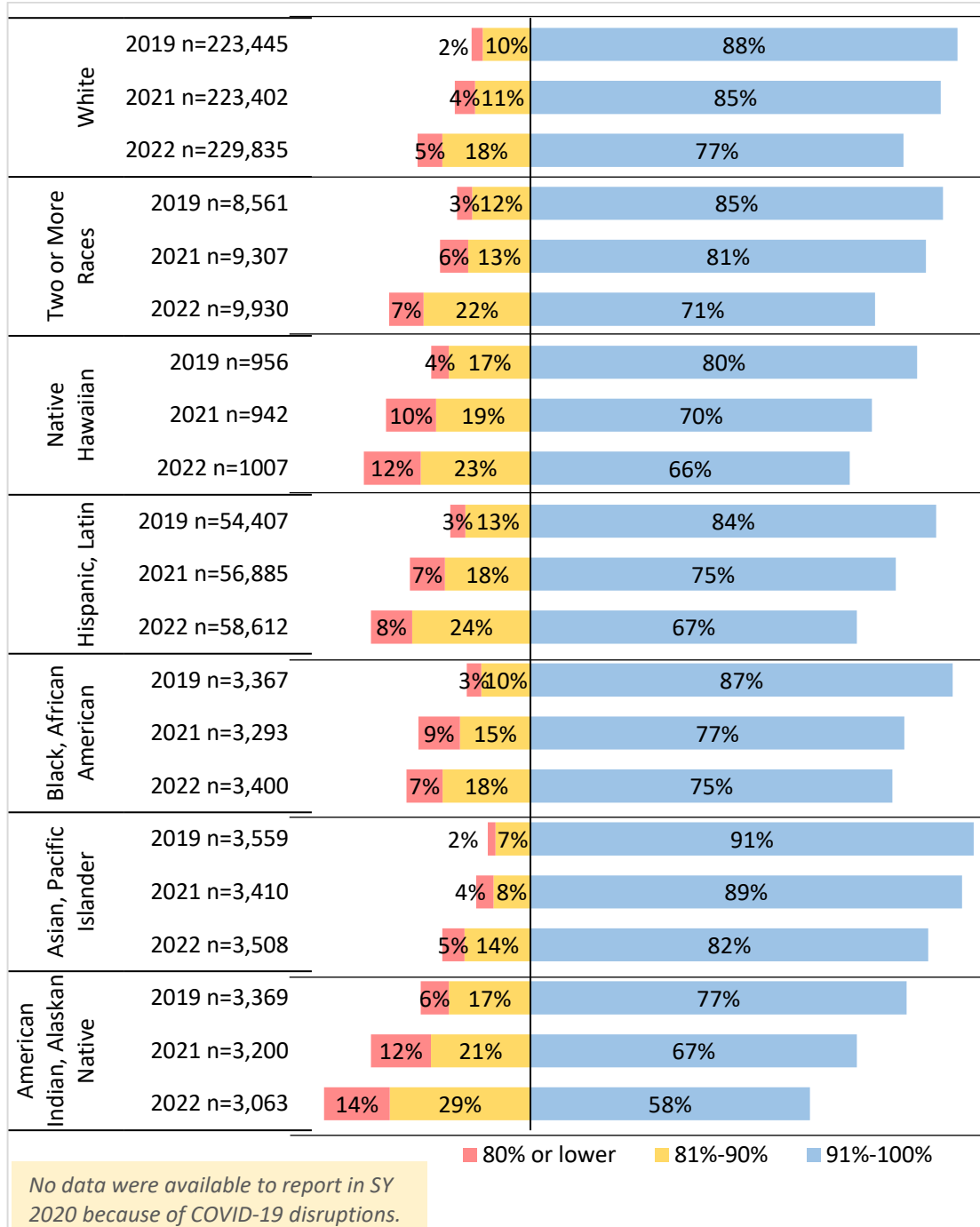
Figure 44: Student Attendance and Student Groups



As seen in Figure 45:

- Students who were Asian, white, or Black had the highest proportions of adequate attendance.
- American Indians, Native Hawaiians, and Hispanics had the lowest proportions.

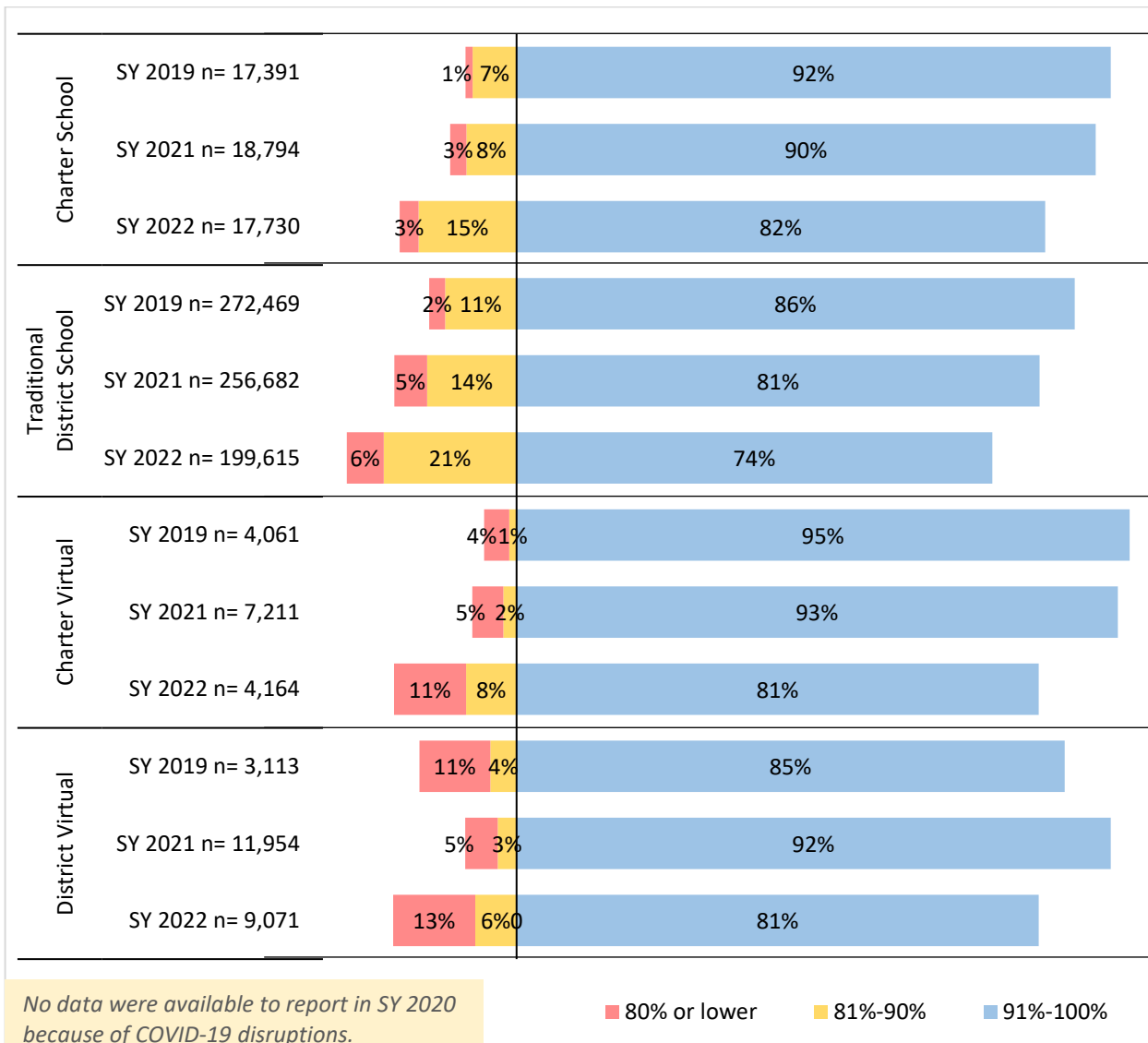
Figure 45: Student Attendance and Race-Ethnicity



As seen in Figure 46, all four school types lost attendance ground since last year.

- In 2022, traditional district schools had the lowest proportion attending adequately (74%), followed by the other three school types at 81% or 82%.
- All showed lower rates of adequate attendance this year than in 2019, with district virtual schools having lost the least (4 percentage points) compared to charter virtual schools, which lost the most (14 points).

Figure 46: Student Attendance and School Type



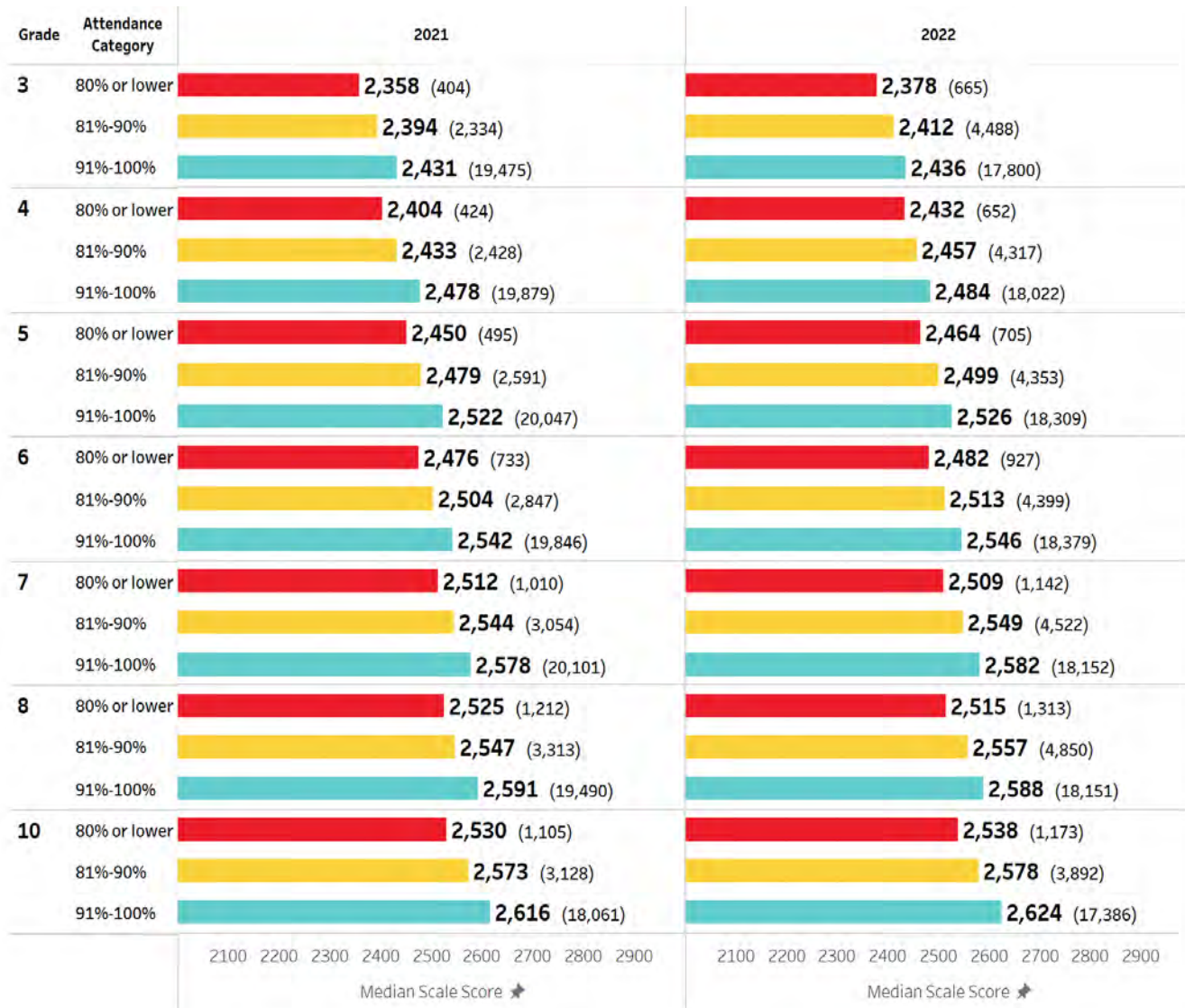
ISAT Median Scale Scores by Attendance Proportion Category

ISAT ELA and Math scores were positively correlated with attendance.

As seen in Figure 47,

- ISAT ELA scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2021, and 2022.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 47: 2021 ISAT ELA Median Scores by Grade and Attendance

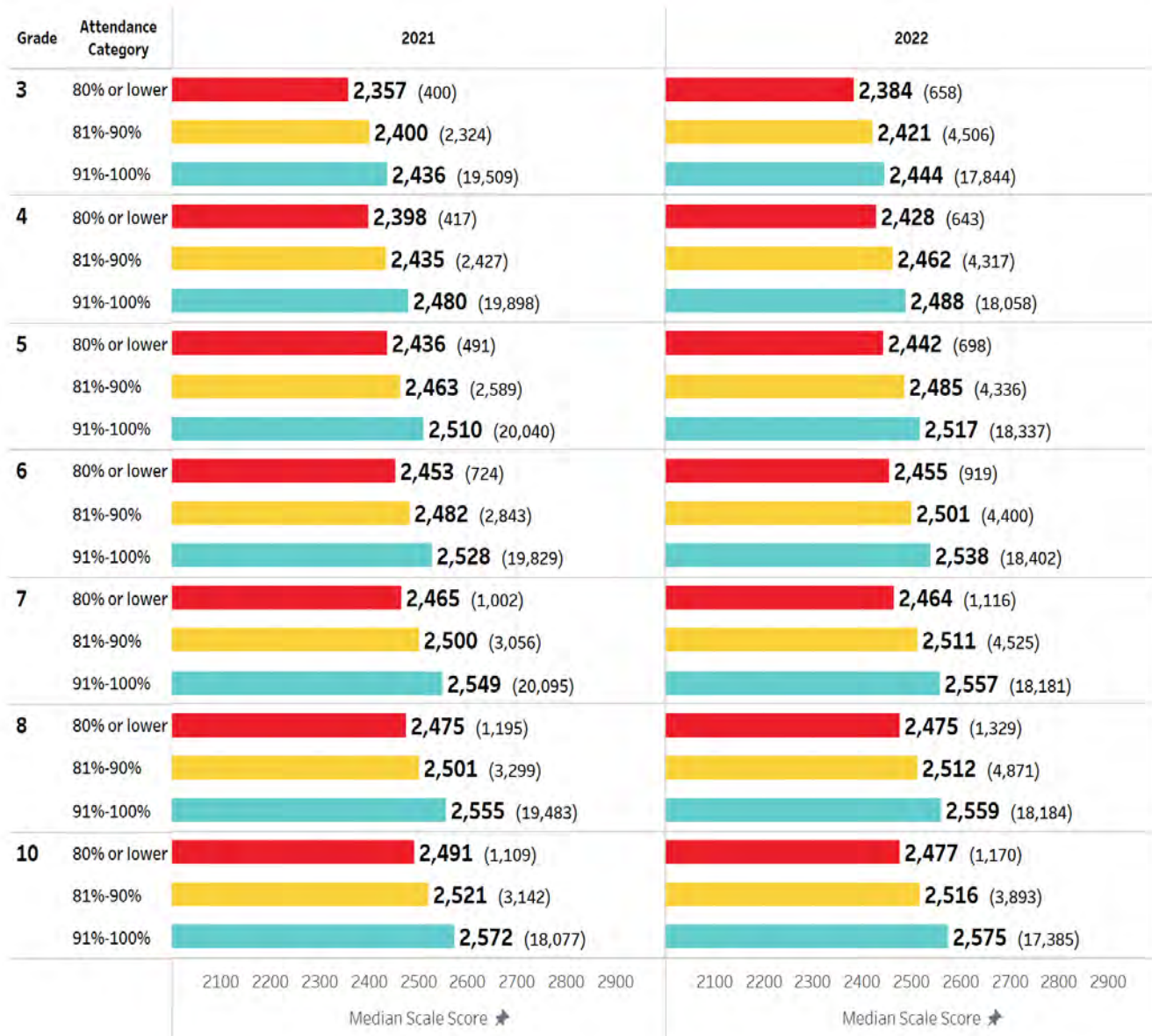


No data were available to report in SY 2020 because of COVID-19 disruptions.

As seen in Figure 48, ISAT Math scores were positively correlated with attendance.

- ISAT Math scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2021, and 2022.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 48: 2021 ISAT Math Median Scores by Grade and Attendance



No data were available to report in SY 2020 because of COVID-19 disruptions.

Engagement of Students, Parents, Staff

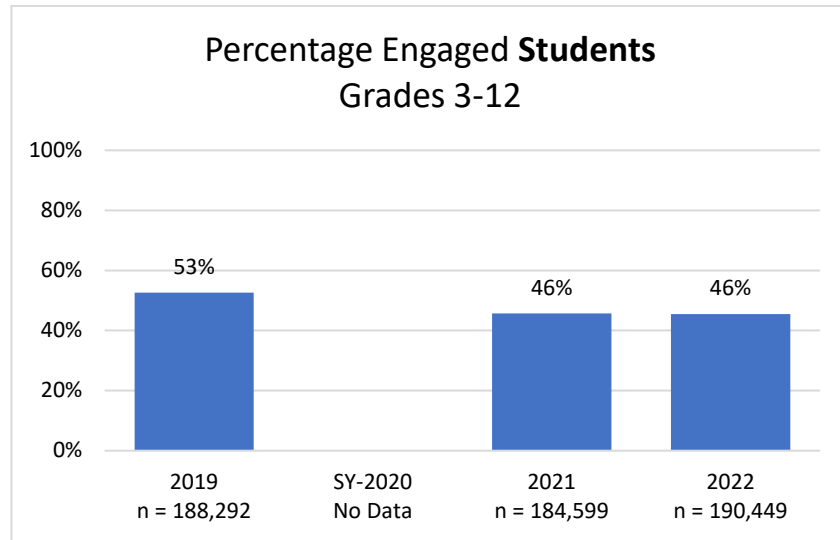
Student engagement is Idaho’s measure of school quality. Each year, students complete an online survey answering questions about their thoughts, feelings, and behaviors toward school. Responses are confidential and 100% participation is encouraged, but no penalty is associated with a participation threshold.

Student Engagement Overall

This graph shows the overall proportion of students identified as engaged, based on survey responses.

As seen in Figure 49, student engagement in grades 3 through 12 has declined since 2019 from 53% to 46%, and remained stable since last year.

Figure 49: Percentage of Engaged Students in Grades 3-12



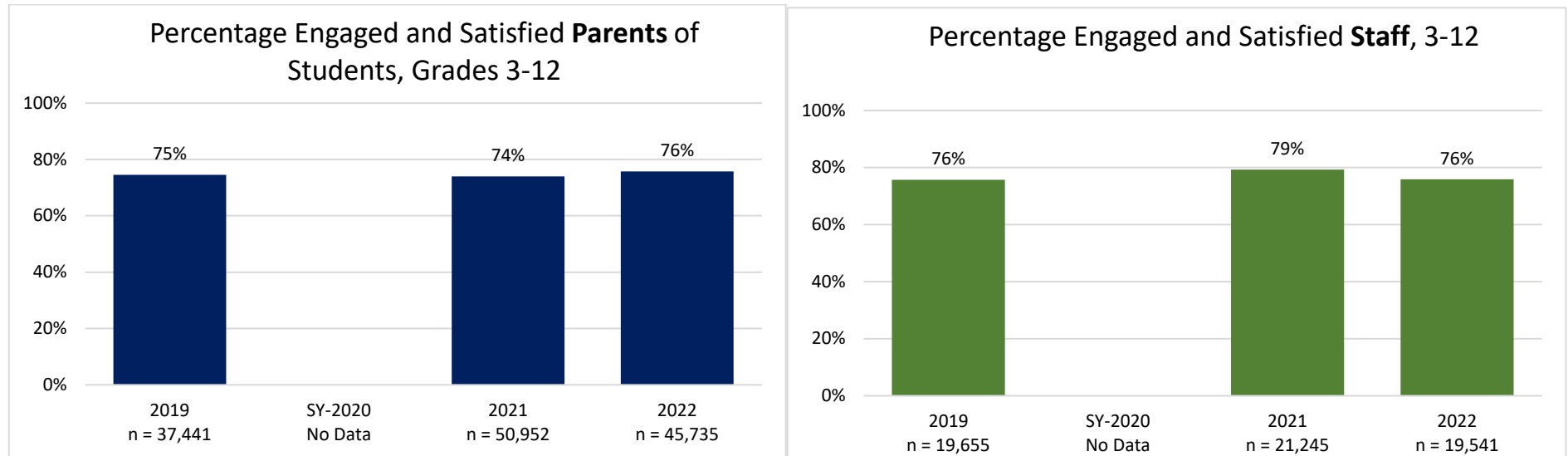
Satisfaction and Engagement of Parents and Staff

Parents and staff are encouraged to complete the surveys using an anonymous, online application offered by their school, making school-specific findings available. A parent’s answers may be included more than once because parents are invited to complete a survey for each child in school.

As seen in Figure 50:

- Satisfaction and engagement held relatively steady or increased somewhat from 2019 to 2021 for both parents and staff. Parent evaluation increased somewhat in 2022; whereas staff satisfaction declined.
- Participation counts also increased from 2019 to 2021 among both staff and parents, but then declined in 2022

Figure 50: Satisfaction and Engagement of Parents and Staff



APPENDIX A: COURSE COMPLETION DATA DOWNLOAD

The following table shows the grades earned and credit earned among high school students (grades 9-12) in school year 2022, as reported in ISEE. The entries in the *Grade Earned* field may be traditional grades, A+ through F, or many other codes that may be entered as free text. The analysis of these data will require a regularization of these entries, as they are reported in ISEE.

Table 5: 2022 Idaho High School Students' Course Grades and Credit Earned

Grade Earned	Full Credit	Partial Credit	No Credit
A	438,662	77	561
B	196,949	176	430
C	124,162	91	303
P	75,009	109	4,456
A-	68,595	102	220
D	68,022	6	207
A+	46,998	165	118
B-	42,517	116	179
B+	42,218	110	142
C+	26,535	70	89
C-	25,999	57	109
D-	15,502		75
D+	14,075	3	57
	3,231		47,314
NG	1,417		20
M	1,240		
5	1,089		1
4	767		210
6	753		
3	558		99
A +	315		
7	306		
Pass	238		
F	209		82,874
NC	139	2	9,244
CR	107		2
S	106		416
PC	62		
IP	60		12
INC	60		224
E	50		
NP	45		1,226
EP	45		

Grade Earned	Full Credit	Partial Credit	No Credit
PR	42		
AP	34		
L	31		
I	25	2	2,637
99	19		
95	19		
PB	18		19
98	17		
90	17		
AUD	16		74
94	16		
96	14		
100	14		
93	12		
D*	11		
RE	10		119
97	10		
92	10		
91	9		
81	9		
87	8		
86	8		
85	8		
W	7		243
83	7		
D-CR	6		
B*	6		
84	6		
80	6		
N	5		1
A*	5		
71	5		
WF	4	2	526
IAP	4		
FA	4		1,430
C*	4		
89	4		
88	4		
78	4		
76	4		
73	4		
70	4		

Grade Earned	Full Credit	Partial Credit	No Credit
60	4		
P-CR	3		
82	3		
RF	2		
N/C	2		4,893
F+	2		
77	2		
75	2		
62	2		
61	2		
Y	1		
UG	1		14
R	1		14
LCA	1		1,096
D0	1		
B`	1		
79	1		
74	1		
68	1		
67	1		
66	1		
2+	1		
102	1		
101	1		
0	1		18
*R	1		
(R)	1		188
XP			47
X			6
WP			31
WM			11
WFO			1
WD			59
WC			56
WB			50
WA			80
U			153
PN			30
No Credit			44
NM			39
NCP			1
NCD+			7

Grade Earned	Full Credit	Partial Credit	No Credit
NCD-			9
NCD			2
NCC+			2
NCC-			6
NCB+			6
NCB-			4
NCA+			3
NCA-			2
NCA_			1
NCA			30
NC P			8
NC F			2
NC D			5
NC C			8
NC B			3
NC A			5
N0			2
IN			2
FR			1
Fail			171
F*			7
EA		38	253
DN			43
CP			1
CD*			1
CD			33
BR			1
BN			26
AN			19
AC			35
56			1
50			2
49			1
47			1
46			1
42			1
41			1
36			1
35			1
3.5			79
22			1
2.5			10

Grade Earned	Full Credit	Partial Credit	No Credit
2			71
10			8
1.5			1
1			28
*F			3
-			132



The Idaho State Department of Education's mission is to provide the highest quality of support and collaboration to Idaho's public schools, teachers, students, and parents.

www.sde.idaho.gov/assessment

APPENDIX B**Recommendations for Additional Analyses**

In developing the 2020-2021 Student Achievement Report, the Accountability Oversight Committee (AOC) identified additional analyses that may be valuable in the future, to the extent possible. This appendix presents the AOC's suggestions.

IRIPrevious

- To make IRI data more informative, sub-score (domain) analyses should be conducted to identify areas of state-wide strength and weakness.
- Adjust the graph looking at score movement on the IRI to be similar to the ISAT graph – rather than looking at whether the IRI score was the same, up, or down, show the new score category that students scored in (i.e. the percentage of students who score below grade level who landed in each of the three score categories the following year).
- When enough data is available, conduct a longitudinal cohort analysis of IRI.
- IRI sub-score / domain scores analyses, including all students and subgroups.

New

- In FY 24 Report, look at an IRI longitudinal, cohort analysis, if possible based on n size
- Closely review full-time vs. part-time kindergarten data to determine the impact in the next 5 years
- Look at IRI a little differently to review summer learning loss – review data by Fall-Spring, Fall-Spring and Fall-Fall-Fall, Spring-Spring-Spring.
- Use lexile levels to look at student's reading skills across grades (IRI to ISAT connection)

English Language Proficiency Assessment (ELPA)New

- In FY 24, look at EL students who exited when the exit criteria changed (Spring 2020) and how they are doing based on other metrics (ISAT ELA, possibly others).

APPENDIX B**Recommendations for Additional Analyses****ISAT ELA and Math**New

- Per ARP ESSER, the AOC needs to receive and review ISAT interim data (ASAP).
- Math target level data, particularly for the middle grades (4-9).

High School – College Readiness, Graduation Rates, and Go OnPrevious

- Conduct a separate analysis on High School graduation, reviewing data regarding when students drop out, etc.
 - Consider the impact of mastery-based education on graduation
 - Consider the impact of CTE on graduation and Go On
 - Look at dropouts by age, grade, credits, gender, and subgroups
 - Given that five year graduation rates are consistently higher than four year and that some subgroups experience substantial increases in graduation rate when the 5th year is considered, acquiring a deeper understanding of how the four year graduating population and the five year population are similar and different is needed to better understand how to address the needs of both.
- College and Career Readiness data need to be disaggregated into middle school and high school to get a better understanding of where changes have occurred.
- After 2022, the population of Idaho students who take the PSAT and SAT will most likely change because of the removal of the SAT as a requirement for Idaho high school graduation. It is likely the population will shift towards a more homogenous group of students who are planning and preparing for matriculation into post-secondary four-year institutions that either allow the SAT as part of an applicants' admission portfolio or require the SAT for admission. Thus, it will be important to continue to monitor these scores in the coming years to ascertain whether Idaho high schools are preparing all students who choose to take the assessments for college success.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 26, 2023

SUBJECT

2023 Legislative Update

REFERENCE

June 2022	The Board approved legislative ideas for the 2023 legislative session.
August 2022	The Board approved legislative proposals and proposed administrative rules for the 2023 legislative session.
November 2022	The Board approved pending administrative rules for the 2023 legislative session.
February 2023	The Board received an update on the Board's legislative agenda and education related bills introduced during the 2023 legislative session.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-107(5)(b), Idaho Code

BACKGROUND/DISCUSSION

This agenda item will provide the Board with an update on the education related legislation that was enacted by the 2023 Legislature.

Board Submitted Legislation:

At the August 2022 Regular Board meeting the Board approved 15 legislative proposals. As part of the Executive Agency Legislative process, the Division of Financial Management (DFM) approved seven of the Board's legislative proposals to be introduced to the 2023 Legislature. Two of the seven legislative proposals were combined and submitted as a single combined bill. Of the six final legislative proposals, four were approved by the Legislature:

- Teacher Registered Apprenticeship Program Barriers – Policy Issue
- Career Technical School Added Cost Funding Eligibility and Regional Career Technical Charter Schools – Administrative Changes
- Self-Directed/Extended Learning – Technical Changes ([SB 1015](#))
- Education Opportunity Resource Committee – Technical Changes

Administrative Code (rules)

In November 2022, the Board approved seven pending administrative rules. Pending administrative rules have the force and effect of law and go into effect when the Legislature adjourns sine die at the end of the legislative session in which they are considered. The Legislature may accept a rule in whole or in part, only those rules or sections of non-fee rules that are not rejected by both chambers go into effect. All of the pending negotiated rules approved by the Board went into effect, in whole or in part, at the end of the 2023 legislative session. One subsection of Docket 08-0111-2201 was rejected by both chambers. Western Governor's

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Association recently registered as a business in Idaho and as a result became an eligible institution for use of the Opportunity Scholarship.

Education/Agency Related Legislation

Attachment 1, lists all of the education-related legislation that was introduced at the time of agenda production. An updated list will be provided at the Board meeting and Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or explain specific details of the legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

IMPACT

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

ATTACHMENTS

Attachment 1 – Introduced Education/Agency Related Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board's governance. The status of each bill, at the end of the legislative session, is provided.

The following pieces of legislation either directly impact the work of the Board office or have generated a number of inquiries requesting clarification. Section 33-107(5), Idaho Code, charges the Board with enforcing the education laws of the state, in accordance with this duty, it is necessary from time to time for the Board to issue procedural orders or agency guidance where clarification is necessary, and no rulemaking authority has been granted to the Board. Pursuant to Section 67-5250, Idaho Code, "unless otherwise prohibited by any provision of law, each agency shall index by subject all agency guidance documents..." "agency guidance" means all written documents, other than rules, orders, and pre-decisional material, that are intended to guide agency actions affecting the rights or interests of persons outside the agency.

House Bill(HB)24, Senate Bill(SB)1167(trailer bill): Idaho Launch Program – the trailer bill for the Idaho Launch programs removes the prohibition of awarding opportunity scholarships, however, it removes community colleges from the list of eligible postsecondary institutions at which that students can use the Opportunity Scholarship. The legislation goes into effect on July 1, 2026. Following that date

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students will no longer be able to use the scholarship at a community college. There are no provisions allowing students who have already received the scholarship and are using it at a community college to continue to use it at a community college. These students would need to transfer to a program at one of the four-year institutions. Students enrolled in programs at the technical colleges at Lewis-Clark State College or Idaho State University would still be able to use the scholarship in those programs. Idaho Launch awards would be able to be used at a training provider recognized by the Idaho Workforce Training Council or a community college. Eligible students will have to be Idaho residents, graduate from an accredited high school in Idaho (or equivalent) and enroll in or apply to an eligible institution beginning in the fall semester following high school graduation and have used Next Steps Idaho (or equivalent career exploration program) and have completed a career pathway plan that meets the minimum requirements established by the Workforce Development Council. Grant awards cannot exceed \$8,000 per student. If funding exceeds the number of eligible students, unused appropriations may be used to provide enhanced grant funding to either eligible students or eligible adult learners.

HB92: Financial Literacy – The Board promulgated a rule during the 2022-2023 negotiated rulemaking process adding a financial literacy component to the existing Economics, one (1) credit graduation requirement. As a result of this negotiated process, the rule was written in a way that provided local education agencies with flexibility in implementing the requirement. As written, the schools could add financial literacy standards to the economics courses or implement a stand alone financial literacy course. Credits could be awarded for either course based on the secondary school's accreditation standards or through student mastery of the standards. Schools implementing the requirement through their economics courses would still be required to have a properly certificated and endorsed teacher teaching economics at the high school level. Currently, the Board has not established a financial literacy endorsement, therefore, if the school were to implement the requirement as a standalone course, a teacher that is certificated and holds at least one endorsement at the high school level could teach the course. Students who take the course at the middle grades level would be able to have the credits added to their high school transcripts pursuant to the existing requirements in IDAPA 08.02.03. This rule took effect when the Legislature adjourned sine die and will be in effect for the 2023-2024 school year. Career technical education courses that incorporate the financial literacy content standards may also be used to meet the credit requirement. HB92 creates Section 33-1614, Idaho Code, which requires all local education agencies who serve students in grades 9 through 12, one or more courses in personal financial literacy and money management. This requirement includes any school serving students in grade 9 even if it is a middle school or junior high school. As written, this requirement does not require every student to take the course, only that the school provides (the opportunity) to take the course. This is similar to an existing computer science course requirement for secondary schools. Section 33-1614, Idaho Code, goes further to list a number of competency areas that must be

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covered by the course. Completion of the course fulfills the financial literacy high school graduation requirement. It does not fulfill the economics requirement and would not fulfill the requirement that students learn the financial literacy content standards unless they were incorporated into the course. Making the course available through the Idaho Digital Learning Academy would meet the requirement to provide the course. Additionally, the language does not include a requirement for the student to successfully complete the course, only that they complete the course for it to be used to meet the graduation requirement. While the Board has the authority to waive education related administrative rules, it does not have the authority to waive statutory requirements. The provisions of this bill go into effect July 1, 2023.

HB202: National Motto – This bill creates a Section 33-141, Idaho Code. Section 33-141, Idaho Code, requires an educational institution under the supervision, governance, or control of the State Board of Education or the Board of Regents of the University of Idaho to display the national motto when it is donated and meets certain specifications. While the intent of this legislation was for it to apply to the postsecondary institutions and public schools, as written, it appears to only apply to postsecondary institutions. While the term “educational institution” is not defined in chapter 1, its use throughout the chapter is in reference to postsecondary institutions. Elementary and secondary schools are referred to as “public schools.”

HB206: Administrative Rules – This bill amends the Administrative Procedures Act and the requirements for legislative approval of administrative rules. The amendments include requiring both chambers of the Legislature to approve pending rules prior to them taking effect, similar to how fee-rules are approved now. Amendments also remove the provision requiring rules to expire each year if not extended by concurrent resolution and establishes an eight-year review-cycle of codified rules, require the review of temporary rules, and requires all hearings to be recorded and posted on the agency’s website. Additional amendments include the removal of the Division of Financial Management’s Administrative Rules Coordinator, to establish rules implementing the Administrative Procedures Act.

HB269: Career Exploration – This bill establishes a requirement for every student in grade 7 or grade 8 to complete a career exploration course aligned to the “First Step” standards. The Idaho Division of Career Technical Education developed and piloted the First Step standards starting in 2018 as part of the initiative moving career technical education down to grade 7. These standards had not previously been required to be approved by the Board. The Division will bring the standards forward for Board consideration at the June regular Board meeting to meet the approval requirement created by the statute. Additionally, the new section of Idaho Code requires all staff teaching the course to have participated in Board approved professional development. The Division has developed professional development for the First Step standards and will bring it forward for Board approval at the June Board meeting. The professional development and standards are available to

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career technical education (CTE) teachers and non-CTE teachers. Existing requirements in Section 33-1212A, already require individuals providing college and career advising and mentorship to receive training. Further, a career pathway plan is required to be developed by students, for the plan to be parent approved, and allows for parents to opt their students out of the requirement. These requirements are consistent with the existing requirements for career pathway plans in IDAPA 08.02.03.

HB281: Classroom restraint and seclusion – This bill amends Section 33-1224, Idaho Code and prohibits the use of restraint and seclusion to be used as forms of discipline methods of classroom governance. Additional amendments provide definitions of terms used and requirements for professional development. While the amendments in this bill are fairly specific there have been some questions about whether the Board will promulgate rules to provide further clarifications on the implementation of the requirements. Agencies, including the Board, may only promulgate administrative rules when they are given specific statutory authority to do so. Section 33-1224 does not provide authority to promulgate administrative rules to implement the provisions of the amended section of code.

HB311: Community Colleges Upper Division Courses – This bill amends Section 33-2107A, Idaho Code, to allow for the Legislature to appropriate funds for the cost of operating upper division courses at a community college. Section 33-2107A, Idaho Code authorizes community colleges to operate third- and fourth-year college curriculum with powers to grant baccalaureate degrees in liberal arts and sciences, business, and education, with Board approval. The operation of upper divisions courses is required to be kept separate from other operations and restricts the costs of operation to be provided by tuition and fees paid by the student or through gifts and grants. The amendment will allow for general fund appropriations to be used as well.

BOARD ACTION

This item is for informational purposes only.

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Bill No	Description	
H0012	State agencies, donations, sponsors - Adds to existing law to prohibit state agencies from donating to or sponsoring a nongovernmental event or organization unless required to do so by law, and to provide that any public officer knowingly in violation shall be in violation of Section 18-5701(10), Idaho Code.	01/20/2023 House - Reported Printed and Referred to State Affairs
H0014	Human resources, compensation - Amends existing law to provide for advancements in pay based on certain factors and to provide for retention bonuses in certain circumstances.	01/31/2023 House - U.C. to be returned to Commerce & Human Resources Committee
H0019	Idaho launch grant program - Amends and adds to existing law to establish the Idaho Launch Grant Program and to revise provisions regarding the In-Demand Careers Fund. (Replaced w/HB24)	01/23/2023 House - Reported Printed and Referred to Education
H0023	Div of bldg safety, occ licenses - Amends existing law to replace references to the Division of Building Safety with the Division of Occupational and Professional Licenses, including 33-356. School Building Design and Energy Efficiency; 33-511. Maintenance of Schools; 33-909. Public School Facilities Cooperative Funding Program -- Fund Created; 33-1017. School Safety and Health Revolving Loan and Grant Fund; 33-1613. Safe Public-School Facilities Required; 39-4113. Plan Reviews -- Maximum Fees and School Inspections; Chapter 80, Title 39, Idaho Uniform School Building Safety Act; and 67-2901B. Inspection of Motor Carriers (including school buses).	02/06/2023 House - Read Third Time in Full – Passed: Ayes 68 Nays 0 Abs/Excd 2 02/24/2023 - Read third time in full – Passed: Ayes 32 Nays 0 Abs/Excd 3 03/06/2023 House - Reported Signed by Governor on March 6, 2023
H0024	Idaho launch grant program - Amends and adds to existing law to establish the Idaho Launch Grant Program and to revise provisions regarding the In-Demand Careers Fund. Creates a program administered through the Workforce Development Council that provides grants for graduating high school students, and if funding remains workforce training for adults. Phases out the Opportunity Scholarship and Postsecondary Credit Scholarship. <i>Trailer Bill SB 1151</i>	02/06/2023 House - Passed: Ayes 36 Nays 34 Abs/Excd 0, title approved, to Senate 03/22/2023 Senate – Passed: Ayes 20 Nays 15 Abs/Excd 0 03/28/2023 House - Reported Signed by Governor on March 28, 2023
H0039	WWAMI, contract - Repeals existing law relating to contract requirements for certain medical students.	01/27/2023 House - Reported Printed and Referred to Ways & Means
H0041	Dev impact fees, schools - Amends existing law to provide for the use of development impact fees for school facilities.	01/30/2023 House - Reported Printed and Referred to Ways & Means
H0058aaS	School bond elections, dates - Amends existing law to remove school bond and levy election dates in August and March.	02/10/2023 House - Read Third Time in Full – Passed: Ayes 43 Nays 26 Abs/Excd 10 03/27/2023 Senate - Referred to 14th Order for amendment

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<u>H0068</u>	Oversight cmte, repeal, perf evals - Amends and repeals existing law to remove the Joint Legislative Oversight Committee, to place the Office of Performance Evaluations under the Legislative Council, and to revise the office's duties. Requires the current performance measure reports to be submitted to the new Office of Performance Evaluations and requires them to present findings on each agency to the legislative council.	02/09/2023 House - Read Third Time in Full – Passed: Ayes 57 Nays 13 Abs/Excd 00 2/10/2023 Senate - Introduced, read first time; referred to: State Affairs
<u>H0079</u>	Taxes, school, property - Amends, repeals, and adds to existing law to provide property tax relief by establishing and funding the School District Facilities Fund to provide moneys to school districts in lieu of property taxes, to increase the homeowner exemption, to increase circuit breaker eligibility, to revise distributions for the State Public Defense Fund, and to reduce the number of dates on which school levy and bond elections may be held.	02/03/2023 House - Reported Printed and Referred to Revenue & Taxation
<u>H0084</u>	Rural nursing loan repayment prgm - Adds to existing law to establish a rural nursing loan repayment program administered through the Division of Health and Welfare.	02/27/2023 House - U.C. to be returned to Health & Welfare Committee
<u>H0091aa</u>	Govt employees, membership fees - Adds to existing law to prohibit the state government and its employees from paying membership fees or dues with public funds and to provide exemptions.	03/03/2023 House - Failed: Ayes 31 Nays 38 Abs/Excd 1, Filed in Office of Chief Clerk
<u>H0092</u>	Financial literacy, grades - Adds to existing law to require financial literacy courses in certain grades.	02/13/2023 House - Passed: Ayes 67 Nays 0 Abs/Excd 3 03/09/2023 Senate - Passed: Ayes 34 Nays 0 Excused 1; title approved; to House 03/20/2023 House - Reported Signed by Governor on March 20, 2023
<u>H0097</u>	State govt, agreements, list - Amends and adds to existing law to provide that all state officers and agencies shall report agreements entered into to the State Controller.	02/23/2023 – House - Read Third Time in Full – Passed – Ayes 69 Nays 0 Abs/Excd 1 03/13/2023 Senate - Passed: Ayes 34 Nays 0 Excused 1; title approved; to House 03/20/2023 House - Reported Signed by Governor on March 20, 2023
<u>H0105</u>	National motto, displayed, schools - Adds to existing law to require all educational institutions under the general supervision, governance, or control of the state board of education or the board of regents of the university of Idaho must display a durable poster or a framed copy of a representation of the national motto, "In God We Trust", when the funds or the poster is donated to the educational institution.	02/22/2023 House - U.C. to be returned to Education Committee

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<u>H0112</u>	Education opportunity resource – Amends current law to update references to the staff to the Education Opportunity Resource Committee from the Department of Education to Board of Education.	02/28/2023 House - Read Third Time in Full – Passed: Ayes 69 Nays 0 Abs/Excd 1 03/13/2023 Senate - Passed: Ayes 34 Nays 0 Excused 1; title approved; to House 03/16/2023 House - Reported Signed by Governor on March 16, 2023
<u>H0113</u>	Charter and virtual schools - Amends existing law regarding certain procedures for charter and virtual schools, including exemption from financial measures and allows school districts to authorize virtual charter schools.	02/10/2023 House – Passed: Ayes 69 Nays 0 Abs/Excd 1 03/16/2023 Senate – Passed: Ayes 34 Nays 0 Abs/Excd 1 03/29/2023 House - Delivered to Governor at 9:40 a.m. on March 29, 2023
<u>H0114</u>	Abuse of school employees - Amends existing law to provide that abusing public school employees who are acting within the course and scope of their duties is a misdemeanor.	02/10/2023 House - Reported Printed and Referred to Judiciary, Rules & Administration
<u>H0139</u>	School and library protection act - Adds to existing law to prohibit distribution of certain materials to children. Any minor child who accesses such material in violation of this policy would be entitled to bring a civil action against the school or library.	02/14/2023 House - Reported Printed and Referred to Education
<u>H0140</u>	Classroom behavior management - Amends existing law to revise provisions regarding classroom behavior management. Provides guidance on the definitions and use of restraint and seclusion.	02/14/2023 House - Reported Printed and Referred to Education
<u>H0151</u>	School board of trustees, elections - Amends existing law to revise provisions regarding elections for a school board of trustees.	02/15/2023 House - Reported Printed and Referred to State Affairs
<u>H0153</u>	Bridge year physicians - Adds to existing law to provide for limited licenses for medical school graduates who are not accepted into a residency program.	02/24/2023 – House - Read Third Time in Full – Passed: Ayes 67 Nays 0 Abs/Excd 3 03/13/2023 Senate - Passed: Ayes 33 Nays 1 Excused 1; title approved; to House 03/21/2023 House - Reported Signed by Governor on March 21, 2023
<u>H0155</u>	Vaccines, prohibition - Adds to existing law to prohibit requiring, for certain purposes, a COVID-19 vaccine or a vaccine offered under emergency use authorization.	02/20/2023 – House - Read Third Time in Full – Passed: Ayes 49 Nays 21 Abs/Excd 0 03/03/2023 Senate - Reported out of committee; to 14th Order for amendment
<u>H0163</u>	School policies, parental rights - Amends existing law to provide for certain disclosures and school policies regarding notify parents of student disclosures and mental health concerns.	02/27/2023 – House - Read Third Time in Full – Passed: Ayes 67 Nays 3 Abs/Excd 0 03/13/2023 Senate - Passed: Ayes 34 Nays 0 Excused 1; title approved; to House 03/22/2023 House - Reported Signed by Governor on March 22, 2023

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H0170aaS	State agencies, donations, sponsor - Adds to existing law to prohibit state agencies from donating to or sponsoring a nongovernmental event or organization, to provide exceptions, and to provide a penalty.	02/23/2023 – House - Read Third Time in Full – Passed: Ayes 55 Nays 14 Abs/Excd 1 03/21/2023 Senate - Referred to 14th Order for amendment
H0171	Sch board trustees, two-year terms - Amends existing law to provide that, effective in 2024, school board trustees will be elected to two-year terms at general elections.	02/21/2023 House - Reported Printed and Referred to State Affairs
H0174aaS	Agency policy documents - Adds to existing law to provide that agency policy statements and guidance documents shall not have the force and effect of law.	03/21/2023 House – Passed: Ayes 66 Nays 4 Abs/Excd 0 03/29/2023 Senate – Passed: Ayes 33 Nays 0 Abs/Excd 2 04/03/2023 House - Reported Signed by Governor on April 3, 2023
H0181	Advanced opportunities, funds - increases the funding for Advanced Opportunities program from \$4125 per student to \$4625 per student. Additionally, the bill removes the \$500 per course, \$1000 per year cap limit on Career Technical Education (CTE) courses, allowing the full \$4625 to be used towards CTE courses if a student so chooses.	03/02/2023 – House - Read Third Time in Full – Passed: Ayes 65 Nays 0 Abs/Excd 5 03/03/2023 Senate - Introduced, read first time; referred to: Education
H0189	Public contracts, boycotts - Adds to existing law to prohibit public contracts with companies that boycott certain business sectors.	03/02/2023 House - Passed: Ayes 53 Nays 17 Abs/Excd 0, title approved, to Senate 03/03/2023 Senate - Introduced, read first time; referred to: State Affairs
H0191	Public procurement, standards - Amends and adds to existing law to provide that procurement decisions shall not be based on environmental, social, and governance standards.	03/02/2023 House - Passed: Ayes 59 Nays 10 Abs/Excd 1, title approved, to Senate 03/14/2023 Senate – Passed: Ayes 28 Nays 7 Abs/Excd 0 03/23/2023 House - Reported Signed by Governor on March 23, 2023
H0194	Approp, pub schls deaf blind, add'l– Relates to the appropriation to the Public Schools Educational Support Program’s Division of Educational Services for the Deaf and the Blind for fiscal year 2023.	02/27/2023 – House - Read Third Time in Full – Passed: Ayes 68 Nays 1 Abs/Excd 1 03/08/2023 Senate – Passed: Ayes 35 Nays 0 Abs/Excd 0 03/15/2023 House - Reported Signed by Governor on March 15, 2023
H0195	National motto, display, schools – Creates a requirement for public educational institutions to display the national motto in certain circumstances. <i>Replaced by HB202</i>	02/23/2023 House - Reported Printed and Referred to Education
H0196	School boards, clubs, organizations - Amends existing law to provide that school boards shall have the authority to adopt policies and procedures regarding student clubs and organizations.	02/23/2023 House - Reported Printed and Referred to Education

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<u>H0197</u>	Admin rules, legislature, process – Amends, repeals, and adds to existing law to revise provisions regarding the legislative review of administrative rules requiring affirmative approval for rules to go into effect. <i>Replace by HB 206</i>	03/02/2023 House - U.C. to be returned to State Affairs Committee
<u>H0202aaS</u>	Display National Motto– Creates a requirement for public educational institutions to display the national motto in certain circumstances. <i>Replaced HB195</i>	03/01/2023 House - Read Third Time in Full – Passed: Ayes 59 Nays 11 Abs/Excd 0 03/22/2023 Senate – Passed: Ayes 27 Ayes 8 Abs/Excd 0 03/27/2023 House - Reported Signed by Governor on March 27, 2023
<u>H0203</u>	Public school health insurance fund– Amends existing law to revise provisions regarding the public-school health insurance participation fund. . It extends the time limit allowed before sunset to be 2025.	03/13/2023 House - Read Third Time in Full – Passed - 50-18-2 03/28/2023 Senate – Passed: Ayes 24 Nays 11 Abs/Excd 0 03/30/2023 House - Delivered to Governor at 10:35 a.m. on March 30, 2023
<u>H0204</u>	State board of ed, elected members– Amends existing law to provide for State Board of Education member elections. <i>Replaced by HB280</i>	02/27/2023 House - Reported Printed and Referred to Education
<u>H0206aaS,aaS</u>	Admin rules, legislature, process– Amends, repeals, and adds to existing law to revise provisions regarding the legislative review of administrative rules requiring affirmative approval by both chambers for rules to go into effect. <i>Replaces HB197</i>	03/01/2023 – House - Read Third Time in Full – Passed: Ayes 59 Nays 11 Abs/Excd 0 03/02/2023 Senate – Passed: Ayes 26 Nays 6 Abs/Excd 3 04/06/2023 House - Law without signature - April 6, 2023
<u>H0208</u>	Approp, pub schls teachers, add'l – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Teachers for fiscal year 2023. Adds \$1.5M for professional development related to dyslexia requirements.	03/02/2023 House - Read Third Time in Full - Passed: Ayes 57 Nays 13 Abs/Excd 0, title approved, to Senate 03/13/2023 Senate - Passed: Ayes 26 Nays 7 Excused 2; title approved; to House 03/16/2023 House - Reported Signed by Governor on March 16, 2023
<u>H0217</u>	Community college, bacc degrees – Amends existing law to authorize the establishment of certain baccalaureate degrees.	02/27/2023 House - Reported Printed and Referred to Education
<u>H0218</u>	Classrooms, restraint, seclusion – Amends existing law to revise provisions regarding classroom behavior management. Prohibits seclusion and restraint from being used as student punishment. <i>Replaced by HB281</i>	02/27/2023 House - Reported Printed and Referred to Education
<u>H0219aaS</u>	Scholarships, armed forces, officer – Amends existing law to revise eligibility and other provisions regarding Armed Forces and public safety officer scholarships.	03/08/2023 House: Passed: Ayes 65 Nays 5 Abs/Excd 0 03/15/2023 Senate – Passed: Ayes 33 Nays 0 Abs/Excd 2 04/03/2023 House - Reported Signed by Governor on April 3, 2023

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<u>H0220</u>	School athletic events – Adds to existing law to require cash be accepted for entry fees to school athletic events.	03/02/2023 – House - Read Third Time in Full – Passed: Ayes 59 Nays 9 Abs/Excd 2 03/24/2023 Senate – Failed : Ayes 16 Nays 18 Abs/Excd 1
<u>H0222</u>	Approp, edu bu, college univ, add'l Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for fiscal year 2023.	03/02/2023 House - Passed: Ayes 56 Nays 14 Abs/Excd 0, title approved, to Senate 03/14/2023 – Senate - Read third time in full – Passed: Ayes 27 Nays 8 Abs/Excd 0 03/20/2023 House - Reported Signed by Governor on March 20, 2023
<u>H0225</u>	School attendance, home school – Amends existing law to revise provisions regarding school attendance and to provide for a definition of homeschooling and prohibition from public schools enrolling homeschooled students.	02/28/2023 House - Reported Printed and Referred to Education
<u>H0226</u>	Community colleges, emerg authority – Adds to existing law to provide for an investigation into the residency of a community college trustee and to provide for emergency authority of the State Board of Education when a community college's accreditation is threatened.	02/28/2023 House - Reported Printed and Referred to Education
<u>H0227</u>	Library selection, access policies – Adds to existing law to require selection and access policies for public libraries and public school libraries.	02/28/2023 House - Reported Printed and Referred to Education
<u>H0228</u>	Sex education, definitions Amends existing law to revise definitions.	03/08/2023 House – Passed: Ayes 57 Nays 11 Abs/Excd 2 03/24/2023 Senate – Passed: Ayes 23 Nays 11 Abs/Excd 1 03/29/2023 House - Reported Signed by Governor on March 29, 2023
<u>H0231</u>	Sexual exhibitions, minors, public – Adds to existing law to provide that certain persons and institutions must take reasonable steps to restrict the access of minors in certain instances, to provide for a civil action in certain instances, and to prohibit the use of public facilities and public assets for sexual exhibitions.	03/01/2023 House - Reported Printed and Referred to State Affairs
<u>H0240</u>	School board trustee elections – Amends existing law to revise provisions regarding elections for a school board of trustees.	03/09/2023 House - Passed: Ayes 68 Nays 1 Abs/Excd 1, title approved, to Senate 03/28/2023 Senate – Passed: Ayes 34 Nays 0 Abs/Excd 1 03/31/2023 House - Reported Signed by Governor on March 31, 2023
<u>H0243</u>	<i>Professional school personnel – Amends existing law the State Board of Education to update the Initial Standards for School Personnel used for evaluating educator preparation programs.</i>	03/08/2023 House - Failed : Ayes 31 Nays 39 Abs/Excd 0, Filed in Office of Chief Clerk

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<u>H0247</u>	Property tax reduction by voters – Amends existing law to provide for property tax reduction by city or county initiative and to require voter approval of levy rate increases.	03/02/2023 House - Reported Printed and Referred to State Affairs
<u>H0255</u>	Impact fees, govt agreements – Amends existing law to revise provisions regarding intergovernmental agreements for development impact fees.	03/02/2023 House - Reported Printed and Referred to Revenue & Taxation
<u>H0256</u>	Development impact fees, refund – Amends existing law to provide for the refund of wrongfully charged development impact fees.	03/02/2023 House - Reported Printed and Referred to Revenue & Taxation
<u>H0267</u>	Career ready students program – Adds to existing law to establish the Career Ready Students Program grant funding for career technical education programs in the Department of Education and requires the current distribution formula for CTE program added cost funding in Board policy to be revised to include new grant awarded programs. New formula must be developed by State Superintendent and approved by the Board.	03/09/2023 House - Passed: Ayes 53 Nays 15 Abs/Excd 2, title approved, to Senate 03/24/2023 Senate – Passed: Ayes 24 Nays 10 Abs/Excd 1 03/29/2023 House - Delivered to Governor at 9:40 a.m. on March 29, 2023
<u>H0268</u>	Training for school boards – Amends and adds to existing law to establish training requirements for school board members.	03/08/2023 House - Failed: Ayes 30 Nays 39 Abs/Excd 1, Filed in Office of Chief Clerk
<u>H0269aaS</u>	School courses, career exploration – Adds to existing law to establish career exploration courses.	03/09/2023 House - Passed: Ayes 45 Nays 20 Abs/Excd 5, title approved, to Senate 03/24/2023 Senate – Passed: Ayes 32 Nays 2 Abs/Excd 1 03/31/2023 House - Reported Signed by Governor on March 31, 2023
<u>H0272</u>	Sex education – Amends existing law to revise provisions regarding sex education.	03/03/2023 House - Reported Printed and Referred to Education
<u>H0274</u>	TikTok, state employee, prohibition – Adds to existing law to prohibit state employees from using or downloading TikTok on a state-issued device, to provide that the state shall implement controls to prevent the use of TikTok on state-issued devices, and to provide a penalty.	03/08/2023 House – Passed: Ayes 67 Nays 3 Abs/Excd 0 03/21/2023 Senate – Passed: Ayes 32 Nays 0 Abs/Excd 3 03/24/2023 House - Reported Signed by Governor on March 24, 2023
<u>H0275</u>	Approp, edu bd, charter com, orig – Relates to the appropriation to the Public Charter School Commission for fiscal year 2024.	03/09/2023 House - Failed: Ayes 30 Nays 39 Abs/Excd 1, Filed in Office of Chief Clerk
<u>H0276</u>	Approp, public television, orig Relates to the appropriation to Idaho Public Television for fiscal year 2024.	03/09/2023 House - Passed: Ayes 47 Nays 22 Abs/Excd 1, title approved, to Senate 03/17/2023 Senate – Passed: Ayes 22 Nays 12 Abs/Excd 1 03/22/2023 House - Reported Signed by Governor on March 22, 2023

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<u>H0280</u>	State board of ed, elections – Amends existing law to provide for State Board of Education member elections. <i>Replaces HB 204, Replaced by HB 293.</i>	03/08/2023 House - Reported Printed and Referred to Education
<u>H0281</u>	Classrooms, restraints, seclusion - Amends existing law to revise provisions regarding classroom behavior management. Prohibits restraint and seclusion from being used as a form of punishment. <i>Replaces HB218</i>	03/09/2023 House - Passed: Ayes 45 Nays 22 Abs/Excd 3, title approved, to Senate 03/28/2023 Senate – Passed: Ayes 21 Nays 12 Abs/Excd 2 04/03/2023 House - Reported Signed by Governor on April 3, 2023
<u>H0286aaS</u>	Bond, levy communications – Amends existing law to require that a taxing district include certain information when communicating with voters regarding a bond or levy proposal.	03/14/2023 House - Passed: Ayes 52 Nays 15 Abs/Excd 3, title approved, to Senate 03/29/2023 Senate – Passed: Ayes 32 Nays 3 Abs/Excd 0 04/04/2023 House - Reported Signed by Governor on April 4, 2023
<u>H0289</u>	Idaho education opportunity program Amends and adds to existing law to establish the Idaho Education Opportunity Program. Creates ESA program allows for private school tuition.	03/09/2023 House - Reported Printed and Referred to Education
<u>H0290</u>	Colleges, sectarian, accreditation – Amends existing law to revise the definition of “authorized chartering entity.” Would allow any Idaho postsecondary institution accredited by a national accreditor, sectarian and non-sectarian, to authorize charter schools.	03/09/2023 House - Reported Printed and Referred to Education
<u>H0292</u>	Property tax relief, schools, homes – Amends, repeals, and adds to existing law to create property tax relief by creating the School District Facilities Fund and the Homeowner Property Tax Relief Account, both of which are funded by state moneys.	03/14/2023 House - Passed: Ayes 63 Nays 7 Abs/Excd 0, title approved, to Senate 03/20/2023 Senate – Passed: Ayes 32 Nays 3 Abs/Excd 0 03/28/2023 Returned from Governor vetoed on March 27, 2023 03/28/2023 House – vote to override veto – Passed: Ayes 58 Nays 12 Abs/Excd 0 03/29/2023 Senate – vote to override veto – Passed: Ayes 28 Nays 7 Abs/Excd 0 03/31/2023 House - Transmitted to Secretary of State
<u>H0293</u>	State board of education, election – Adds to and amends existing law to provide for State Board of Education member elections. <i>Replaces HB 280</i>	03/15/2023 House - Failed: Ayes 34 Nays 35 Abs/Excd 1, Filed in Office of Chief Clerk
<u>H0296</u>	School moneys, general fund - Amends existing law to provide for the treatment of moneys in the Public School Income Fund and the In-Demand Careers Fund as moneys from the General Fund.	03/20/2023 House - U.C. to be returned to Appropriations Committee
<u>H0300</u>	Approp, voc rehab, orig– Relates to the appropriation to the Division of Vocational Rehabilitation for fiscal year 2024.	03/15/2023 House – Passed: Ayes 68 Nays 0 Abs/Excd 0 03/24/2023 Senate – Passed: Ayes 33 Nays 1 Abs/Excd 1

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		03/29/2023 House - Reported Signed by Governor on March 29, 2023
<u>H0309</u>	Schools, polling locations– Amends existing law to provide that no in-person student instruction shall take place on certain election days.	03/16/2023 House - Passed: Ayes 37 Nays 32 Abs/Excd 1, title approved, to Senate 03/17/2023 Senate - Introduced, read first time; referred to: Education
<u>H0311</u>	Community colleges, funding– Amends existing law to allow legislative appropriations for upper divisions in community college districts.	03/16/2023 House - Passed: Ayes 68 Nays 0 Abs/Excd 2, title approved, to Senate 03/24/2023 Senate - Read third time in full – Passed: Ayes 29 Nays 3 Abs/Excd 3 03/29/2023 House - Reported Signed by Governor on March 29, 2023
<u>H0313</u>	Feminine hygiene products, schools– Adds to existing law to require the provision of feminine hygiene products.	03/20/2023 House - Failed: Ayes 35 Nays 35 Abs/Excd 0, Filed in Office of Chief Clerk
<u>H0314</u>	School and library protection act– Amends and adds to existing law to prohibit certain materials from being promoted, given, or made available to a minor by a school or public library and to provide a cause of action.	03/20/2023 House – Passed: Ayes 40 Nays 30 Abs/Excd 0 03/30/2023 Senate – Passed: Ayes 26 Nays 9 Abs/Excd 0 04/06/2023 House - Veto SUSTAINED by House: Ayes 46 Nays 24 Abs/Excd 0
<u>H0315</u>	Community college closure, property– Adds to existing law to provide for assumption of a community college’s property by the Board of Examiners when the college ceases operation or has its accreditation revoked.	03/28/2023 House - Bill Previously Held at Desk, Referred to Education
<u>H0320</u>	Community colleges, levy– Amends existing law to provide that a levy for a community college may not be made if the college’s accreditation has been revoked and is not restored within two years.	03/28/2023 House - Bill Previously Held at Desk, Referred to Education
<u>H0321</u>	Community college, authority– Adds to existing law to provide for emergency governing authority over a community college when the college’s accreditation is threatened or revoked.	03/28/2023 House - Bill Previously Held at Desk, Referred to Education
<u>H0336</u>	Approp, edu bd, ag research, orig – Relates to the appropriation to the Agricultural Research and Cooperative Extension Service for fiscal year 2024.	03/20/2023 House – Passed: Ayes 62 Nays 8 Abs/Excd 0 03/27/2023 Senate – Passed: Ayes 27 Nays 8 Abs/Excd 0 03/29/2023 House - Reported Signed by Governor on March 29, 2023
<u>H0343</u>	Approp, edu bd, charter com, orig – Relates to the appropriation to the Public Charter School Commission for fiscal year 2024.	03/22/2023 House – Passed: Ayes 64 Nays 1 Abs/Excd 5 03/27/2023 Senate – Passed: Ayes 32 Nays 3 Abs/Excd 0 03/30/2023 House - Reported Signed by Governor on March 30, 2023
<u>H0347</u>	Tax credit, school choice – Adds to existing law to establish the school choice tax credit.	03/22/2023 House - Reported Printed and Referred to Revenue & Taxation

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<u>H0353</u>	Approp, edu department, orig – Relates to the appropriation to the Department of Education for fiscal years 2023 and 2024.	03/23/2023 House – Passed: Ayes 50 Nays 17 Abs/Excd 03/27/2023 Senate – Passed: Ayes 26 Nays 9 Abs/Excd 0 03/29/2023 House - Reported Signed by Governor on March 29, 2023
<u>H0363</u>	Approp, edu bd, career tech, orig – Relates to the appropriation to the Division of Career Technical Education for fiscal year 2024.	03/24/2023 House – Passed: Ayes 48 Nays 15 Abs/Excd 7 03/28/2023 Senate – Passed: Ayes 27 Nays 7 Abs/Excd 1 03/31/2023 House - Reported Signed by Governor on March 31, 2023
<u>H0364</u>	Approp, education, trailer – Relates to the appropriation to the State Department of Education and the Division of Career Technical Education for fiscal year 2024.	03/23/2023 House – Passed: Ayes 41 Nays 23 Abs/Excd 6 03/28/2023 Senate – Passed: Ayes 28 Nays 6 Abs/Excd 1 04/03/2023 House - Reported Signed by Governor on April 3, 2023
<u>HCR017</u>	Rule rejection, state board of ed – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Rules Governing Public Charter Schools and Rules of the Public Charter School Commission.	03/30/2023 House – Adopted: Ayes 65 Nays 4 Abs/Excd 1 03/30/2023 Senate - Introduced, read first time; referred to: Education
<u>S1001</u>	State-owned dwellings – Repeals existing law relating to procedures for state-owned dwellings.	01/27/2023 House - Read First Time, Referred to State Affairs
<u>S1008</u>	Universities, concealed weapons – Repeals and adds to existing law to revise provisions regarding concealed weapons.	01/19/2023 Senate - Reported Printed; referred to State Affairs
<u>S1015</u>	<i>Learning opps, full-time – Amends existing law to limit applicability to full-time students.</i>	03/02/2023 Senate - Read third time in full – Passed: Ayes 29 Nays 6 Abs/Excd 0 03/21/2023 House – Passed: Ayes 46 Nays 23 Abs/Excd 1 03/28/2023 Senate - Signed by Governor on 03/28/23
<u>S1038</u>	Freedom in edu savings accounts – Adds to existing law to provide for education savings accounts.	02/27/2023 Senate - Failed: Ayes 12 Nays 23 Excused 0; to Secretary of Senate
<u>S1042aa</u>	Public charter school program – Amends existing law to exempt certain public charter schools from having to demonstrate strong academic results to qualify for the Public Charter School Facilities Program and to revise a limitation on issuing bonds under the Public Charter School Facilities Program.	03/06/2023 Senate – Passed: Ayes 33 Nays 0 Abs/Excd 2 03/16/2023 House - Passed: Ayes 68 Nays 1 Abs/Excd 1, title approved, to Senate 03/22/2023 Senate - Signed by Governor on 03/22/23
<u>S1043</u>	Public charter school loan fund – Repeals and adds to existing law to remove the Public Charter School Debt Reserve Fund and to provide for a revolving loan fund.	02/28/2023 Senate - Read third time in full – Passed: Ayes 35 Nays 0 Abs/Excd 0 03/14/2023 House - Passed: Ayes 66 Nays 3 Abs/Excd 1, title approved, to Senate 03/22/2023 Senate - Signed by Governor on 03/22/23
<u>S1055aa</u>	Education, levies - Amends existing law to revise provisions regarding levies.	03/29/2023 Senate - Recommended to Local Government & Taxation

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S1057	Parental rights, protect minors act - Adds to existing law to establish the Parental Rights Protection of Minors Act to protect minors from exposure to harmful materials on certain devices.	02/09/2023 Senate - Reported Printed; referred to State Affairs
S1060	Impact fees, public schools - Amends existing law to provide for the use of development impact fees for public school facilities.	02/10/2023 Senate - Reported Printed; referred to Local Government & Taxation
S1068	State employees, sick leave plan - Amends and adds to existing law to establish provisions regarding a voluntary employees' beneficiary association plan for Idaho state employees.	02/13/2023 Senate - Reported Printed; referred to Commerce & Human Resources
S1069	<i>Teacher apprenticeships - Amends existing law to provide for teacher apprenticeships.</i>	<i>03/03/2023 Senate - Passed: Ayes 32 Nays 1 Excused 2; title approved; to House 03/21/2023 House – Passed: Ayes 68 Nays 0 Abs/Excd 2 03/30/2023 Senate - Signed by Governor on 03/30/23</i>
S1070aaH	<i>Career technical centers - Amends existing law to revise provisions regarding certain funding for career technical centers and certain authority of the Division of Career Technical Education.</i>	<i>03/02/2023 Senate - Read third time in full – Passed: Abs 35 Nays 0 Abs/Excd 0 03/30/2023 House – Passed:- Ayes 66 Nays 2 Abs/Excd 2 04/05/2023 Senate - Signed by Governor on 04/05/23</i>
S1071aa	Sexuality, gender, K to grade 4 - Amends existing law to prohibit instruction on human sexuality, sexual orientation, or gender identity prior to fifth grade.	03/08/2023 Senate - Passed: Ayes 28 Nays 7 Excused 0; title approved; to House 03/13/2023 House - Read First Time, Referred to Education
S1075	Homeowner property tax relief - Amends and adds to existing law to establish provisions regarding the homeowner property tax relief program.	02/13/2023 Senate - Reported Printed; referred to Local Government & Taxation
S1076	Private school tuition, tax credit - Adds to existing law to provide an income tax credit for private school tuition.	02/13/2023 Senate - Reported Printed; referred to Local Government & Taxation
S1083	Political subdivisions, purchasing - Amends existing law to revise provisions regarding procuring services or personal property.	03/02/2023 Senate - Read third time in full – Passed: Ayes 35 Nays 0 Abs/excd 0 03/23/2023 House – Passed: Ayes 68 Nays 0 Abs/Excd 2 03/29/2023 Senate - Signed by Governor on 03/29/23
S1095	Child protection, notification - Amends existing law to provide for notification to a local law enforcement agency when a report of child abuse, abandonment, or neglect is made to the Department of Health and Welfare.	02/14/2023 Senate - Reported Printed; referred to Health & Welfare
S1099aa	Pupil and parental rights act - Adds to existing law to enact the Protection of Pupil and Parental Rights Act.	03/27/2023 Senate - Referred to 14th Order for amendment
S1100aa	Public schools, privacy, safety - Adds to existing law to establish privacy and safety standards in public schools.	03/09/2023 Senate - Passed: Ayes 28 Nays 7 Excused 0; title approved; to House 03/16/2023 House - Passed: Ayes 59 Nays 10 Abs/Excd 1, title approved, to Senate 03/23/2023 Senate - Signed by Governor on 03/23/23

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S1101	Education, enrollment, transfers - Amends existing law to revise provisions regarding the enrollment and transfer of pupils between school districts.	02/14/2023 Senate - Reported Printed; referred to Education
S1102	Parental rights, school records - Amends existing law to provide for certain disclosures and school policies.	02/14/2023 Senate - Reported Printed; referred to Education
S1103	School endowment income facilities - Amends and adds to existing law to provide for the public-school endowment income facilities fund. meet the rising number of students. This legislation redirects revenues from Idaho Endowment Lands to specifically be used for Idaho K-12 school facilities. A distribution formula based on square footage and school population is used to disperse funding.	02/14/2023 Senate - Reported Printed; referred to Education
S1106	Child protection, parent rights - Adds to existing law to provide rights of parents, guardians, and others during child protection investigations.	02/17/2023 Senate - Reported Printed; referred to Judiciary & Rules
S1125	Open enrollment – Amends existing law to revise provisions regarding the enrollment and transfer of pupils.	03/08/2023 Senate - Passed: Ayes 35 Nays 0 Excused 0; title approved; to House 03/21/2023 House – Passed: Ayes 63 Nays 5 Abs/Excd 2 03/28/2023 Senate - Signed by Governor on 03/28/23
S1136	Approp, STEM action center, orig - Relates to the appropriation to the STEM Action Center for fiscal year 2024.	03/07/2023 Senate – Passed: Ayes 31 Nays 4 Abs/Excd 0 03/14/2023 House - Passed: Ayes 68 Nays 0 Abs/Excd 2, title approved, to Senate 03/21/2023 Senate - Signed by Governor on 03/21/23
S1144	Empowering parents, tuition grants – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2024.	03/07/2023 Senate - Reported Printed; referred to Education
S1147	Approp, edu bd, hlth prgms, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2024.	03/13/2023 Senate - Passed: Ayes 24 Nays 9 Excused 2; title approved; to House 03/16/2023 House - Passed: Ayes 44 Nays 25 Abs/Excd 1, title approved, to Senate 03/23/2023 Senate - Signed by Governor on 03/23/23
S1151	Idaho launch grant program – Amends and adds to existing law to establish provisions regarding the Idaho Launch Grant Program and the Idaho In-Demand Careers Fund. <i>Trailer bill for HB 24</i>	03/08/2023 Senate - Reported Printed; referred to Commerce & Human Resources
S1153aa	Teacher spending accounts – Adds to existing law to establish provisions regarding teacher spending accounts.	03/17/2023 Senate – Passed: Ayes 34 Nays 0 Abs/Excd 1 03/20/2023 House - Read First Time, Referred to Education

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<u>S1160</u>	Approp, edu bd, comm college, orig – Relates to the appropriation to the State Board of Education for Community Colleges for fiscal year 2024.	03/15/2023 Senate – Passed: Ayes 24 Nays 9 Abs/Excd 2 03/21/2023 House – Passed: Ayes 47 Nays 21 Abs/Excd 2 03/29/2023 Senate - Signed by Governor on 03/29/23
<u>S1161</u>	Tuition grants, empowering parents – Amends, repeals, and adds to existing law to revise provisions regarding the Empowering Parents Program and to provide for tuition grants.	03/16/2023 Senate - Passed: Ayes 19 Nays 15 Excused 1; title approved; to House 03/20/2023 House - Bill Previously Held at Desk, Referred to Education
<u>S1163</u>	Minors, harmful materials, devices – Adds to existing law to establish the Parental Rights Protection of Minors Act to protect minors from exposure to harmful materials on certain devices.	03/23/2023 Senate - Failed: Ayes 17 Nays 18 Excused 0; to Secretary of Senate
<u>S1167</u>	Idaho launch grant program – Amends and adds to existing law to establish provisions regarding the Idaho Launch Grant Program and the Idaho In-Demand Careers Fund. <i>Trailer bill to HB 24</i>	03/22/2023 Senate – Passed: Ayes 21 Nays 14 Abs/Excd 0 03/30/2023 House – Passed: Ayes 51 Nays 16 Abs/Excd 3 04/05/2023 Senate - Signed by Governor on 04/05/23
<u>S1176</u>	Approp, edu bd, college univ, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education for fiscal year 2024.	03/21/2023 Senate – Passed: Ayes 22 Nays 13 Abs/Excd 0 03/23/2023 House – Passed: Ayes 41 Nays 28 Abs/Excd 1 03/29/2023 Senate - Signed by Governor on 03/29/23
<u>S1177</u>	Approp, edu bd, special prgms, orig – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Special Programs for fiscal year 2024.	03/21/2023 Senate – Passed: Ayes 25 Nays 10 Abs/Excd 0 03/24/2023 House – Passed: Ayes 48 Nays 17 Abs/Excd 5 03/29/2023 Senate - Signed by Governor on 03/29/23
<u>S1179</u>	Approp, work dev council, orig – Relates to the appropriation to the Workforce Development Council for fiscal year 2024.	03/21/2023 Senate – Passed: Ayes 22 Nays 12 Abs/Excd 1 03/23/2023 House – Passed: Ayes 39 Nays 31 Abs/Excd 0 03/29/2023 Senate - Signed by Governor on 03/29/23
<u>S1187aa</u>	Minors, harmful materials, policies – Amends and adds to existing law to revise an affirmative defense regarding disseminating material harmful to minors and to provide for the establishment of provisions regarding policies to protect minors from harmful materials.	03/29/2023 Senate - Retained on calendar
<u>S1188aa</u>	Minors, enjoining harmful material – Amends existing law to provide that certain institutions may be enjoined for selling, distributing, or promoting material harmful to minors and to provide for the abrogation of existing ordinances, rules, and regulations.	03/29/2023 Senate - Retained on calendar
<u>S1191</u>	State personnel, compensation – Adds to existing law to provide limitations regarding telecommuting, to provide requirements for salary adjustments and savings, and to establish a Human Resources and Employee Compensation Legislative Study Committee.	03/21/2023 Senate - Reported Printed; referred to State Affairs

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<u>S1197</u>	Approp, perm bldg fund, orig – Relates to the appropriation to the Department of Administration for the Division of Public Works for fiscal years 2023 and 2024.	03/24/2023 Senate – Passed: Ayes 24 Nays 10 Abs/Excd 1 03/30/2023 House – Passed: Ayes 43 Nays 25 Abs/Excd 2 04/05/2023 Senate - Signed by Governor
<u>S1202</u>	Approp, edu bd, office orig, add'l – Relates to the appropriation to the Office of the State Board of Education for fiscal years 2023 and 2024.	03/31/2023 Senate – Passed: Ayes 21 Nays 12 Abs/Excd 2 03/30/2023 House – Passed: Ayes 33 Nays 29 Abs/Excd 8 04/04/2023 Senate - Signed by Governor on 04/04/23
<u>S1203</u>	Approp, child care, add'l – Relates to the appropriation to the Department of Health and Welfare and the Department of Labor for fiscal year 2023.	03/27/2023 Senate – Passed: Ayes 21 Nays 14 Abs/Excd 0 03/30/2023 House – Passed: Ayes 43 Nays 27 Abs/Excd 0 04/05/2023 Senate - Signed by Governor on 04/05/23
<u>S1204</u>	Approp, pub schls admin, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Administrators for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 25 Nays 10 Abs/Excd 0 03/30/2023 House – Passed: Ayes 52 Nays 17 Abs/Excd 1 04/03/2023 Senate - Signed by Governor on 04/03/23
<u>S1205</u>	Approp, pub schls teachers, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers for fiscal year 2024.	03/30/2023 Senate – Passed: Ayes 33 Nays 2 Abs/Excd 0 03/30/2023 House – Passed: Ayes 69 Nays 0 Abs/Excd 1 04/05/2023 Senate - Signed by Governor on 04/05/23
<u>S1206</u>	Approp, pub schls operations, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Operations for fiscal year 2024.	03/29/2023 Senate – Passed: Ayes 24 Nays 9 Abs/Excd 2 03/30/2023 House – Passed: Ayes 54 Nays 15 Abs/Excd 1 04/05/2023 Senate - Signed by Governor on 04/05/23
<u>S1207</u>	Approp, pub schls children's, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Children's Programs for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 25 Nays 10 Abs/Excd 0 03/30/2023 House – Passed: Ayes 50 Nays 20 Abs/Excd 0 04/05/2023 Senate - Signed by Governor on 04/05/23
<u>S1208</u>	Approp, pub schls facilities, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Facilities for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 31 Nays 4 Abs/Excd 0 03/29/2023 House – Passed: Ayes 68 Nays 0 Abs/Excd 2 04/03/2023 Senate - Signed by Governor on 04/03/23
<u>S1209</u>	Approp, pub schls cntrl srvs, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Central Services for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 26 Nays 9 Abs/Excd 0 03/30/2023 House – Passed: Ayes 49 Nays 20 Abs/Excd 1 04/05/2023 Senate - Signed by Governor on 04/05/23
<u>S1210</u>	Approp, pub schls deaf blind, orig – Relates to the appropriation to the Public Schools Educational Support Program's Division of Educational Services for the Deaf and the Blind for fiscal year 2024.	03/27/2023 Senate – Passed: Ayes 32 Nays 3 Abs/Excd 0 03/29/2023 House – Passed: Ayes 69 Nays 0 Abs/Excd 1 04/03/2023 Senate - Signed by Governor on 04/03/23
<u>S1212</u>	Approp, work dev council, add'l – Relates to the appropriation to the Workforce Development Council for fiscal year 2024.	03/28/2023 Senate – Passed: Ayes 20 Nays 15 Abs/Excd 0 03/30/2023 House – Passed: Ayes 37 Nays 30 Abs/Excd 3 04/05/2023 Senate - Signed by Governor on 04/05/23
<u>S1215</u>	Approp, pub schls children's, trlr – Relates to the appropriation to the Public Schools Educational Support Program's Division of Children's Programs for fiscal year 2024.	03/30/2023 Senate - Reported Printed; referred to Finance
<u>SCR107</u>	Rule rejection, state board of ed – States findings of the Legislature and rejects a certain rule of the State Board of	03/28/2023 Senate – Adopted: voice vote 03/30/2023 House – Adopted: Ayes 58 Nays 11 Abs/Excd 1

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	Education relating to Registration of Postsecondary Educational Institutions and Proprietary Schools.	03/31/2023 Senate - Reported delivered to the Secretary of State on 03/31/23
<u>SJR102</u>	Sectarian approps, repeal - Proposes a state constitutional amendment to repeal the prohibition on sectarian appropriations.	02/02/2023 Senate - Reported Printed; referred to State Affairs

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SUBJECT

Board Policy IV.B. State Department of Education and IV.D. Educator Preparation, Certification, and Standards (new section) – First Reading

REFERENCE

August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101. Initiating amendments pursuant to Zero Based Regulation Initiative.
October 2021	Board approved omnibus rule for IDAPA 08, incorporating proposed rule amendments approved at the August 2021 Board meeting.
June 2022	Board approved the first reading of proposed changes to Board Policy IV.B., adding instructional staff certificate endorsements that had been removed from Idaho Administrative Code 08.02.02 effective March 15, 2022.
August 2022	Board approved the second reading of proposed changes to Board Policy IV.B.
October 2022	Board approved the first reading of proposed policy amendments, incorporating amendments to the certification endorsements requested by the PSC and Department staff.
December 2022	Board approved second reading of proposed amendments to Board policy IV.B. requested by the PSC.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.B.
Sections 33-1201 through 33-1204, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02
Executive Order 2020-01

BACKGROUND/DISCUSSION

Section 33-1201, Idaho Code, requires each person employed in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. Certificate endorsements identify the subject area and grade range of each certificate. Instructional certificates may include multiple endorsement areas. Chapter 12, Title 33, Idaho Code, includes various provisions requiring the Board to specify the minimum college training requirements or the duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsements in rule and by moving these provisions to Board Policy, the Board is now able to be

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more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

Over the previous two years the Board has approved amendments to Administrative Code and Board policy incorporating the endorsement portion of the certification requirements into Board Policy IV.B. Prior to this work, the standards review requirements were already established in this section of Board policy. With more individuals outside of agency staff now accessing Board Policy IV.B. to look up the certificate endorsement requirements it has been determined that splitting the policy out into two sections will make it easier for the certification requirements to be accessed.

IMPACT

Amendments to Board Policy IV.B. and the creation of a new section of Board policy, Board Policy IV.D., will make it easier for individuals to access the certification endorsement requirements and find language regarding the review and approval of certification standards.

ATTACHMENTS

- Attachment 1 – Board Policy IV.B. – First Reading
- Attachment 2 – Board Policy IV.D. – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1201, Idaho Code, requires each person employed in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. Certificate endorsements identify the subject area and grade range of each certificate. Instructional certificates may include multiple endorsement areas. Chapter 12, Title 33, Idaho Code, includes various provisions requiring the Board to specify the minimum college training requirements or the duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsements in rule. By moving these provisions to Board Policy, the Board will be able to be more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

The proposed amendments move the existing requirements from Board policy IV.B., the section of policy specific to the Department of Education, to a new section of Board policy, Board policy IV.D. The provisions being moved from Board Policy IV.B. are not specific to the Department of Education. Rather, the provisions being moved pertain to certificate endorsement requirements and standards approval processes. This move will make the endorsement requirements easier to find and search. Only non-substantive changes have been made to the existing language in Board policy IV.B. that is relocated to the new Board policy IV.D. The non-substantive changes consist of number changes,

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references to acronyms and sentence ordering. No existing requirements or processes have been amended.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy IV.B., as provided in Attachment 1 and Board Policy IV.D., as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: B. State Department of Education

~~December 2022~~ June 2023

1. Purpose

The State Department of Education is established by Section 33-125, Idaho Code, as an executive agency of the State Board of Education for elementary and secondary school matters.

2. State Superintendent of Public Instruction

The State Superintendent of Public Instruction is an elected public official, serves as the executive secretary of the Board, and is the executive officer of the State Department of Education. The State Superintendent of Public Instruction (hereinafter known as the "superintendent") is responsible for carrying out the policies, procedures, and duties authorized by applicable state and federal statutes and the policies and procedures of the Board for the elementary and secondary schools in Idaho.

3. Department Organization

The State Department of Education (hereinafter known as the "department") is organized in a manner as determined by the Board acting on recommendations by the superintendent.

4. General Scope of Department Responsibilities

The department is responsible for public elementary and secondary school matters as provided by Title 33, Idaho Code, or as determined by the State Board of Education.

5. Consultant and Advisory Services

The Board allows payments to be made to staff members of the department for consultative services to agencies or organizations other than the public elementary and secondary schools. Such payments may be in addition to the certified salary of the employee and be made during the periods for which any regular salary is paid, as determined by the superintendent. Consultative services must not interfere with the time or duties of the staff member for the department. Requests to undertake consultative services must be submitted to the superintendent or his or her designee and to the Board for prior approval.

6. Policy Manual for Idaho Public Schools

The superintendent or his or her designee is responsible for the development, establishment, maintenance, and dissemination of the *State Board of Education Rules and Regulations for Public Schools K-12* as approved by the Board. The procedures

used to establish, amend, or otherwise modify the Policy Manual will be in accordance with Board policy and applicable state laws.

7. Internal Policies and Procedures

The superintendent, as the chief executive officer, may establish such additional policies and procedures for the internal management of the department as are necessary and in alignment with the Board policies, Administrative Code, and Idaho Statute.

8. Basic Educational Technology Standards for Continuing Educators

The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. This policy was created as a plan of action which provides recognition, encouragement and documentation of demonstrated competencies for educators and school districts by certificates of achievement and by school accreditation.

a. Accountability and Recognition

All state approved teacher education institutions or their trained designees (i.e., state department employees, district employees or community college faculty) will issue a State Certificate of Educational Technology Competency to those certificated personnel who have documented mastery of the required basic technology standards.

The State Department of Education will issue annually a State Certificate of a Technology School of Excellence to those schools documenting that at least 90% of the certificated staff have earned the State Certificate of Educational Technology Competency.

The State Department of Education will provide the State Board of Education an annual report on certificated personnel demonstrating mastery of the required basic technology standards by state, by district, and by school beginning with a baseline skill inventory that identifies the number of certificated personnel who have already demonstrated competency by the approved assessments. The results of this baseline will be available for Board review at the September 1998 Board meeting. Reports will continue annually on September 1999 through September of 2001 providing current data from the 1998-1999 school year and continuing through the 2000-2001 school year. The baseline and each annual report will include the following information by state, by district, and by school:

- i. Total certificated personnel
- ii. Total certificated personnel demonstrating technology competency
- iii. Total certificated administrative personnel
- iv. Total certificated administrative personnel demonstrating technology competency
- v. Total certificated instructional personnel

- vi. Total certificated instructional personnel demonstrating technology competency.

Information from the annual reports may be used to inform the citizens of Idaho of the relative standing of each school and each school district. The information will also be used to give proper recognition to schools making excellent progress towards or achieving the Board's goal. The Board staff will evaluate the policy annually.

~~9. Standards Approval~~

~~While maintaining a balance between the local governance of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public schools then provide educational opportunities to Idaho students. Prior to any standards being brought forward to the Board the applicable stakeholders and the public shall be provided with an opportunity to provide feedback. All standards being brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.~~

~~a. Content Standards~~

~~The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards.~~

~~The content standards review process will include at a minimum:~~

- ~~i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the~~

~~applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.~~

- ~~ii. The review committee will make an initial determination regarding the need to update the standards.~~
- ~~iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.~~
- ~~iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.~~

~~b. Standards for the Initial Certification of Professional School Personnel~~

~~The Standards for the Initial Certification of Professional School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these standards to be considered for approval or re-approval.~~

~~The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Reviews of CTE educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to the Standards for the Initial Certification of Professional School Personnel. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.~~

~~10. Instructional Staff Certificate Endorsements~~

~~Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. The following credit requirement must be met to be eligible for each type of endorsement. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap. Routes for~~

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ATTACHMENT 1

~~Alternative Authorization for new endorsements are established in IDAPA 08.02.02.021.~~

- ~~a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.~~
- ~~b. American Government/Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.~~
- ~~c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.~~
- ~~d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.~~
- ~~e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.~~
- ~~f. Blended Early Childhood Education/Early Childhood Special Education (Birth-Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.~~
- ~~g. Blended Elementary Education/Elementary Special Education (Grade 4-Grade 6). Twenty (20) semester credit hours to include coursework in methods of~~

~~teaching elementary and special education, central concepts of grade 4–grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth—Grade 3) endorsement and cannot be used in a middle school setting.~~

- ~~h. Blind and Low Vision (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.~~
- ~~i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.~~
- ~~j. Communication (5-9 or 6-12). Complete one (1) of the following options:
 - ~~i. Twenty (20) semester credit hours to include coursework in methods of teaching—communication—arts, interpersonal—communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or~~
 - ~~ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.~~~~
- ~~k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.~~
- ~~l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.~~
- ~~m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours to include coursework in methods of teaching early childhood; child development and behavior with emphasis in cognitive language, physical, social, and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; planning, implementing,~~

~~and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.~~

- ~~n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.~~
- ~~o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.~~
- ~~p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.~~
- ~~q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.~~
- ~~r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.~~
- ~~s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.~~
- ~~t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner~~

~~development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.~~

- ~~u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.~~
- ~~v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.~~
- ~~w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.~~
- ~~x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.~~
- ~~y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.~~
- ~~z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:
 - ~~i. English endorsement – twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.~~
 - ~~ii. History endorsement – twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts,~~~~

- and world language.
- iii. ~~Music endorsement – twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.~~
 - iv. ~~Theatre arts endorsement – twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.~~
 - v. ~~Visual arts endorsement – twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.~~
 - vi. ~~World language endorsement – twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.~~
- aa. ~~Journalism (5-9 or 6-12). Complete one (1) of the following options:~~
- i. ~~Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.~~
 - ii. ~~Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.~~
- bb. ~~Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.~~
- cc. ~~Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.~~
- dd. ~~Mathematics – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer~~

~~programming may be substituted for six (6) semester credit hours of mathematics content.~~

~~ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.~~

~~ff. Natural Science (5-9 or 6-12). Complete one (1) of the following options:~~

~~i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:—~~

~~1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.~~

~~2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.~~

~~3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.~~

~~4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.~~

~~ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.~~

~~gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.~~

~~hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.~~

- ~~ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.~~
- ~~jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.~~
- ~~kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.~~
- ~~ll. Science — Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.~~
- ~~mm. Social Studies (6-12). Complete one of the following options:
 - ~~i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history~~
 - ~~ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.~~
 - ~~iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:
 - ~~1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.~~
 - ~~2) Economics endorsement — twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.~~
 - ~~3) Geography endorsement — twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.~~
 - ~~4) History endorsement — twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.~~~~~~
- ~~nn. Social Studies — Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.~~

~~oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.~~

~~pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.~~

~~i. Teacher Leader—Instructional Specialist~~

- ~~1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.~~
- ~~2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.~~
- ~~3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.~~

~~ii. Teacher Leader—Instructional Technology~~

- ~~1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.~~
- ~~2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.~~
- ~~3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.~~

~~iii. Teacher Leader—Literacy~~

- ~~1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school~~

- setting.
- ~~2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.~~
 - ~~3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities. —~~
- iv. ~~Teacher Leader — Mathematics~~
- ~~1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting. —~~
 - ~~2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.~~
 - ~~3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.—~~
- v. ~~Teacher Leader — Special Education~~
- ~~1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting. —~~
 - ~~2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and~~

~~operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and special education law, including case law.~~

~~3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.~~

~~qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.~~

~~rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.~~

~~ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.~~

~~tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:~~

- ~~i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and~~
- ~~ii.i. A qualifying score on a state board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: D. Educator Preparation, Certification, and Standards

June 2023

1. Standards Approval

While maintaining a balance between the local control of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public school then provide educational opportunities to Idaho students. Prior to any standards being brought forward to the Board the applicable stakeholders and the public shall be provided with an opportunity to provide feedback. All standards being brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards.

The content standards review process will include at a minimum:

- i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

- ii. The review committee will make an initial determination regarding the need to update the standards.
- iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
- iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.

b. Standards for Certificated School Personnel

The Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these certifications standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (CTE) educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to non-CTE educator standards. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

2. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

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- a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.
- b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.
- c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.
- d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.
- e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.
- f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.
- g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early

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Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.

- h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.
- i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.
- j. Communication (5-9 or 6-12). Complete one (1) of the following options:
 - i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
 - ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.
- k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.
- l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.
- m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours to include coursework in methods of teaching early childhood; child development and behavior with emphasis in cognitive-language, physical, social, and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education

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law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

- n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.
- o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.
- p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.
- q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.
- r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.
- s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.
- t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and

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interventions, special education law, family and community relationships, and accommodations and modifications.

- u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.
- v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.
- w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.
- x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.
- y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.
- z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:
 - i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.
 - ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
 - iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance,

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- history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.
- iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.
 - v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.
 - vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.
- aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
- i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.
 - ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.
- bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.
- cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.
- dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

- ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.
- ff. Natural Science (5-9 or 6-12). Complete one (1) of the following options:
- i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
 - 1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
 - 2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
 - 3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
 - 4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.
 - ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.
- gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.
- hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.
- ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical

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science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

- jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.
- kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.
- ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.
- mm. Social Studies (6-12). Complete one of the following options:
 - i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history
 - ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.
 - iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:
 - 1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
 - 2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
 - 3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
 - 4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.
- nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.
- oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.

pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

i. Teacher Leader – Instructional Specialist

- 1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
- 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii. Teacher Leader – Instructional Technology

- 1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.
- 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iii. Teacher Leader – Literacy

- 1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher

Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.

- 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- iv. Teacher Leader – Mathematics
- 1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
 - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
 - 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- v. Teacher Leader – Special Education
- 1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.
 - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and

- special education law, including case law.
- 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.
- rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.
- ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.
- tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:
- i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and
 - ii. A qualifying score on a state board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

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SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – First Reading

REFERENCE

October 2019

The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permissible events. The Board requested that the policy be referred back to the Planning, Policy, and Governmental Affairs committee to develop policy revisions delegating all alcohol permit approval to the CEOs of the institutions, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters.

February 2020

The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permissible events. The Board requested that additional changes be made to ensure complete delegation to the CEO's of the institutions, specifically to remove the stipulation that attendees of a Permitted Event must receive a ticket, registration, or invitation.

April 2020

Board approved second reading of amendments.

February 2022

Board approved first reading of amendments expanding permitted events to include educational programs.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures, Section I.J. Use of Institutional Facilities and Services with Regard to the Private Sector

BACKGROUND/DISCUSSION

Board Policy I.J. Use of Institutional Facilities and Services in Regards to the Private Sector requires the use facilities be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector and sets out limited provisions under which the consumption of alcohol in institutional facilities is authorized. At the October 2019 Regular Board meeting, the Board approved a first reading of amendments to Board policy I.J.

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requested by the four-year institutions. The Board requested that the institutions include an additional policy revision to delegate to the chief executive officers of the institutions all alcohol permit approval, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters. The second reading of these amendments were approved by the Board at the April 2022 regular Board meeting.

While these amendments expanded the authorization for the approval of alcohol service on the institution campuses, the authorization was still limited to specific events over a set period of time. In late November 2022, the University of Idaho requested an amendment to the policy that would also allow for the approval of alcohol service “in conjunction with educational programming at the institution where managing sales and service of alcohol is a material element of a degree or certificate program.” In discussions with staff and the Planning, Policy and Governmental Affairs Committee it was determined that the identification of whether alcohol service was a material element was not well defined and a better approach would be to amend the policy so the current delegation also included locations regardless of whether or not the service was tied to a degree program.

IMPACT

Approval of the proposed amendments will delegate to the chief executive officers of the postsecondary institutions all alcohol permit approval authority within the parameters set in the Board policy.

ATTACHMENTS

Attachment 1 – Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Further expanding the delegation of these approvals is in alignment with the Board’s overall delegation to the institution presidents regarding the day to day management of the institutions.

Amendments were submitted between the first and second reading to clean up remaining language in the policy regarding the location of the events and to expand the sale of alcohol to include retail locations on campus. The Planning, Policy and Governmental Affairs Committee discussed the additional amendments and determined that expanding the sale of alcohol to retail locations on campus was outside of changes that could be made between and the first and second readings. Only those changes consistent with the expansion of the policy revisions discussed during the first reading have been incorporated into the second reading of the policy.

Staff recommends approval.

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BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the
Private Sector

April 20202023

1. Use of Institutional Facilities and Services

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
- b. Priority and guidelines for use of institutional services and facilities are as follows:
 - i. Institutionally sponsored programs and projects.
 - ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - iii. Local, state, or federally sponsored programs and projects.
 - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the planned or expected number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

- a. ~~The possession, consumption, and sale of alcoholic beverages is generally prohibited at institutional facilities except as allowed through the Board's Governing Policies and Procedures.~~ The chief executive officer ("CEO") of each institution may approve the possession, sale, or consumption of alcoholic beverages ~~only as permitted by and~~ in compliance with this policy. The CEO must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.
- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic

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beverage” shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Approval of the possession, sale, or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written or electronic application. An Alcohol Beverage Permit may only be issued to allow the sale, consumption or possession of alcoholic beverages on the campus grounds provided that all of the following minimum conditions are met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.

- i. An Alcohol Beverage Permit may be granted only for a specifically designated event ("Permitted Event") which may include an ongoing operation at the institution. Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession, service, consumption of alcoholic beverages. ~~The time period for the activity must be a single continuous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition or similar event). An event with no predetermined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for the service possession, and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.~~
- ii. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
- iii. Non-alcoholic beverages must be readily available at every Permitted Event.
- iv. Only those who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event. An Alcohol Beverage Permit for a Permitted Event may allow alcoholic beverages to be possessed and consumed throughout the Permitted Event area, ~~provided that the area is fully enclosed, and provided further that the area is such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.~~
- v. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed or shall be readily available upon request.
- vi. When the institution is the sponsor/host of the Permitted Event, the institutional unit responsible for the event completes the Alcohol Beverage

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Permit application. Any event sponsored/hosted by any recognized unit of the institution for an institutional purpose is an institution sponsored event. When a non-institution third party is the sponsor/host of the Permitted Event, the third party completes the application. The third party is responsible for compliance with all applicable laws of the state of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale, and consumption of alcoholic beverages.

- vii. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Service of alcohol at the Permitted Event must be done by authorized institutional employees or through institution approved third-party contractors (such as caterers or institution food service providers) TIPS training shall be required for all individuals responsible for alcohol service. For approved third party contractors, responsibility for TIPS training lies with the contractor. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
 - viii. The event sponsor and those individuals and contractors furnishing alcohol at the Permitted Event shall be responsible for ensuring that no one under the legal drinking age, or visibly intoxicated person is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. All third-party event sponsors and all third party contract alcohol providers shall indemnify the institution, State Board of Education and the State of Idaho for all damages resulting from that entity's negligence. All third party event sponsors and all contract alcohol providers must provide proof of appropriate insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence and \$2,000,000 general aggregate. Such insurance must list the institution, its officers, directors, employees, agents and volunteers, the State Board of Education and the State of Idaho as additional insureds. Proof of the required insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insureds for the duration of the event.
 - ix. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event [or location](#) sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event [or location](#).
 - x. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.
- c. The CEO of each institution has the authority to authorize tailgating that meets or

exceed the following requirements.

- i. Specific parking lots or limited areas of campus grounds may be designated as tailgating areas for home games or games hosted by the institution.
 - ii. Within tailgate areas, game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.
 - iii. Alcohol consumption in tailgating areas shall be limited to the same day of an event hosted by the institution.
 - iv. Alcoholic beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.
 - v. The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area unless approved as a Permitted Event. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.
- d. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another roommate or roommates) as their individual living space.
3. Institutions shall not advertise alcoholic beverages on campus grounds or in any institutional facilities. Provided, however, responsible drinking campaigns or advertising are not prohibited.

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SUBJECT

Temporary Rule – Docket 08-0201-2301, Rules Governing Administration – Average Daily Attendance Reporting Methodology

REFERENCE

August 2019	Board considered and rejected a proposed rule, Docket 08-0102-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board approved temporary and proposed rule setting reporting criteria for average daily attendance and full-time equivalent enrollment reporting and waived the GED application fee.
November 23, 2020	Board approved amended temporary and pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and allowing average daily attendance to be calculated based on the FTE enrollment numbers.
December 7, 2020	Board approved temporary rule allowing ADA to be calculating using student FTE enrollment for FY2021.
December 15, 2021	Board approved temporary rule allowing ADA to be calculated using student FTE enrollment for FY 2022.
April 2022	Board approved temporary rule allowing ADA to be calculated using student FTE enrollment for FY 2023.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1001, 33-1002, 33-1003, 33-1003A, 33-1027, 33-1028, and 33-1619, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

BACKGROUND/DISCUSSION

Section 33-1002, Idaho Code, authorizes the Board to set through Administrative Code the methodology for reporting attendance for the purpose of calculating average daily attendance as it applies to public school funding. For the 2020-2021 academic year, in response to the COVID-19 pandemic and the disruption to in-person learning, the Board approved a temporary rule allowing the FTE student enrollment methodology established in IDAPA 08.02.01 to be used for reporting attendance for calculating Average Daily Attendance (ADA). Prior to the pandemic, average annual attendance rates ran around 95%, which means that 95% of public school students are in attendance on any given day. During the pandemic, while schools are open and instructing students, they reported an average attendance rate around 80%.

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School districts and charter schools have indicated increased instances of students being out at much higher rates than normal. As a result of the lower daily attendance rates and the negative impact this will have on public school funding, several school district administrators and charter schools asked the Board to consider extending the temporary rule allowing FTE student enrollment to be used for calculating ADA for the 2021-2022 school year through the 2022-2023 school year.

Temporary rules expire at the end of each legislative session unless additional action is taken prior to the start of the legislative session to request the legislature extend the temporary rule for an additional year. If extended by the legislature, the rule would stay in place until the end of the following session. There was no request to extend the current temporary rule during the session and the temporary rule approved by the Board at the April 2022 Board meeting expired when the 2023 Legislature adjourned sine die.

IMPACT

The temporary rule will confer a benefit by providing stability to public school funding during the remainder of FY 23 school year. Due to the ongoing after effects of the pandemic, school districts and public schools are experiencing very high levels of daily absenteeism. This has a significant negative impact on public schools' budgets. While these students are still receiving instruction, schools are reporting higher rates of students being out sick or quarantining than what was seen prior to the pandemic. The proposed amendment would stabilize the funding by allowing average daily attendance to be calculated based on the number of enrolled students rather than those in school on each day

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0201-2301– Student FTE Enrollment and Average Daily Attendance

BOARD STAFF COMMENTS AND RECOMMENDATIONS

While school districts and charter schools are still required to report attendance, the daily attendance numbers reported to date indicate there would be a significant reduction in mid-term support units for FY 2023 should ADA be calculated based on daily attendance rather than the average FTE enrollment. The public school funding formula calculates funding based on mid-term support units and support units calculated based on the “best of 28 weeks” Average Daily Attendance (ADA) and support units. Salary based apportionment is based on mid-term support units and makes up the bulk of the public school funding. Discretionary funding is distributed based on the “best of 28 weeks” support unit calculations done later in the school year.

The February 15, 2023 foundation payment was based on 16,663.84 support units. Had the support units been calculated based on half-day/full-day attendance the mid-term support units would have been 15,661, a variance of 1,002.84 support units. Based on an estimated statewide average midterm support unit value of

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\$119,152, the loss of support units would result in a loss of approximately \$120M to school districts statewide.

With the expiration of the temporary rule, Docket 08-0201-2201, the methodology for calculating ADA has reverted back to half-day and full-attendance reports. Without approval of a new temporary rule extending the average FTE enrollment methodology for calculating ADA for the remainder of FY 23, the support units used for distributing discretionary funding will be significantly reduced. Approval of the new temporary rule will extend the average FTE enrollment methodology through the remainder of the current school year (FY23).

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria and give approval:

- provides protection of the public health, safety, or welfare;
- is to come into compliance with deadlines in amendments to governing law;
- federal programs; or
- is conferring a benefit.

At the time of the agenda material production, the Governor had not yet provided approval to promulgate the temporary rule. Once approved by the Board, enactment of the temporary rule will be contingent on the Governor's approval.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary rule Docket 08-0201-2301, allowing average student FTE enrollment to be used for calculating average daily attendance, as submitted in Attachment 1, effective April 7, 2023 through June 30, 2023, contingent on approval to promulgate the temporary by the Governor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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08.02.01 – RULES GOVERNING ADMINISTRATION

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.01, “Rules Governing Administration,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-116, 33-117, 33-308, 33-320, 33-310B, 33-512, 33-513, 33-905, 33-1279, 33-1403, 33-1405, 33-2004 and Chapter 10, Title 33, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (3-15-22)

001. SCOPE.

Uniform and thorough standards and governance by the State Board of Education for the establishment and maintenance of a general, uniform and thorough system of public education. (3-15-22)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (3-15-22)

003. -- 006. (RESERVED)

007. WAIVERS.

The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations. (3-15-22)

008. DEFINITIONS.

01. Course. A unit of instruction that may be determined based on the amount of instructional time or predetermined level of content and course outcomes. (3-15-22)

02. Virtual Course. A course where instruction is provided in an on-line format and does not necessarily include face-to-face instruction. (3-15-22)

009. -- 049. (RESERVED)

050. ALTERING SCHOOL DISTRICT BOUNDARIES.

The State Board of Education sets forth the following rules to govern the application and hearing procedures for alteration of school boundaries pursuant to Section 33-308, Idaho Code. A written application from the person or persons requesting alteration of school district boundaries, including the reasons for making the request, will be submitted to the Department of Education. (3-15-22)

01. Written Statement of Support. A written statement supporting or opposing the proposed alteration will be prepared by each board of trustees no later than ten (10) days following its first regular meeting held following receipt of the written application prepared by the person or persons requesting the alteration. Such request and supporting materials shall be forwarded to the Superintendent of Public Instruction. (3-15-22)

02. Review of Request. The Superintendent of Public Instruction shall appoint a hearing officer in accordance with State Board of Education Governing Policies and Procedures to review the proposed alteration of boundaries. (3-15-22)

03. Criteria for Review of Request. The hearing officer shall review the proposed alteration of boundaries taking into account the following criteria: (3-15-22)

a. Will the alteration as proposed leave a school district with a bonded debt in excess of the limit proscribed by law; (3-15-22)

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b. Is the proposed alteration in the best interests of the children residing in the area described in the petition. In determining the best interests of the children the hearing officer shall consider all relevant factors which may include: (3-15-22)

- i. The safety and distance of the children from the applicable schools; (3-15-22)
- ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area; (3-15-22)
- iii. The adjustment of the children to their home and neighborhood environment; and (3-15-22)
- iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support. (3-15-22)

04. Market Value. The market value, for tax purposes, of the two (2) districts prior to the requested transfer and of the area proposed to be transferred will be provided. (3-15-22)

05. Decision by State Board Education. The recommendation from the hearing on the matter shall be forwarded to the State Board of Education for decision in accordance with the Board's Governing Policies and Procedures. (3-15-22)

06. Additional Information. The applicant may submit any additional information which is deemed to be appropriate in assisting the State Board of Education to make the decision. (3-15-22)

051. -- 149. (RESERVED)

150. DEVIATION FROM STANDARD EMPLOYMENT CONTRACT FORM.

The State Superintendent of Public Instruction has approved a standard employment contract form. Any deviation from this contract form must be approved by the State Superintendent of Public Instruction and reviewed for reapproval once every three (3) years. (3-15-22)

151. -- 199. (RESERVED)

200. EMERGENCY CLOSURE - TEACHER STRIKE OR WITHHOLDING OF SERVICE.

The State Board of Education does not recognize a teacher strike or the withholding of service as sufficient cause to declare an emergency closure. The primary concern of the State Board of Education is for the instructional program available to students. (3-15-22)

201. -- 249. (RESERVED)

250. PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME.

01. Day in Session When Counting Pupils in Attendance. (3-15-22)

a. A school day for grades one through twelve (1-12) may be counted as a "day in session" when the school is in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. (3-15-22)

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours or its equivalent of instruction or the teachers are involved in staff development activities for not less than

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two and one-half (2 1/2) hours. Students attending less than a half-day in session may have their hours aggregated by week for reporting purposes. (3-15-22)

02. Day of Attendance - Kindergarten. A day of attendance for a kindergarten pupil is one in which a pupil is under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (3-15-22)

03. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is under the guidance and direction of a teacher or other authorized school district personnel while school is in session and under the instruction of a teacher employed by the district in which the pupil resides or employed through the Idaho digital learning academy, with the exception as stated in “day in session” above. Attendance will be reported in full or half-days. (3-15-22)

04. Average Daily Attendance. Average daily attendance will be reported by averaging the full-time equivalent enrollment by week for students receiving instruction. To be considered as a student receiving instruction, the student must have regular contact with the applicable instructional or pupil service staff member and be completing assignments as applicable to the grade range and course the student is enrolled in. For funding purposes, full-time equivalent enrollment in an alternative summer school program shall be based on the student attending 225 hours or more or the proportional share of hours up to one (1) average day of attendance.

05. Full-Time Equivalent (FTE) Enrollment Reporting. (3-15-22)

a. Full-time equivalent (FTE) enrollment will be based on the courses in which students are reported to be enrolled. To appropriately account for the differences in courses and schedules, FTE will be calculated using the minutes per week metric of the reported courses which is an indicator of the amount of content delivered in the course. (3-15-22)

b. For each student, the minutes per week of all reported courses will be summed to provide a total course minutes per week, and this number will be used to determine the FTE enrollment of the individual student. The student will generate an FTE enrollment equal to the proportion of the total minutes per week of the reported courses for the student divided by 1200 with a maximum FTE of: (3-15-22)

i. Kindergarten: 0.5 FTE (3-15-22)

ii. Grades one (1) to twelve (12): 1.0 FTE (3-15-22)

c. Students enrolled in more than one (1) LEA will have their FTE enrollment fractionalized between the LEAs in which they are enrolled by dividing the course minutes per week that the student is enrolled at each LEA by the total course minutes per week for the student reported by all LEAs. (3-15-22)

d. Courses in LEAs with block scheduling that result in students receiving instruction for a period greater than one (1) week will use an average of the course minutes per week over a two-week period as the minutes per week for the course. (3-15-22)

e. Students enrolled in an alternative summer school or alternative night school program of two hundred twenty-five (225) or more hours of instruction may be counted as an additional zero point two five (0.25) FTE. Alternative summer school enrollment will be included in the October 1 reporting period. (3-15-22)

f. Students enrolled in an alternative summer school or alternative night school program of less than two hundred twenty-five (225) hours FTE will be determined based on the proportional share of two hundred twenty-five (225) hours the program consists of. (3-15-22)

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g. Students enrolled in more than one (1) LEA in grade seven (7) through grade twelve (12) shall count enrollment at all LEAs for determining eligibility of overload courses identified in Sections 33-4601 and 33-4602, Idaho Code. (3-15-22)

251. DATA COLLECTION.

LEA's will report the required information for state and federal reporting and decision-making. The reporting will be done in accordance with the requirements established in Chapter 10, Title 33, Idaho Code, or as needed for state and federal purposes. Each LEA is required to verify and assure the accuracy of the data submitted on a timeframe established by the state board of education or its designee. (3-15-22)

01. State Data System. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: (3-15-22)

a. Grade Point Average (GPA); and (3-15-22)

b. Chronic Absenteeism. (3-15-22)

c. Student address. (3-15-22)

252. DATA VALIDITY.

01. Responsibility. LEA Administrators are responsible for the accuracy of the data submitted by the LEA. (3-15-22)

a. Data must be verified and corrected within 30 business days, based on the LEA's calendar, of receiving written notification of issues in submitted data. The timeline for correcting data may be extended if LEA staff are actively working with state longitudinal data system staff to correct the issue. (3-15-22)

b. Data reported by the LEAs used for funding purposes, including placement on the career ladder, must come through the state longitudinal data system. When discrepancies are identified, it is the responsibility of the LEA to update the submitted data prior to any adjustments being made. Funding will be withheld until such data is corrected. (3-15-22)

253. UNIQUE EDUCATION IDENTIFIER.

01. Assignment. Each student enrolling in an Idaho public LEA or participating in a public educational program will be assigned a unique student identifier. The unique education identifier shall follow the student and will be used by each LEA in which the student is enrolled or participating. The unique student identifier will follow the student into the public postsecondary education. (3-15-22)

a. LEAs must obtain unique student identifiers by providing the following information for each student: (3-15-22)

i. Complete legal name, including first, middle, last, and suffix as written on a legal document such as birth certificate, passport, visa, or other such legal document. (3-15-22)

ii. Date of birth. (3-15-22)

iii. Gender. (3-15-22)

b. LEAs may be required to provide any or all of the following additional information to help ensure unique identification such as: (3-15-22)

i. Prior school attended, if known. (3-15-22)

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- ii. Zip code of residence. (3-15-22)
- iii. Race and Ethnicity. (3-15-22)
- iv. Birth parents' first and last name. (3-15-22)
- v. Parents' or guardians' first and last name(s). (3-15-22)
- vii. County of birth. (3-15-22)

254. -- 299. (RESERVED)

300. FUNDS WITHHELD - LATE SUBMISSION OF RECORDS.

All required records from each LEA will be reported by the required deadlines. If an LEA is delinquent in reporting and is determined to be noncompliant, payment to that LEA will be withheld until such time as the LEA has met its obligation. (3-15-22)

301.-- 349. (RESERVED)

350. EARLY GRADUATION.

Any high school student who completes the number of credits and exiting standards required by both the state and the school district prior to completing eight (8) semesters of high school work may petition the local superintendent and board of trustees to graduate early. When calculating the aggregate average daily attendance for the educational support program, students graduating from high school prior to the end of the school year will have their ADA for the first semester (second trimester) counted as if they were in attendance during the second semester (third trimester) of the school year. (3-15-22)

351.-- 399. (RESERVED)

400. SPECIAL EDUCATION FUNDING FOR DISTRICTS WITH APPROVED PROGRAMS.

01. Reimbursement for Exceptional Child Support Units. State reimbursement provided by exceptional child support units is based on the following formula: (3-15-22)

a. Preschool students will generate funding based upon the weekly hours and minutes they are enrolled in special education. (3-15-22)

b. From the fall elementary enrollment of kindergarten through grade six (K-6), subtract elementary residential facility students and multiply the result by six one-hundredths (.06). Add the elementary residential facility students to the product. (3-15-22)

c. From the fall regular secondary enrollment of grades seven through twelve (7-12), subtract secondary residential facility students and multiply the result by fifty-five one-thousandths (.055). Add the secondary residential facility students to the product. (3-15-22)

d. Add the juvenile detention facility students to the total. (3-15-22)

e. Use the exceptional child divisor to determine the number of exceptional child units. Secondary programs with a smaller divisor may use the smaller divisor for their secondary computation. (3-15-22)

f. Elementary and secondary exceptional child support units will be calculated using one hundred percent (100%) Average Daily Attendance (ADA): the ADA will be subtracted from their respective regular elementary and secondary administrative unit for computing the support unit. (3-15-22)

02. Contracting for Educational and Related Services.

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a. A school district which contracts for special education services with another agency may claim reimbursement up to a maximum amount of state funding, as annually determined by the State Department of Education, less the district's certified annual tuition rate. When any agency contracts for the education of exceptional children, all such children will be enrolled in the district of their residence and the agency will certify to the home school district the daily record of attendance of such student. (3-15-22)

b. For special education contracts between local school districts, the district receiving service will pay the district providing service the amount of the providing district's local annual tuition rate as certified under the provision of Idaho Code. The school district providing service will include students served within such contract within the total number of special education students used to calculate exceptional education support units. Charges for additional costs may be negotiated between the districts. (3-15-22)

c. The State Department of Education will determine if public and private schools and facilities meet state standards for an approved special education program. Any agency aggrieved by the Department of Education's final decision may appeal that decision to the State Board of Education. (3-15-22)

401. -- 449. (RESERVED)

450. REIMBURSEMENT TO DISTRICTS FOR SUBSTITUTE TEACHER COSTS.

The Professional Standards Commission (PSC) is authorized to reimburse the employing district for a classroom teacher member of the PSC for the costs incurred in the employment of a substitute teacher for a member while the member is engaged in PSC business. Such reimbursement may be made for each instance in which a substitute is employed as a replacement for a member beyond six (6) days during a given school year. Reimbursement may be made upon request by the employing district submitted in a manner determined by the PSC. Reimbursement will be based upon the prevailing rate for substitutes in that district. (3-15-22)

451. -- 499. (RESERVED)

500. SCHOOL DISTRICT BUILDING ACCOUNT (NON-LOTTERY MONEY).

The board of trustees of any school district may apply to the State Board of Education to receive a payment or payments from the School District Building Account as authorized under Section 33-905(3a), Idaho Code. (3-15-22)

01. Application for Payment. The application for payments from the School District Building Account will include: (3-15-22)

a. A statement of need; (3-15-22)

b. A statement of the condition and use of all of the district's existing facilities including the dates of construction and any significant remodeling or additions; (3-15-22)

c. A history of the district's classroom student/teacher ratios, how these ratios have been affected by a lack of classroom space, and how these ratios would be improved by the project being requested. This statement should include building by building ratios as well as the overall district student/teacher ratio; (3-15-22)

d. A statement of the district's existing tax levies for school plant facilities and bond interest redemption, along with how these levies relate to the district's levy capacity; (3-15-22)

e. A statement of the district's market value for assessment purposes as such valuation existed on December 31 of the previous year, as well as other factors, if any, that affect the district's ability to finance school construction; (3-15-22)

f. A statement of past efforts to levy for the project for which funding is being requested; (3-15-22)

g. A description of any unique or special circumstances that should be considered in the evaluation of

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the application;

(3-15-22)

02. Application Deadline. The deadline for submitting applications will be January 30th of each year.
(3-15-22)

03. Eligibility. The State Board of Education will be responsible for determining which school districts receive payments from the School District Building Account. The State Board will: (3-15-22)

a. Review all applications submitted by the established deadline, taking into consideration the criteria of need, wealth, and effort established in Section 33-905, Idaho Code; (3-15-22)

b. Require resubmission of an application only when there have been substantial changes in the district which could alter the status of original determination; (3-15-22)

c. Determine a priority of school districts eligible to receive monies from the School District Building Account. Such priority will be based on a point system. Once established, the priority will be annually reviewed. Unless significant new information has been submitted which impacts the original determination, the priority will not be altered; (3-15-22)

d. Determine a priority within forty-five (45) days of the application submission deadline; and
(3-15-22)

e. Award to each successful grantee twenty-five percent (25%) of the costs of the approved project.
(3-15-22)

04. Point System for Determining Priority. The point system for determining the priority of eligible districts is based on the following rating and weighted values: (3-15-22)

a. Need: zero through ten (0-10) points, three and one half (3.5) weighted value for each point awarded; (3-15-22)

b. Effort: zero through ten (0-10) points, two (2.0) weighted value for each point awarded; (3-15-22)

c. Ability: zero through ten (0-10) points, two (2.0) weighted value for each point awarded; (3-15-22)

d. Past efforts (levies attempted but failed): zero through ten (0-10) points, five tenths (.5) weighted value for each point awarded; (3-15-22)

e. Student/teacher ratio improvement: zero through ten (0-10) points, one (1.0) weighted value for each point awarded; and (3-15-22)

f. Unique/special circumstances zero through ten (0-10) points: one (1.0) weighted value for each point awarded. (3-15-22)

05. Documentation of Revenue Sources. The school district will, within twelve (12) months of receipt of the approved state portion, submit documentation to the State Board of Education of the approved revenue source or sources that will be used to raise the district's portion. Failure to meet this requirement will result in return of the state grant along with any interest accrued on these monies. (3-15-22)

501. -- 549. (RESERVED)

550. OUT-OF-STATE TUITION.

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01. Annual Agreement. An annual agreement for out-of-state tuition, signed by a local board of trustees and approved by the State Board of Education, may allow students who are residents of an Idaho school district that borders on an adjacent state to attend school in the adjacent state for educational services in kindergarten through grade twelve (K-12). (3-15-22)

02. State Support Program Allowance. An Idaho school district will be eligible to receive from the state educational support program an amount equal to the cost of the out-of-state tuition contract less the amount of local district contribution times the percentage the average daily attendance (ADA) of tuition students is to the total ADA in the school district. (3-15-22)

551. -- 599. (RESERVED)

600. REIMBURSEMENT TO DISTRICTS FOR A FEASIBILITY STUDY OF HIGH SCHOOL OR SCHOOL DISTRICT CONSOLIDATION.

01. Application Procedure. Applications for reimbursement will be submitted to the State Superintendent of Public Instruction in narrative form with the following supporting documents: (3-15-22)

- a. A copy of the feasibility study; (3-15-22)
- b. A copy of the consolidation plan, when appropriate; (3-15-22)
- c. A summary of school board deliberations or joint sessions that were held by the participating school boards; (3-15-22)
- d. A summary of all public hearings held, if any; and (3-15-22)
- e. An itemized listing of reimbursable costs. (3-15-22)

02. Reimbursable and Non-Reimbursable Costs. Allowable costs for a feasibility study may include contracts for technical services, and the costs of public hearings, telephone bills, supplies, materials, publications, and travel. The costs of the following items will not qualify for reimbursement: (3-15-22)

- a. A salary of any person regularly employed part-time or full-time by the school district; (3-15-22)
- b. Rental of district-owned facilities; (3-15-22)
- c. Costs incurred more than three (3) years prior to the application. (3-15-22)

03. Maximum Reimbursement Allowed. The total costs reimbursed will not exceed ten thousand dollars (\$10,000) for each feasibility study. A school district may receive reimbursement for more than one (1) feasibility study, but the aggregate total reimbursement for all studies will not exceed ten thousand dollars (\$10,000) during any consecutive three (3) year period. (3-15-22)

04. Notification of Approval. Upon verifying applicant school district's fiscal encumbrance for a feasibility study, the State Department of Education will notify the district and include the reimbursement payment in the district's apportionment payment for the year in which the expenses were incurred. (3-15-22)

601. -- 649. (RESERVED)

650. GENERAL EDUCATION DEVELOPMENT TESTS/IDAHO HIGH SCHOOL EQUIVALENCY CERTIFICATE.

The primary objective of the State Board of Education is to have all students complete their formal education and graduate from high school. However, students who drop out of school and believe it is in their best interest to take the (General Education Development) GED. test may do so under the following conditions and, upon successful completion of all GED requirements, may apply for an Idaho High School Equivalency Certificate (HSEC). (3-15-22)

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01. General Education Development Tests. General Education Development (GED) tests are given by approved testing centers for a statewide fee set by the Idaho Division of Career Technical Education. Candidates must make the minimum score for passing the GED test as established by the GED Testing service. (3-15-22)

02. Age Criteria. The applicant must satisfy one (1) of the following age criteria: (3-15-22)

a. The applicant must be at least eighteen (18) years of age; (3-15-22)

b. The applicant may be sixteen (16) or seventeen (17) years of age and be one (1) year or more behind in credits earned, expelled, recommended by the school, pregnant, or a parent. In such cases, the applicant is eligible if the applicant's school verifies in writing that the student meets one of the above criteria and this verification is on file at the testing center prior to any testing. The school may give its verification only after the applicant and his or her parent or guardian submit in writing a request for the applicant to take the GED tests and the applicant and the applicant's parent or guardian have met with school officials to review and discuss the request. (In cases where the applicant is not living with a parent or guardian, the parent or guardian's verification is not necessary.); (3-15-22)

c. The applicant may be sixteen (16) or seventeen (17) years of age and be entering college, the military, or an employment training program, enrolled in an Adult Basic Education Program, enrolled in the Job Corps, or incarcerated. In such cases, the applicant is eligible if the institution involved applies in writing for the applicant to take the GED tests and this application is on file at the testing center prior to any testing. (3-15-22)

03. Proof of Identity. Test takers must present proof of identification that shows legal name, date of birth, signature, address and photograph. Valid drivers' licenses, passports, military, and other forms of government-issued identification are acceptable. Two (2) forms of identification may be provided to meet these criteria. (3-15-22)

04. Idaho High School Equivalency Certificate. The State Department of Education will issue an Idaho High School Equivalency Certificate (HSEC) to eligible applicants. To be eligible to receive an HSEC, an applicant must submit the following documents to the Division of Career Technical Education: (3-15-22)

a. An official report of GED test results showing successful completion of all requirements applicable to the version of the GED test taken by the applicant. Test scores are accepted as official only when reported directly by the State's approved vendor for transcripts and records management, the Transcript Service of the Defense Activity for Non-Traditional Education Support (DANTES), or, in special cases, the GED Testing Service. (3-15-22)

b. Individuals who took the exam prior to January 1, 2014, must also furnish documentation that they met the American Government requirement of the State of Idaho. This requirement may be met by resident study in high school or college, correspondence study from an accredited university, DANTES, or by successfully passing the American Government test furnished by the testing center. (3-15-22)

c. A completed form DD295 on all service personnel. This form is not required of veterans and non-veteran adults. (3-15-22)

d. A copy of a discharge if the applicant is a veteran of military service. (3-15-22)

651. -- 800. (RESERVED)

801. CONTINUOUS IMPROVEMENT PLANNING AND TRAINING.

In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that includes a continuous improvement process focused on improving student performance of the LEA. (3-15-22)

01. Definitions. (3-15-22)

a. Administrator. As used in this section administrator means the superintendent of the school district or administrator of a charter school. (3-15-22)

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- b.** Board. Board means the Idaho State Board of Education. (3-15-22)
- c.** Executive Director. Executive Director means the Executive Director of the Idaho State Board of Education. (3-15-22)
- d.** Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school. (3-15-22)
- e.** Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school. (3-15-22)
- f.** Continuous Improvement Plan. As used in this section, a continuous improvement plan focuses on annual measurable outcomes and the analysis of data to assess and prioritize needs and measure outcomes. (3-15-22)
- 02. Reimbursement Eligibility.** LEA's may request reimbursement for training conducted pursuant to Section 33-320, Idaho Code. Such training must be available to local governing board members and school district and charter school administrators. To be eligible for reimbursement the training and trainer must meet the following criteria: (3-15-22)

 - a.** Training. The training must cover one (1) or more the follow subjects: (3-15-22)

 - i.** Continuous improvement planning training. Continuous improvement planning training must include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes; (3-15-22)
 - ii.** School finance; (3-15-22)
 - iii.** Administrator evaluations, including, but not limited to, specifics on the Idaho state evaluation requirements and framework; (3-15-22)
 - iv.** Ethics; or (3-15-22)
 - v.** Governance. (3-15-22)
 - b.** Documentation of Training. Training records shall be kept by the LEA showing: (3-15-22)

 - i.** The length of the training in hours; (3-15-22)
 - ii.** The subject(s) covered by the training; (3-15-22)
 - iii.** The participants included in the training or validation of attendance of specific participants as applicable; and (3-15-22)

 - i.** The curriculum, agenda, or other documentation detailing the content of the training. (3-15-22)
 - c.** Training Format. A majority of the LEA board and the administrator must collaborate on the continuous improvement plan and engage students, parents, educators and the community, as applicable to the training subject and format. The training facilitator must be physically present or have the ability to interact directly with all training participants. Sufficient time must be provided during the sessions to give the participants an opportunity to discuss issues specific to the LEA. (3-15-22)
 - d.** Trainer Qualifications. The trainer must meet the following qualifications: (3-15-22)

 - i.** May not be a current employee of the LEA; (3-15-22)

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ii. Must have two (2) years of documented training experience in the area of training being provided for the LEA; and (3-15-22)

iii. Must provide at least three (3) recommendations from individuals who participated in past training sessions conducted by the trainer. These recommendations must be included with the application to determine the trainer's qualifications. (3-15-22)

e. **Qualified Trainers.** Trainer qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. (3-15-22)

i. An individual or company may submit an application for consideration to be placed on the list of qualified trainers or the LEA may submit the application on behalf of the individual or company. (3-15-22)

ii. Applications must be submitted to the Executive Director in a format established by the Executive Director. (3-15-22)

iii. Trainer qualifications must be determined prior to the LEA's request for reimbursement of training costs. (3-15-22)

03. Audit. If requested, LEA's must provide training documentation or other information to verify eligibility prior to reimbursement. (3-15-22)

802. (RESERVED)

803. STATEWIDE AVERAGE CLASS SIZE.

For the purpose of determining the statewide average class size used in school district staff allowance calculations, school districts shall be grouped as follows: (3-15-22)

01. Group 1. Group 1 shall consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor of eighteen point five (18.5.) (3-15-22)

02. Group 2. Group 2 will consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor less than eighteen point five (18.5.) (3-15-22)

03. Group 3. Group 3 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of nineteen (19) or twenty (20) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (3-15-22)

04. Group 4. Group 4 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of less than nineteen (19) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (3-15-22)

804.-- 999. (RESERVED)

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SUBJECT

Boundary County School District Trustee Zones Boundaries Amendment

REFERENCE

April 21, 2011	Board approved requirements for school district trustee zone equalization proposals.
August 11, 2011	Board approved 41 and rejected 13 school district rezoning proposals
October 20, 2011	Board approved remaining trustee rezoning proposals.
April 18, 2013	Board approved two school district rezoning proposals.
April 5, 2021	Board approved school district and community college trustee zone redistricting proposal parameters.
January 13, 2022	Board approved Boundary School District trustee zones

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-313, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-313, Idaho Code, after the decennial census reports school districts were required to evaluate and submit a proposal to the State Board of Education (Board) to redefine trustee zones equalizing the population within each zone in the school district following the report of the decennial census.

At the January 13, 2022 Board meeting, the Board approved new trustee zones for Boundary School District based on census blocks resulting in changes to the existing trustee zone boundaries (see Attachment 1). The changes resulted in significant issues for various stakeholders in Boundary County as detailed in Attachment 2. Boundary School District requests a return to the trustee zone boundaries that existed in 2011.

Section 33-313, Idaho Code, is not specific to what constitutes equalization. At the April 5, 2021 Special Board meeting the Board adopted the following criteria for rezoning proposals:

- For the purpose of determining “equalized” populations between trustee zones, no one trustee zone shall differ in population by more than 10 percent (10%) from any other trustee zone within the school district or community college district.
- School districts shall use the most current State Board of Education approved legal descriptions for their school district boundary.
- Trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable. Trustee zone boundaries will group census blocks within common identifiable lines and trustee zone legal descriptions:
 - Will follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.

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- Will split census blocks only when the proposal can demonstrate to the State Board of Education that any proposed deviation from census block boundaries will accurately account for all individuals within that census block.
- There may be circumstances in which the census block lines and the proposed trustee zone boundary lines do not match. In such cases the inconsistencies will need to be identified and a proposed solution for population count for the census block or blocks affected must be included as part of the submitted proposal.
- Proposals shall include:
 - A copy of the legal description of each trustee zone prepared by a licenses attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property
 - A map of the district showing each trustee zone
 - The population of each trustee zone
 - A summary of each trustee zone population and the percentage difference between the largest trustee zone population and each of the other trustee zones
 - A list of sources used for data to create the proposal
 - Determination of the number of trustee zones and the date of expiration of the term of office for each trustee.
- Maps submitted with the proposal must include:
 - Include the proposed trustee zone boundaries
 - Include the existing trustee zone boundaries
 - Clearly delineate which is the existing and which is the proposed trustee zone boundary
 - Include census block boundaries and populations within each block

IMPACT

Approval of the proposed Boundary school district trustee zones will return to zones to those that existed in 2011 and is within the parameters set by the Board at its April 2021 Board meeting.

ATTACHMENTS

- Attachment 1 – Boundary County School District 2022 trustee zone map, approved at January 13, 2022 Board meeting
- Attachment 2 – March 23, 2023 letter to Board from Boundary County School District Superintendent
- Attachment 3 – Proposed 2023 proposed Boundary County School District School District trustee zone map
- Attachment 4 – Proposed 2023 Boundary Country School District trustee zone legal descriptions

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BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-313, Idaho Code, any proposal to define the boundaries of the trustee zones in a school district must include the determination of the number of trustee zones and the date of expiration of the term of office for each trustee. Any proposal must also include a legal description of each trustee zone, a map of the district showing how each trustee zone would then appear, and the approximate population each trustee zone would have should the proposal become effective. Section 33-308, Idaho Code, requires all submitted legal descriptions “be prepared by a licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property.”

Boundary School District has requested that the district be allowed to return to the zones which existed in 2011 and which are familiar to the community. Although the 2011 trustee zones do not follow census blocks, they do meet the other requirements set by the Board at its April 5, 2021 meeting. Specifically, the proposed Boundary School District trustee zones:

- Are not bizarrely-shaped leading to potential gerrymandering;
- Returns the district to the trustee zones approved by the Board in 2011 following township and section lines and geographic boundaries including Highway 95 and the Kootenai River;
- Do not differ more than 10 percent from any other trustee zone in the school district;
- Account for all areas within the district boundary;
- Contains legal descriptions for the trustee zones prepared by a licensed professional land surveyor;
- Utilizes the 2020 Census Data as the source for population data

Staff recommends approval of the request.

BOARD ACTION

I move to approve Boundary School District’s trustee boundary rezoning proposal legal descriptions submitted in Attachment 4.

Moved by _____ Seconded by _____ Carried Yes ____ No _____



District Office | 7188 Oak Street, Bonners Ferry, Idaho 83805 | 208.267.3146 | www.bcsd101.com
Mrs. Jan Bayer, Superintendent

March 23, 2023

Idaho State Board of Education
650 W State St 3rd Floor
Boise, ID 83720

Dear President Liebich and Board Members:

Thank you for accepting Boundary County School District #101's request to submit for approval a new 2023 Trustee Zones Map. As explained by Misty Swanson from the Idaho School Board Association there was confusion and disconnect on the initially submitted and approved Trustee Zones Map in January 2022.

The 2022 approved Trustee Zones Map significantly changed our zones based solely on census blocks and bizarre shapes compared to our 2011 Trustee Zones Map that was based on townships, sections, and natural dividers. Both maps are attached for your viewing. There are several reasons we are asking for the return to townships and sections as presented in the 2023 Proposed Trustee Zones Map:

- 1) The township and section lines are explainable to the public. The only lines that do not follow the township and section lines are as follows:
 - a) The dividing line between Zone 3 and Zone 4 is Highway 95. The division is concrete, explainable, and visual. The division at Highway 95 still meets the less than 10% population variance;
 - b) The dividing line between Zone 2 and Zone 3 uses the section line and the Kootenai River in order to preserve the less than 10% population variance, but splits census zones. The division we are proposing is concrete, explainable, and visual;
 - c) The dividing line between Zone 2 and Zone 5 is the Kootenai River. It does split census zones, but there is a concrete, explainable, and visual divide that still meets the less than 10% variance.
- 2) By following township and section lines, Highway, 95, and the Kootenai River the trustee zones are explainable and avoid bizarrely-shaped zones;
- 3) The County is concerned about the significant changes from the 2011 Trustee Zones Map that no longer follow the township and section lines or dividers such as Highway 95 and the Kootenai River; and
- 4) Lastly, we do not want to be accused of gerrymandering. By significantly changing the map from townships and section lines to census blocks it appears in Zone 2 we intentionally placed our longest standing board member with our newest board member. We are all working to unite our community, not divide our community.

According to Idaho Code 33-313(4), "Any proposal shall include a legal description of each trustee zone as the same would appear as proposed, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have, should the proposal to change any trustee zones become effective." All the information is provided in our attached documents.

Furthermore, all criteria outlined in the Planning, Policy, and Governmental Affairs April 5, 2021 meeting for Idaho School District and Community College Trustee Zone Equalization are met as follows:

- 1) Legal descriptions for each trustee zone are attached, meet professional standards and were reviewed and approved by Russell Badgley, Professional Land Surveyor, at James A. Sewell & Associates, LLC.;
- 2) The 2023 Proposed Trustee Zone Map shows each trustee zone by color and is attached. This map also shows each township, section, census block, census numbers, and major highways and waterway.
- 3) The 2023 Proposed Trustee Zone Map notes the population of each trustee zone;
- 4) The 2023 Proposed Trustee Zone Map identifies the trustee zone, trustee zone population, and the % population variance for each trustee zone. The population summary is accurate based on 2020 Census Data and GPS through Innovate. The highest population is Zone 3 with 2,574 people. The Zone 1 variance is 8.9%, Zone 2 variance is 7.5%, Zone 4 variance is 7.0%, and Zone 5 is 8.0%. All proposed trustee zone variances are less than the 10% variance allowed;
- 5) The resources used to complete the trustee zone maps are the 2020 Census, Township, Sections, Structure Points (addresses), and verification by James A. Sewell & Associates; and
- 6) Boundary County School District has 5 Trustee Zones. The expiration for each zone is noted below:
 - Zone 1 - 12/31/25
 - Zone 2 - 12/31/25
 - Zone 3 - 12/31/23
 - Zone 4 - 12/31/23
 - Zone 5 - 12/31/25

Lastly, for complete transparency, any census block that is split occurred to follow township and section lines, Highway 95, or the Kootenai River in order to avoid bizarrely-shaped zones and accusations of gerrymandering. The proposed trustee zones are all concrete, explainable, and visual.

Thank you for considering our 2023 Proposed Trustee Zone Map as our legal map going forward. If you need any additional information, please let me know at jan.bayer@mail.bcsd101.com or at 208-267-3146.

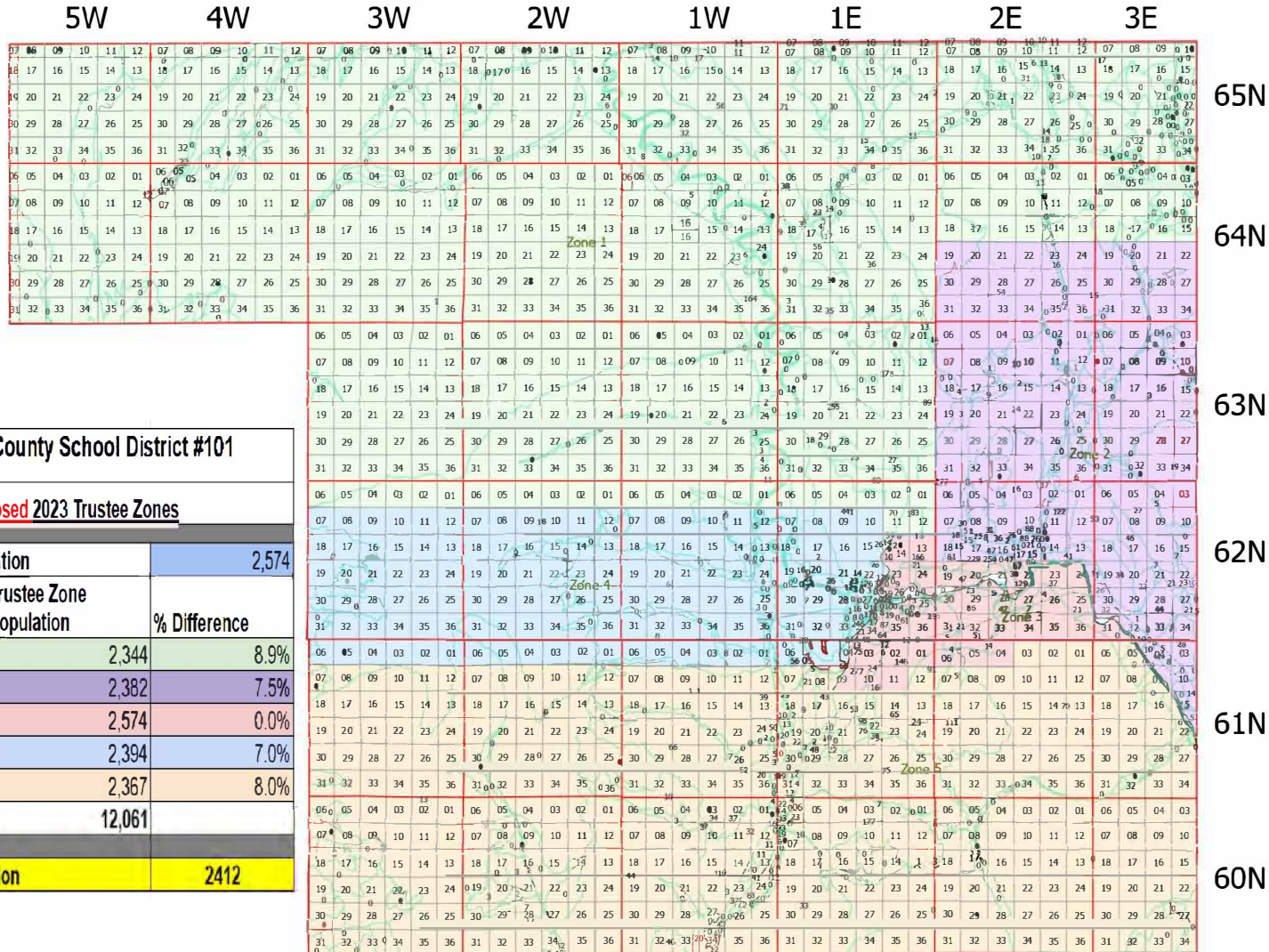
Sincerely,



Jan Bayer
Superintendent



MARCH 2023 TRUSTEE ZONE MAP



Boundary County School District #101		
Proposed 2023 Trustee Zones		
Highest Zone Population		2,574
Trustee Zone	Trustee Zone Population	% Difference
1	2,344	8.9%
2	2,382	7.5%
3	2,574	0.0%
4	2,394	7.0%
5	2,367	8.0%
Total	12,061	
Target Zone Population		2412

Boundary County School District #101 Trustee Zone Legal Descriptions

TRUSTEE Zone #1 is legally described as:

Beginning at the SW corner of Section 6, T62N, R3W, thence North 6.96 miles along the Bonner/Boundary County line to the SW corner of Section 31, T64N, R3W; thence West 11.24 miles along the Bonner/Boundary County line to the SW corner of Section 31, T64N, R5W; thence North 10.52 miles along the Idaho/Washington border to the Canada/USA border; thence East 44.72 miles along the Canada/USA border to the Idaho/Montana border and the NE corner of Section 10, T65N, R3E; thence South 7.49 miles along the Idaho/Montana border to the SE corner of Section 15, T64N, R3E; thence West 9.84 miles to the SW corner of Section 18, T64N, R2E; thence South 11.02 miles to the SE corner of Section 12, T62N, R1E; thence West 1.59 miles to the centerline of US Highway 95; thence South along US Highway 95 to the West line of Section 14, T62N, R1E; thence North 1.67 miles to the SE corner of Section 3, T62N, R1E; thence West 21.78 miles to the Point of Beginning.

TRUSTEE Zone #2 is legally described as:

Beginning at the SW corner of Section 18, T62N, R2E, thence North 12.09 miles to the NW corner of Section 19, T64N, R2E; thence East 9.84 miles to the Idaho/Montana border and the NE corner of Section 22, T64N, R3E; thence South 18.74 miles along the Idaho/Montana border to the North bank of the Kootenai River where it intersects the East line of Section 22, T61N, R3E; thence North and West along the North bank of the Kootenai River to the South line of Section 13, T62N, R2E; thence West 5.63 miles to the Point of Beginning.

TRUSTEE Zone #3 is legally described as:

Beginning at a point on the South line of Section 9, T61N, R1E where it intersects with US Highway 95, thence North along the centerline of US Highway 95 to the intersection of Cody Street in the City of Bonners Ferry; thence North on Cody Street to Van Buren Street; thence East on Van Buren Street to the centerline of US Highway 95; thence North along US Highway 95 through the City of Bonners Ferry to its intersection with the North line of Section 14, T62N, R1E; thence East 1.59 miles to the NE corner of Section 13, T62N, R1E; thence South 1 mile to the NW corner of Section 19, T62N, R2E; thence East 5.63 miles to a point where the North bank of the Kootenai River intersects the South line of Section 13, T62N, R2E; thence South and East along the North bank of the Kootenai River to where it intersects the South line of Section 32, T62N, R3E; thence West 4.65 miles to the NE corner of Section 4, T61N, R2E; thence South 1 mile to the SE corner of Section 4, T61N, R2E; thence West 3.98 miles to the SE corner of Section 2, T61N, R1E; thence South 1 mile to the SE corner of Section 11, T61N, R1E; thence West 2.86 miles to the Point of Beginning.

TRUSTEE Zone #4 is legally described as:

Beginning at SW corner of Section 6, T61N, R3W, thence North 5.98 miles along the Bonner/Boundary county line to the NW corner of Section 7, T62N, R3W; thence East 21.78 miles to the NE corner of Section 10, T62N, R1E; thence South 1.67 miles to the centerline of US Highway 95; thence South along US Highway 95 to the intersection of Van Buren Street in the City of Bonners Ferry; thence West on Van Buren Street to Cody Street; thence South on Cody Street to the centerline of US Highway 95; thence South along US Highway 95 to its intersection with the South line of Section 4, T61N, R1E; thence West 20.37 miles to the Point of Beginning.

TRUSTEE Zone #5 is legally described as:

Beginning at the SW corner of Section 31, T60N, R3W, which is the SW corner of Boundary County, thence North along the Bonner/Boundary county line 11 miles to the NW corner of Section 7, T61N, R3W; thence East 20.37 miles to the intersection of the North line of Section 9, T61N, R1E with US Highway 95; thence South along US Highway 95 to the South line of Section 9, T61N, R1E; thence East 2.86 miles to the NW corner of Section 13, T61N, R1E; thence North 1 mile to the NW corner of Section 12, T61N, R1E; thence East 3.98 miles to the NW corner of Section 10, T61N, R2E; thence North 1 mile to the NW corner of Section 3, T61N, R2E; thence East 4.65 miles to the North bank of the Kootenai River; thence South and East along the North bank of the Kootenai River to the Idaho/Montana border; thence South 8.20 miles along the Idaho/Montana border to the SE corner of Section 34, T60N, R3E; thence West 33.79 miles along the Bonner/Boundary county line to the Point of Beginning.

