

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017**

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY – ANNUAL PROGRESS REPORT AND TOUR	Information Item
2	YOUTH CHALLENGE ACADEMY UPDATE	Information Item
3	WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION UPDATE	Information Item
4	IDAHO COMMISSION ON HISPANIC AFFAIRS UPDATE	Information Item
5	IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT	Information Item
6	IDAHO PUBLIC CHARTER SCHOOL COMMISSION ANNUAL REPORT	Information Item
7	2017 LEGISLATIVE UPDATE AND PROPOSED LEGISLATION	Motion to Approve
8	BOARD POLICY I.M. ANNUAL PLANNING AND REPORTING – SECOND READING	Motion to Approve
9	IDAHO COMPREHENSIVE LITERACY PLAN ADDENDUM	Motion to Approve
10	STATE BOARD OF EDUCATION – K-20 STRATEGIC PLAN	Motion to Approve
11	EVALUATION REVIEW – PHASE I REPORT AND RECOMMENDATIONS	Motion to Approve

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FEBRUARY 16, 2017**

BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Summary Annual Statistics per the Board's Template Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Boise State University Progress Report
February 2017

Strategic Plan Implementation

The goals and strategies of our strategic plan, *Focus on Effectiveness 2012-2017*, provide the blueprint by which we are deliberately and methodically attaining our vision to become a Metropolitan Research University of Distinction. We have made substantial progress in a number of areas. The information included herein is intended to illustrate some examples of our progress.

Goal #1: “Create a signature, high-quality educational experience for all students.”

Foundational Studies Program:

In fall, 2012, Boise State began implementation of our Foundational Studies Program. The program completely restructured the way we deliver general education by providing a connected, multidisciplinary framework of learning from freshman year through senior year. The Foundational Studies Program is organized around 11 University Learning Objectives (ULOs) that every Boise State graduate will be expected to meet, regardless of major. Importantly, the ULOs align well with the types of skills and knowledge sought by employers: written and oral communication, problem solving, critical thinking, teamwork, and ethics.

It has taken a massive amount of work to get the program up and running, and 2016-17 represents the fifth year since implementation. We believe that this is an appropriate time to extensively review the program and to make corrections as necessary. Although still in development, some improvements already in the works include:

- Make more extensive use of our Center for Teaching and Learning to ensure excellent instruction and more consistent course design.
- Add more full-time instructional staff so as to create more consistency among sections of the courses offered.
- Create greater connections between the program and the disciplinary expertise of academic departments, and between the program and the Faculty Senate.
- Review the 11 University Learning Outcomes to ensure they can be and are being assessed most effectively.

College of Innovation and Design

Boise State University's College of Innovation and Design is taking the lead on a number of programs that will develop and expand student skill development in order to meet current and emerging workplace needs. The programs include the following:

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- Gaming, Interactive Media & Mobile Technology - Graduates of the BS in GIMM will enter a rapidly growing field with strong hiring demand for their computational and virtual reality programming skills sought by employers delivering reality and virtual reality employee training (driverless vehicles, healthcare training, PTSD treatment, etc.).
- The Vertically Integrated Project (VIP) Program unites undergraduate education and faculty research in a team-based context. VIP teams earn academic credit for their participation in design/discovery efforts that assist faculty and graduate students with large-scale research and development issues in areas of their interest and expertise. VIP teams are: (a) multidisciplinary – drawing students from all disciplines; (b) vertically integrated – maintaining a mix of freshman to faculty each semester; and (c) long term – each student may participate for the duration of their education.
- Students participating in the new COOP program will gain course credit while undertaking a directed experience with an Idaho employer. Unlike an internship, a COOP is an educational experience that includes a partnership between the university, company, and student so that the student learns while they “do”. It is a pathway for students in majors that may not directly map to a professional position to apply and demonstrate their skills while they’re learning. It will help students in the Liberal Arts and other areas to demonstrate and build confidence in their professional skills. Employers will appreciate the increase in potential talent available and the lower cost of hiring associated with this program.

School of Public Service

Boise State University’s School of Public Service was founded in 2015 to inspire and equip students to be innovative, principled, and effective public service leaders, to promote meaningful community engagement and civil discourse, and serve as an objective and unbiased resource for citizens and decision-makers. The school was designed to rethink and redevelop teaching, learning, and research ensuring that Idaho students, businesses, and taxpayers get the most value out of their investments in higher education.

In fall of 2017, the School of Public Service will implement two new undergraduate programs that will cross lines between traditional disciplines such as political Science, history, public policy, and economics, and will make use of faculty expertise and coursework across the university.

- Graduates of the new BA in Urban Studies and Community Development will develop expertise in a range of fields including economics, public policy, program evaluation, community building, and public communication; that expertise will enable them to address urban issues and challenges essential for community development. Most existing urban studies programs focus on large, global, industrial cities, such as New York and San Francisco. The proposed program will be unique in that it focuses on the challenges faced by communities in the Intermountain West. Cities and towns in the Intermountain West have

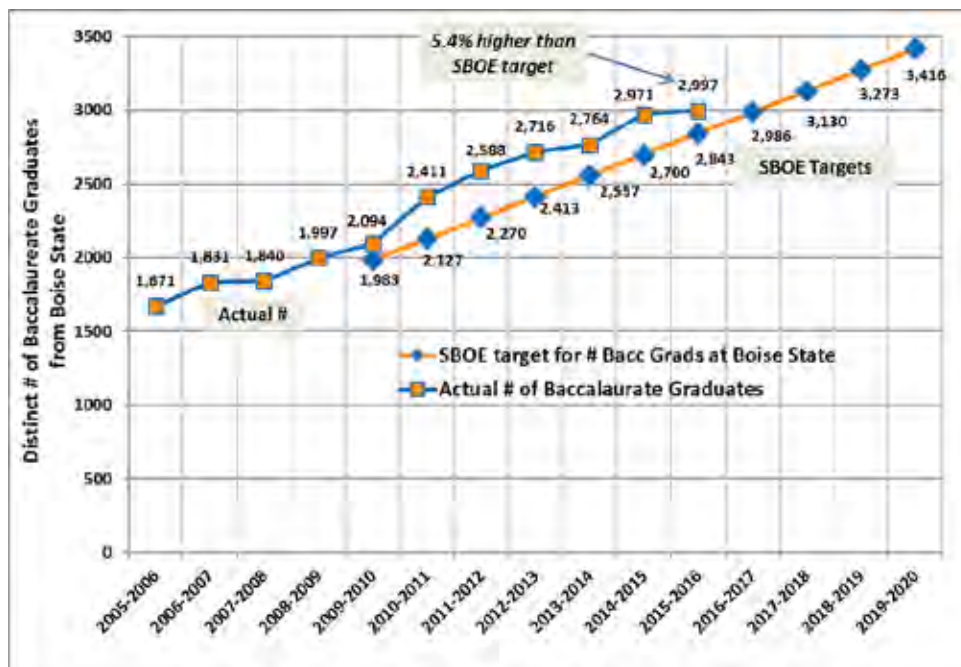
unique cultural, economic, environmental and political dynamics, and typically have a strong interdependence with adjacent rural areas, often geographically isolated.

- Graduates of the new BA in Global Studies program will acquire deep, applied knowledge in how cultures, communities, governments, nations and businesses interact. Students will develop this expertise through a combination of classroom instruction, experiential learning, community partnerships, study abroad, undergraduate research, and interdisciplinary collaboration. Graduates who understand the dynamics of global, national, and local cultural and political interactions will have a competitive advantage in the workforce.

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Goal #2: “Facilitate the timely attainment of educational goals of our diverse student population.”

Our work on this goal is directly aligned with the Complete College Idaho plan and with meeting the targets for numbers of graduates given each institution at the August, 2010 meeting of the SBOE. Shown in the figure, the number of baccalaureate graduates produced by Boise State University in 2015-16 was 5.4% higher than the 2015-16 target given to Boise State by the SBOE.



Boise State University produces more baccalaureate graduates than any other Idaho public institution. We have successfully increased the number of baccalaureate graduates while maintaining a relatively steady enrollment through a number of actions increasing the progression of our students. That success is reflected in increased retention and graduation rates.

- Retention during of first-time-in-college, full-time freshmen has increased from 63% for the fall 2005 cohort to 78% for the fall 2015 cohort. For the fall 2015 cohort, that increase in percentage represents more than 300 students.
- Six-year graduation rate for first-time-in-college full-time freshmen increased from 24% for the fall 2002 cohort to 39% for the fall 2010 cohort.

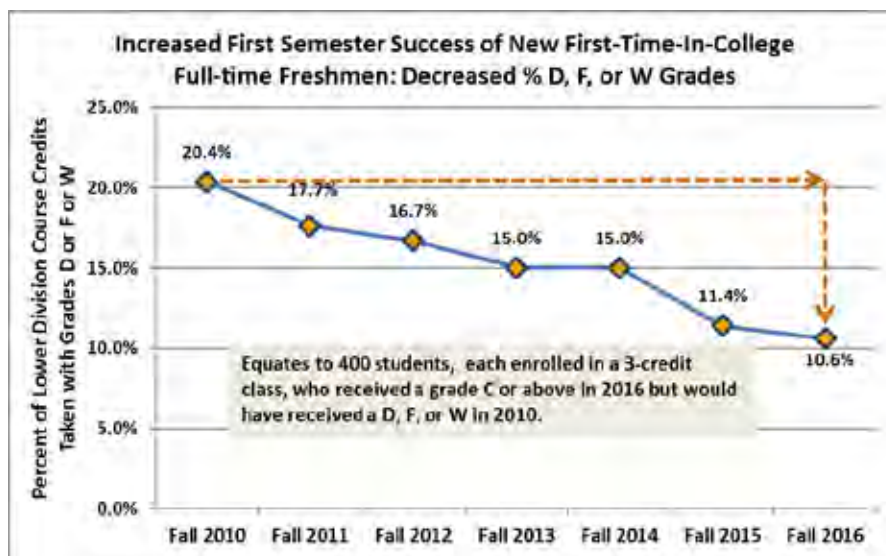
Much of our effort has been focused on increasing the success of Freshman and Sophomore students. Following is a selection of the initiatives we are pursuing:

- The Math Learning Center redesigned remedial math by blending online learning modules with face-to-face instructions, whereby students “learn math by doing math” within an encouraging environment. Pass rates, since implementation, have increased consistently in a range of math courses.

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- We redesigned our English course placement and remediation. The new placement process is designed to ensure that students are in the course level in which they can be successful. Students needing English remediation who completed a newly created co-requisite 4-credit version of English 101 (known as English 101+) were also retained at a higher rate than students who did not require remediation, and took the English 101 component alone.
- We expanded our use of the Learning Assistants program, which provides peer leaders to support students and faculty inside and outside the classroom. Learning assistants support active learning during class, and build mentoring relationships with students outside of class, through four hours per week of facilitated study sessions. Peer support is coupled with a faculty coordinator working to align and improve curriculum across sections.

The overall impact of these and other initiatives can be seen in the following graph, which shows that we have been highly successful at increasing the success of our freshman students in their coursework. The graph shows an analysis of the success of incoming freshmen in their first semester at Boise State. Students who receive a grade of D or F or W (which constitutes a withdrawal from class) are considered to have not successfully completed the class. As you can see, the percentage of credits for which a D/F/or W was received by those students has gone down substantially over the last six years: from 20.4% to 10.6%. If examined in terms of our fall 2016 cohort of 2,628 freshmen, this increase in success equates to 400 of those students, each in a three-credit class, and each receiving a grade of C or better (instead of a D, F, or W). Our research shows that one of the most important contributors to the retention of freshmen, is their success in their first classes. Therefore, a significant increase in success in courses will translate to a significant increase in retention, which in turn will translate to an increase in our number of graduates.

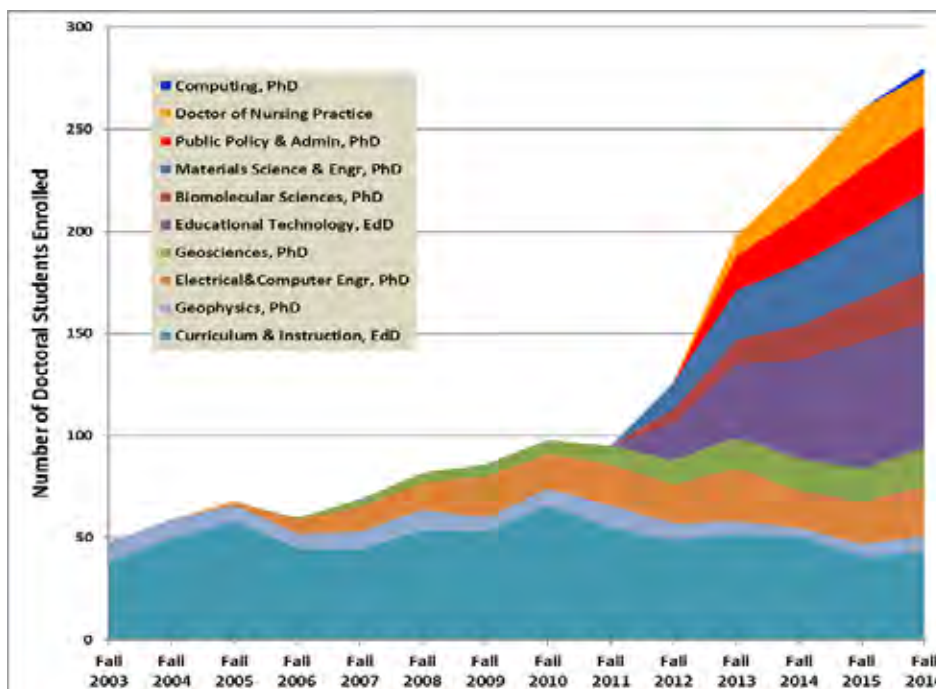


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Goal #3: “Gain distinction as a doctoral research university.”

A year ago, the Carnegie Foundation announced the 2015 classifications of institutions of higher education, and gave Boise State a classification of “Doctoral University.”

At the core of Boise State’s emergence as a doctoral research university is the creation of successful doctoral programs. Over the last decade, Boise State has initiated eight new doctoral programs: Ph.D.s in Geosciences; Electrical and Computer Engineering; Materials Science and Engineering; Biomolecular Sciences; Ecology, Evolution and Behavior; and Public Policy and Administration; an Ed.D. in Educational Technology; a Doctor of Nursing Practice, and a Ph.D. in Computing. The figure shows the growth in the number of doctoral programs and growth in the number of students enrolled in those programs. The two most recently created programs deserve further comment.



- The Ph.D. program in Computing has emphases in Computer Science, Cybersecurity, and Computational Science and Engineering. The program is built on the foundation of Boise State University’s Computer Science, which is rapidly developing into one of the premier programs in the Northwest for both teaching and research. This expansion has not gone unnoticed by top industry firms.

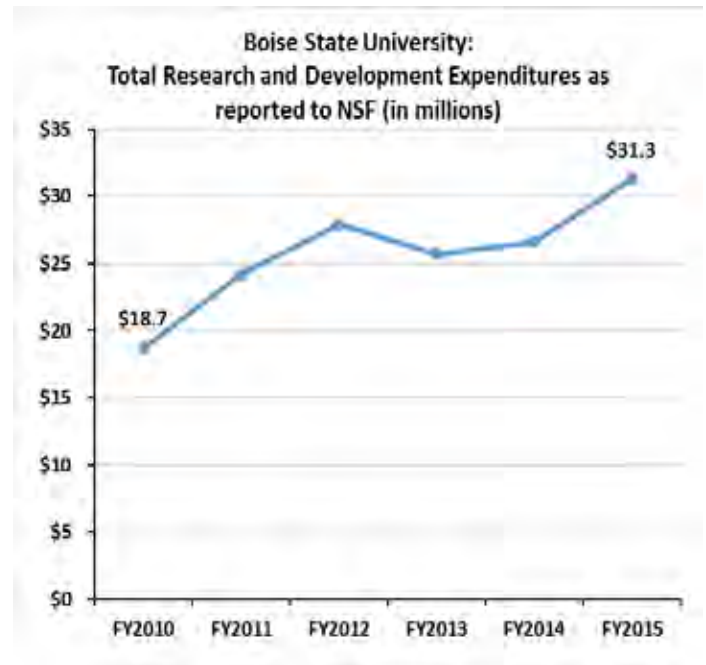
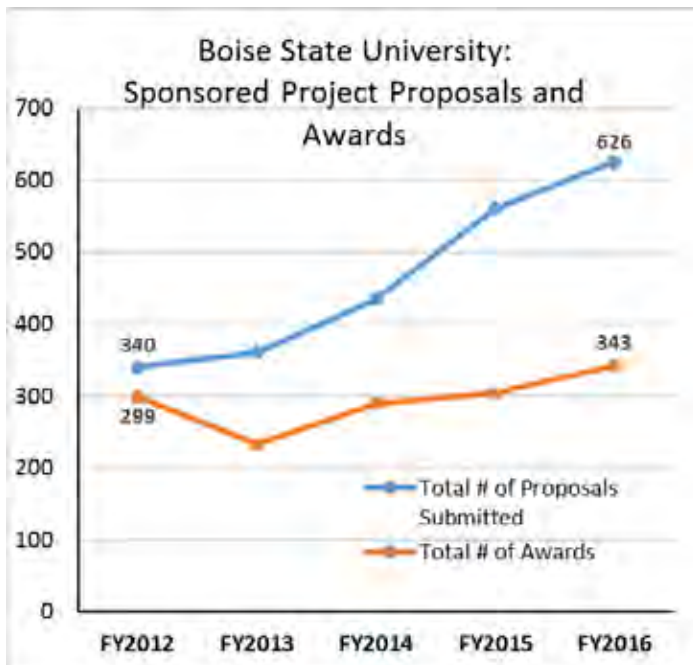
“...that the continued success and growth of the CS department is vitally important for HP, and for a multitude of other companies in Idaho, and will have significant, transformative economic impact on the Boise Metro area and Idaho.” – Jim Nottingham, Hewlett-Packard’s Boise Vice President and General

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The new Ph.D. was launched utilizing primarily existing faculty resources, and already had students enrolled as of fall 2016. The program will supply highly-skilled graduates, and will attract and retain talented faculty to collaborate with Idaho industries and agencies. In addition, the program will expand professional development opportunities for Idaho residents working in technology professions.

- The Ph.D. in Ecology, Evolution, and Behavior will admit its first students in fall, 2017. The program will train interdisciplinary scientists to use theory from biological, physical, and social sciences to contribute to basic research and solve applied problems. Students will develop new understanding of complex ecosystems and the organisms that inhabit and interact in them, as a means for delivering actionable and understandable knowledge to our nation's public and decision-makers. The program is transdisciplinary, bringing together faculty members from three academic departments (Biological Sciences, Geosciences, and Anthropology), a research center (Human-Environment Systems), and three organizations: the US Geological Survey Snake River Field Station, The Peregrine Fund, and the Intermountain Bird Observatory.

Also of importance to Boise State's continued emergence as a doctoral research university, is the success of faculty members at securing research funding. The two following graphs show the continued growth in that success. In FY2016, Boise State faculty members submitted a record 626 proposals for sponsored project funding, and a total of 343 proposals were awarded. The best measure of research output is "Total Research and Development Expenditures," which is reported yearly to the National Science Foundation. Between FY2010 and FY2015, those expenditures have increased by 67%, reaching \$31.3 M.



Goal #4: “Align university programs and activities with community needs.”

Boise State aligns its programs and activities with community needs in a multitude of ways, and as a result, ranks among 361 U.S. colleges and universities that have been recognized with The Carnegie Foundation 2015 Community Engagement Classification. Boise State was one of only 76 universities in the country to be classified as a Carnegie Foundation Community Engaged Institution when the designation was first established in 2006.



Boise State's Service-Learning Program is a key part of our connection with our community; it connects classrooms with the community through capacity-building partnerships in order to enhance student learning, address critical community issues, and encourage students to be active citizens in their local, national and global communities. Since the program began, Boise State has offered service-learning courses to more than 27,000 students. Annually, it impacts more than 130 classes, 30 departments, and 100 community partners. In total, students and faculty have contributed more than \$10 million to the community through Service-Learning. Examples of partnerships with the community include:

- Over the past five years, hundreds of high school-age refugees have enrolled in the Borah High School Bridge/Boise State Service-Learning partnership. The powerful teaching-learning experience not only gives Boise State students experience working with refugees from around the world, but also gives high school students the confidence and courage to go to college.
- Professor of English Michael Markley partners with the Idaho Nonprofit Center to administer meaningful student learning and community engagement through his Service-Learning course, ENGL 408: Writing for Nonprofits and Social Media. Students develop a social media strategy as well as case statements, brochures, best-practice documents, campaign plans and content for the Idaho Nonprofit Center and several of its members, including Big Tree Arts, Idaho FFA Foundation, Metro Meals on Wheels, and Snake River Animal Shelter.
- Accountancy faculty member Kathy Hurley received word from the IRS that her spring ACCT 485 Volunteer Income Tax Assistance Program (VITA) completed the most tax returns, and assisted the most clients of any site in the region. Through this one-credit course in the College of Business and Economics, Hurley's 14 students and three volunteers prepared tax returns for low-income individuals and households.

A key way that Boise State supports the community is through access to its academic programs. Through the eCampus initiative, Boise State is building complete programs in an online format, providing access to those who are unable to attend on-campus

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classes due to work, family, geographic, or other limitations. Two recent additions to our online portfolio:

- An online option for the B.A. in Multidisciplinary Studies will provide access to adults who stopped out of college after completing more than half of a bachelor's degree and have a desire to finish. Graduates will be able to advance in a career in which they already hold a job, and for which a bachelor's degree is necessary for advancement and/or to enter careers that require a bachelor's degree but not a specific major. Among those also served by the program will be individuals who are unemployed or underemployed and seeking to improve their skills, and those who wish to pursue post-graduate education.
- Students who enter the online Bachelor of Applied Science (BAS) degree will already hold a technical associate's degree (e.g., an Associate of Applied Science [AAS]), and will graduate with an academic baccalaureate degree. BAS graduates are well-rounded, experienced, and provide both the technical skills and practical-minded communication skills to be valuable members of Idaho's labor pool. The BAS program helps students bridge the gaps between craft and management, and provides a baccalaureate degree, which has become a common prerequisite for management-level positions in nearly every industry.

Goal #5: *“Transform our operations to serve the contemporary mission of the university.”*

Our first four strategic goals are aimed at operationalizing our vision to become a Metropolitan Research University of Distinction. Our fifth goal is different, in that it is aimed at enabling achievement of the first four goals. Even the most visionary and highly-skilled leaders cannot fully achieve the mission of an institution without a robust infrastructure and effective operations.

Key to our efforts will be our newly-created Initiative Leadership Office, which will provide oversight for all major initiatives with multi-layered impact to the university. The office will ensure that we communicate, collaborate, and coordinate across divisions at every level before making changes that have major impacts on what we do and how we do it. Initially, the focus will be on completing the implementation of the transition of our financial system to the Oracle Cloud as well as new systems for Human Resources.

Also, in support of Goal 5 is our continued integration of the principles of Program Prioritization into our decision-making processes, thereby increasing the quality, relevance, productivity, and efficiency of our programs and the infrastructure supporting them. One example, is the complete revamp of our Program Review process for academic departments. The old process (i) relied on an onerous self-study that was typically produced by a single individual rather than a consensus of the group, (ii) made inconsistent use of data and analyses, (iii) did not effectively reinforce the assessment of intended Program Learning Outcomes, and (iv) did not result in a sustainable and strategic plan for action by the department. We are rolling out a new program review process that with these critical components:

- An Annual Department Analytics Report containing an extensive set of data and analyses that will closely align with the metrics used during Program Prioritization.
- Program Learning Outcome Assessment will be a stand-alone process with increased focus and prominence, and which is intended to measure, program by program, the intended outcomes of student learning. This new process will be highly-supported, and will create a foundation for improvement of curricula and pedagogy.
- The Department Strategic Evaluation and Action process will be centered on a one-day, intensive facilitated planning session that will involve (i) evaluation of the department in terms of key trends in data and analysis, areas of persistent challenge, historical context, and expectations from the university and colleges, (ii) analysis and interpretation that will result in identifying the strategic direction that the department should take in the next several years, and the specific actions that are necessary to get there.

We are also incorporating the principles of Program Prioritization into our new approach to budgeting. Our new budget model will have several key characteristics:

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- It will tie resource allocation to expenses and productivity, will facilitate strategic reallocation of funds, and provide resources to support university-wide strategic initiatives.
- It will provide incentives promoting excellence, academic quality and financial sustainability.
- It will encourage innovation and entrepreneurship, and will foster interdisciplinary scholarly and teaching activity.
- It will provide a more transparent view of revenue production and costs.
- We will enable decisions based on need and quality of the program as well as revenue and expenses in the consideration of subsidizing costly programs.

Enrollment Fall 2016

Enrollment Fall 2016 (October 15 census)	Headcount
Undergraduate Degree-seeking	16,045
Graduate Degree-seeking	2,578
Early college	3,914
Other non-degree seeking (undergraduate and graduate combined)	1,349
TOTAL	23,886

* Total includes 32 audit-only students.

2015-2016 Graduates

Degree and graduate certificate graduates	Distinct number of Graduates
Baccalaureate Degree (Academic)	2,998
Graduate Certificate	183
Master's Degree	670
Doctoral Degree	18

Employees

Employees (Nov 2016 snapshot for 2017 IPEDS report)	Full-time	Part-time	FTE	%
Instructional Faculty	728	592	925	36%
Professional Staff (all)	1,079	56	1,101	43%
Classified Staff	502	37	514	20%
TOTAL	2,309	696		100%

* FTE calculation for IPEDS is full-time plus one-third part-time.

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Budget

Revenue and Expenditures for FY 2016; From Audited Financial Statement	
Operating Revenue	FY 2016
Student tuition and fees (Gross)	149,997,777
Scholarship discounts and allowances	(22,497,800)
Federal grants and contracts	28,815,430
State and local grants and contracts	4,301,752
Private grants and contracts	3,229,288
Sales and services of educational activities	3,445,758
Sales and services of auxiliary enterprises	58,196,118
Other	3,418,923
Total operating revenues	228,907,246
Operating Expenses	
Instruction	115,309,517
Research	22,481,285
Public Service	18,076,726
Libraries	5,672,543
Student Services	16,676,400
Operation & Maintenance of plant	21,347,045
Institutional Support	26,946,980
Academic Support	25,866,284
Auxiliary Enterprises	65,325,999
Scholarships and Fellowships	13,208,277
Depreciation	25,997,744
Total operating expenses	356,908,800
Operating income/(loss)	(128,001,554)
Non-operating revenues/(expenses):	
State appropriation - general	88,021,122
State appropriation - maintenance	1,964,538
Pell grants	24,169,872
Gifts	28,212,370
Net investment income	815,931
Change in fair value of investments	145,985
Interest	(9,243,292)
Gain/loss on retirement of assets	(595,877)
Other non-operating revenue/(expense)	(67,148)
Net non-operating revenues/(expenses)	133,523,502
Other revenue and expenses:	
Capital appropriations	935,431
Capital gifts and grants	1,285,483
Total other revenues and expenses	2,220,914
Increase in net position	7,742,862
Net position - beginning of year	379,778,856
Net position - end of year	387,521,718

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Research and Economic Development

	FY2012	FY2013	FY2014	FY2015	FY2016
	<i>Office of Technology Transfer</i>				
Invention Disclosures	25	24	16	15	16
Patent Applications Filed	18	16	9	11	4
Patents Issued	2	7	6	3	4
Licenses/Options/Letters of Intent	15	22	27	38	29
License Revenue	\$34,471	\$37,582	\$5,600	\$21,475	\$53,847
Startups	0	1	0	0	5
FTEs	2	2	2	1	1
Number of protocols reviewed by:	<i>Office of Research Compliance</i>				
Institutional Biosafety Committee	29	45	36	42	51
Institutional Animal Care and Use Committee	52	50	72	95	81
Social and Behavioral Institutional Review Board	300	319	296	312	407
Medical Institutional Review Board	38	23	18	17	26
	<i>Office of Sponsored Programs</i>				
Total # of Proposals Submitted	340	361	435	561	626
Total # of Awards	299	233	290	304	343
Total Federal Appropriation (Earmark) Funding	0	0	discontinued	discontinued	discontinued
Total Recovery/Stimulus Funding	\$907,438	0	discontinued	discontinued	discontinued
Remainder of Sponsored Projects Funding	\$35,120,876	\$31,367,273	\$32,008,716	\$40,167,055	\$41,374,334
Total Sponsored Projects Funding	\$36,028,314	\$31,367,273	\$32,008,716	\$40,167,055	\$41,374,334
Total Research and Development Expenditures as reported to NSF	\$27.9M	\$25.7M	\$26.6M	\$31.3M	Not available at this time
Externally Funded Research Expenditures	\$21.8M	\$17.8M	\$17.3M	\$20.6M	\$19.4M

Other University Updates

Much has changed at Boise State in recent years, including our student body:

- Nearly 2,800 students are living on campus or in nearby university-controlled housing this year — including more than 400 more first-year students than last year.
- The average incoming GPA for these freshman students has climbed to 3.45 this year, and average SAT and ACT scores are also on the rise.
- Though more than 40 percent of our new freshmen come from out of state, Idaho students make up the majority of the overall student body. Both groups of students contribute to the “brain gain” that Idaho experiences thanks to Boise State University. Forty-four percent of students who came to us originally as nonresidents, and 83 percent of Idaho residents, remain in Idaho—living and working five years after graduating from Boise State.
- Boise State’s campus life is changing as well. In 2010, approximately 100 students participated in fraternities and sororities. Today, more than 1,100 students are members in one of 15 Greek organizations focused on service and excellence. Last year alone these students contributed more than 13,000 hours of volunteer work in the community, and each chapter on campus posted a higher GPA than the university average.
- Boise State now offers 29 degrees and certificates fully online - and is working to add a dozen more online programs in the next 4 years. These programs extend access to a Boise State degree to all corners of Idaho, the US and the world.
 - § Last academic year we had 3,333 students enrolled exclusively online. These students never came to campus to take a course. In general these tended to be nontraditional-aged, working adults from Idaho and the Western US who were enrolled part-time. These students tell us that they chose online courses because they are place-bound and/or time-bound, our programs are accredited and respected, and because we are affordable.
 - § Also last year we had an additional 8,725 students -- mainly campus-based -- taking one or more fully online courses as part of their semester load. Boise State students can currently choose from 426 courses that are offered fully online. These students tend to be more traditional-aged, Idaho residents, and full-time. These students tell us they appreciate the flexibility that adding 1-2 online courses a semester provides to their overall schedule -- allowing them to better accommodate work and/or family commitments.

Finally, Boise State was named one of “20 Rising Stars” in the World by Firetail, a London-based consulting firm that works around the world to help ambitious organizations achieve positive social change and develop strategies which result in

better and smarter choices. Firetail recently identified “a class of 2030,” which consists of a new generation of challenger universities that are quickly rising in world rankings, and have an opportunity to become globally renowned in the next 10-20 years. The study looked at more than 300 universities worldwide as potential candidates for their class of 2030, but singled out 20 universities, termed “rising stars” because of their rapid ascent in academic performance rankings. Boise State University is named among the 20 rising stars!

Collaborations

Micron: Among Boise State’s most impactful partners is Micron Technology—its corporate leaders and foundation. The foundation’s recent \$25 million gift to build a research facility for materials science was the largest philanthropic gift in Boise State’s history, yet just the latest in more than two-decades of partnership that has built our College of Engineering and other programs vital to the growth and success of Boise’s high-tech economy.

Idaho National Laboratory: Boise State is also pursuing collaborations with the Idaho National Laboratory, including a first-of-its-kind cybersecurity research facility supported by Governor Butch Otter and the Idaho Legislature. Teams of experts from both entities will partner to tackle security issues inherent in increasingly technological national systems such as pipelines, power grids and more. We expect this to be a valuable source of education for our students and to open doors for research. More than 200,000 cybersecurity jobs went unfilled last year in want of qualified applicants, a study showed.

These two entities are also now in talks about leveraging Boise State’s expertise in researching and developing special sensors that can survive harsh environments of space and nuclear radiation. The INL is continually looking at ways to better and more safely monitor nuclear power generators and related equipment.

Boise City / Gorongosa National Park: A collaboration that starts just across the river at Zoo Boise, runs halfway across the world to the Gorongosa National Park in Mozambique. Thanks to entrepreneur, philanthropist and Idaho native Greg Carr, Boise State has been able to send multiple researchers to the park, and will be working closely on environmental and other issues on site for years to come. Two researchers from the park’s region have come to Boise to learn from experts at the Intermountain Bird Observatory. There’s both science and art taking place in this important work. Boise State’s theater department will help design special exhibits at Zoo Boise.

Finally, this year we developed a website making it easier for our community partners and collaborators to connect with us. Visit partnerships.boisestate.edu/

New Buildings

Computer Science: We were proud to open our new space in downtown Boise in fall 2016, which now houses our entire Department of Computer Science. Students are now just steps away from local software and tech companies where they will intern and work. Thanks to industry and state support in recent years, that program has grown rapidly, and with intention. From 2010 to 2016, the program has grown from:

- 9 to 25 faculty
- 261 to 650 undergraduate students
- 31 to 70 graduate students
- 19 to 80 bachelor's degrees awarded
- 6 to 15 master's degrees awarded
- \$105,000 to \$1 million in research expenditures

Center for Fine Arts Building: The Center for Fine Arts will be a safe, better equipped, state-of-the-art facility for our students, and will ensure our accreditation remains intact for our Department of Art. This facility will also foster university and community relationships, located in the heart of the city's cultural district and near the Boise Art Museum. One of the most unique features will be the World Museum, offering virtual tours through the world's most prominent art museums—an experience the university will bring to school-aged students across the valley and the State of Idaho. The state has allocated \$5M to this project, and so far, we have raised approximately \$2M in private funds and continue to work on additional donations.

Micron Center for Materials Science Research: The Micron Center for Materials Research will house the faculty, students, classrooms, and research laboratories of the Micron School of Materials Science and Engineering. Its construction will enhance Boise State's already-strong contribution to the Idaho's technology industry.

- Bachelor's, master's, and doctoral programs in materials science and engineering produce highly-qualified graduates to enter the workforce and educational advancement to individuals already in the workforce.
- Innovative research by faculty members and students provides ideas for new directions for the industry. That research also leads to the creation of new start-up companies such as Shaw Mountain Technology, which specializes in shape memory alloys—materials that shape-shift in response to a change in temperature or a magnetic field. The company is developing technologies within the fields of sensors, microfluidics, energy harvesters and actuators, including an innovative micropump.

We have raised \$26 million toward our target of \$30 million in gifts for this planned \$50 million building. We have also requested \$10 million from the state of Idaho.

Honors College and First Year Residence Hall: Boise State University's Honors College will get a new \$40 million home in the heart of campus, thanks to an innovative public-private partnership. This is Boise State's first building to be constructed and managed

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

through a public-private partnership saving tuition and tax dollars while offering students the best amenities available and ensuring superior management. The university is partnering with Education Realty Trust Inc. (EdR) to build and run the facility. EdR owns or manages more than 42,000 student beds across 77 communities. The company was selected after the university called for proposals in 2014. EdR was able to commit to building the new facility without taking on any debt that could affect Boise State's debt capacity or high credit rating. The 236,000-square-foot building will offer 656 student beds in addition to the Honors College office and classroom space. Expected completion for the new building is fall 2017.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

Idaho Youth ChalleNGe Academy (IDYCA)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §46-112

Idaho Code §46-805

BACKGROUND/DISCUSSION

The IDYCA was established by the Idaho Legislature in (2011) as a state-run residential and post-residential program for 16-18 year olds who have dropped out of high school or are at risk of dropping out. IDYCA is a voluntary and free program for students residing in Idaho. Students can recover up to 14 high school credits and return to their referring high school or earn a GED. The Orofino school district provides faculty to teach academic subjects. The IDYCA holds two cohorts of students (classes) a year, starting in January and July.

Mr. Bicker Therien, Principal of IDYCA will provide a brief presentation about his school and its successes.

ATTACHMENTS

Attachment 1 – IDYCA brochure

Page 3

Attachment 2 – IDYCA article

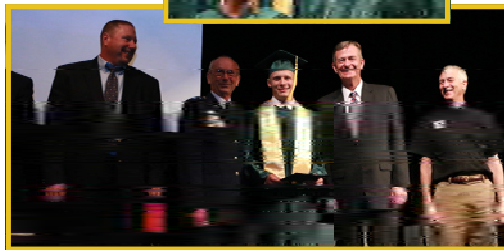
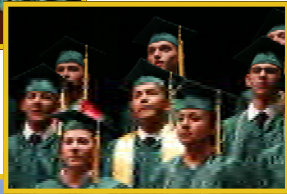
Page 5

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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“Over 120,000 cadets have graduated from 35 programs in the past 20+ years. Remarkably, over 91% of these graduates -- former wayward high school dropouts -- have earned their GED or high school diploma while in the program.”



Visit the website and contact a regional office near you!

Northern Region:

2ndChance@IDYouthChallenge.com
1-208-464-1491 Campus
117 Timberline Drive
Pierce, ID 83546

Southern Region:

2ndChance@IDYouthChallenge.com
1-208-827-6723
Caldwell Armory
1200 S. Kimball
Caldwell, ID 83605-4625



Directions to the Idaho Youth ChalleNGe Academy

1. Take US-95 towards US-12.
2. Take US-12 to ID-11 N, the Gold Rush Historic Byway.
3. Take ID-11 N to Pierce.
4. ID-11 turns into Main Street.
5. Turn slight right onto Canal Street, just past the gas station.
6. Continue on paved road approximately 1/2 mile.
7. Road climbs a hill & the Academy is on the left.
8. Turn left onto Cottonwood Street and then immediately left again into the IDYCA parking lot.



Follow all the current news, events, and pictures in the development of the Idaho Youth ChalleNGe Academy on Facebook, Twitter, YouTube and LinkedIn.*

**Check the NGYCP-Idaho Youth ChalleNGe Academy Facebook page for upcoming events for youth and mentor applicants.*

Class cycles begin mid-January and mid-July.

IDYouthChallenge.com
1-208-464-1253



Dream • Believe • Achieve



IDYCA...We Support Second Chances!

IDYouthChallenge.com

1-208-464-1253



About the Idaho Youth ChalleNGe Academy

The mission of the Idaho Youth ChalleNGe Academy is to intervene in and reclaim the lives of 16-18 year old high school dropouts, producing program graduates with the values, life skills, education, and self-discipline necessary to succeed as responsible and productive citizens of Idaho.



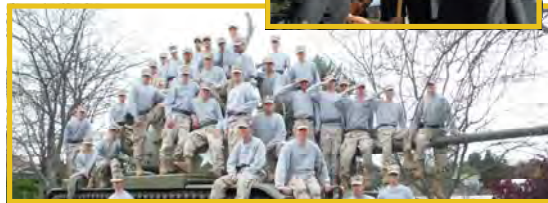
Overview

The Idaho Youth ChalleNGe Academy (IDYCA) is part of the National Guard Youth Challenge Program. Established under the authority of both federal (1993) and Idaho State law (2011), the IDYCA is a state-run residential and post-residential program for 16-18 year olds who have dropped out of high school or are at risk of dropping out. There are currently 35 Youth Challenge programs operating in 27 states and Puerto Rico. The program is **FREE** for students residing in Idaho. The IDYCA holds two classes a year, starting in January and July.



Eligibility Requirements

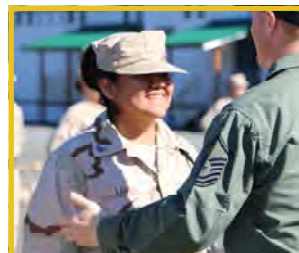
- Females and males, 16 to 18 years of age.
- High school dropout or at risk due to credit deficiency or other risk factors.
- Legal resident of Idaho and the United States.
- Not currently on parole or probation for anything other than juvenile offenses.
- No felony.
- Drug free upon enrollment.
- VOLUNTARY



**IDYCA is FREE
to Attend!**

IDYCA's 8-Core Components

- Academic Excellence
- Leadership and Followership
- Life Coping Skills
- Job Skills
- Service to the Community
- Responsible Citizenship
- Physical Fitness
- Health and Hygiene



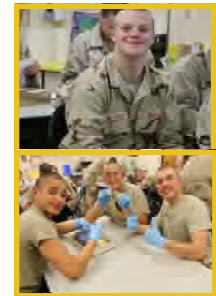
Two Phase Program 2-Week Acclimation Period

Identify students who have the desire and discipline to complete the program. Students successful in completing the Acclimation Period enter the 20-week challenge phase.



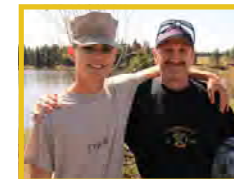
20-Week ChalleNGe Phase

Structured quasi-military environment with emphasis in self-discipline, self-esteem, education, and development of healthy life-styles. IDYCA provides students with the values, skills, and knowledge to retrieve up to *14 high school credits*, earn their GED, and return to their referring high school or move into the next stage of their professional lives. Joint School District 171 of Orofino provides credentialed academic staff to teach academic subjects.



12-Month Post-Residential Phase

Graduates are matched with a mentor who assists with the development of an action plan. Graduates return to their hometowns and collaborate with a mentor who provides advice, guidance, and support for the next 12-months. Mentors assist graduates in achieving post-graduation goals, i.e. return to high school, college, job, military, etc.



Source: Idaho Association of School

Idaho Youth ChalleNGe Academy— Providing Second Chances and Changing Lives

by
Bicker Therien

Nestled in the trees above the Central Idaho community of Pierce sits a repurposed elementary school that houses Idaho's premiere academic intervention for 16 to 18 year old at-risk youth, the Idaho Youth ChalleNGe Academy (IDYCA). IDYCA is a voluntary, fully accredited alternative high school functioning as a part of Orofino Joint School District #171. IDYCA's motto, "We Believe in Second Chances," permeates the program. Visitors often comment that the commitment of the staff is truly transparent.

IDYCA replicates similar quasi-military Youth ChalleNGe programs around the country utilizing military structure in a residential academic setting. The 17 month, three phase program includes a two week Acclimation Phase, a 20 Week Residential Phase, and a 12 month Post Residential Phase. "Cadets" wear uniforms, march to class, perform PT (Physical Training) twice a day, go to bed at 9:00 PM, rise at 5:00 AM, and have the opportunity to earn 14 high school credits in their 22 week stay on campus. They are provided with over 1000 hours of academic instruction and hundreds more hours of instruction in the Academy's 8 Core Components:

Academic Excellence, Health and Hygiene, Job Skills, Leadership/Followership, Life Coping Skills, Physical Fitness, Responsible Citizenship, and Service to Community. Typical teen distractions are removed from their daily lives so the Cadets are able to focus on academic growth, rebuilding their lives, and personal relationships.

Cadets are matched with an adult mentor in their community to help keep them on track after completion of the rigorous residential phase of the program. Cadets are tracked for 12 months as part of their Post Residential Action Plan (PRAP). The mentors serve as invaluable resources to the Cadets and Academy.

In January of 2014, IDYCA began serving students, and we are currently in our sixth class cycle. To date, 440 young men and women have successfully completed the program and have earned 6,146 credits toward high school graduation, 50 Cadets have earned their High School Diploma with us, and another 39 have completed their GED. Roughly 80% of program graduates return to their home high school to complete their education with renewed focus and determination. Class 16-2 currently includes 110 Cadets on campus actively participating and working the program.

IDYCA has two sessions per year, one begins mid-January and the other mid-July. Enrollment continues to grow and we anticipate having to initiate a waiting list soon. The application process is difficult, and admission is becoming competitive. The program can house 100 young men and 50 young women, so space is limited.

We strive to be a resource to reduce the dropout problem and hope to continue to have a great relationship with the high schools in Idaho. While we tout the program as believing in second chances, this is often a young person's last chance for academic success. We've had great success working with schools and probation officers in a diversionary capacity to alleviate expulsion or incarceration situations. If you know of a young person that would benefit from the program, please contact us. You can find us on the web at:

www.idyouthchallenge.com.

Bicker Therien is honored to be the principal of the Idaho Youth ChalleNGe Academy. He came to IDYCA with a wide variety of skill and understanding, which made him uniquely and highly qualified to lead the educators at IDYCA. His experience includes six years as a special educator, five years teaching the alternative school system in Boise, six years as an alternative school principal, two years as the initial director of the Idaho Digital Learning Academy, three years as assistant principal of Syringa Middle School, and six years as principal of New Plymouth High School.



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SUBJECT

Western Interstate Commission for Higher Education (WICHE)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3601 *et seq.*

BACKGROUND/DISCUSSION

The Western Interstate Commission for Higher Education (WICHE) is a 16-member commission working to boost access to higher education for students in the West and, as importantly, to ensure their success. WICHE is “a regional organization created by the Western Regional Education Compact and adopted in the 1950s by Western states. WICHE was created to facilitate resource sharing among the higher education systems of the West. It implements a number of activities to accomplish its objectives. ... WICHE is governed by three gubernatorially appointed commissioners from each member [state].” Idaho’s commissioners are Representative Wendy Horman (R-Idaho Falls), Dr. Tony Fernandez (President, Lewis-Clark State College), and Matt Freeman (Executive Director, Idaho State Board of Education).

WICHE’s members include 15 Western states, the Commonwealth of the Northern Mariana Islands and Guam.¹ Idaho has been a member of WICHE since 1953.

WICHE and its member states work to improve access to higher education and ensure student success. WICHE facilitates student exchange programs, regional initiatives, and conducts research and policy work to assist constituents throughout the West and beyond. WICHE’s student exchange programs provide a broad range of higher education options for some 35,600 students each year at undergraduate, graduate, and professional levels. Students gain affordable access to desired programs, while states avoid unnecessary duplication of programs and institutions can devote their resources to improving the quality of their educational offerings.

Joe Garcia, President, and Demarée Michelau, Vice President of Policy Analysis and Research, will provide a brief overview of WICHE and how Idaho’s public postsecondary education stacks up against the rest of the Western states.

ATTACHMENTS

Attachment 1 – Idaho Fact Sheet

Page 3

BOARD ACTION

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¹ Source: <http://www.wiche.edu/about/background>

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The Western Interstate Commission for Higher Education (WICHE) is a 16-member commission working to boost access to higher education for students in the West and, as importantly, to ensure their success. Idaho has been a member of WICHE since 1953.

Benefits to Idaho

- ▶ Tens of thousands of students from Idaho have attended undergraduate, graduate, and professional programs in other Western states through WICHE's Student Exchange Program, saving millions of dollars, thanks to reduced tuition rates. In just one of the programs, the Western Undergraduate Exchange, Idaho students and their families have saved more than \$144.3 million since 1988, when Idaho began participating in the program.
- ▶ Idaho has received funding to be part of numerous WICHE policy initiatives, including those focused on financing and financial aid, workforce policy, and other areas.
- ▶ Idaho has participated in WICHE initiatives related to distance education, workforce development, and behavioral health.

Doing the Math: Idaho's Return on Investment

- ▶ In 2015-16 Idaho, its institutions, and its students saved or brought in over **\$13.1 million** through WICHE and spent \$141,000 for membership in the commission, yielding a **93-fold return on investment**.
- ▶ In the last five years, Idaho students' savings from WUE alone have added up to **\$51.7 million**, yielding a **78-fold return** on the state's investment in WICHE.

WICHE's Student Exchange & Related Programs

State Authorization Reciprocity Agreement (SARA). SARA is a voluntary, nationwide initiative of states that will make distance education courses more accessible to students across state lines and make it easier for states to regulate and institutions to participate in interstate distance education. The effort initially was funded by \$3.2 million in grants from Lumina Foundation and the Bill & Melinda Gates Foundation, and is now supported by fees paid by institutions. The initiative is

administered by the country's four regional higher education compacts – the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB), and the Western Interstate Commission for Higher Education (WICHE) – and overseen by the National Council for State Authorization Reciprocity Agreements (NC-SARA). States and institutions that choose to participate agree to operate under common standards and procedures, providing a more uniform and less costly regulatory environment for institutions, more focused oversight responsibilities for states, and better resolution of student complaints. Idaho was among the first WICHE states to become a member of W-SARA in this reciprocal relationship.

Idaho is active in two of three WICHE **Student Exchange Programs**: the Western Undergraduate Exchange and the Western Regional Graduate Program. In 2015-16 Idaho's students and families saved over **\$13 million**. Idaho saved money, too, through not having to establish and maintain costly programs in a number of areas, including some in healthcare.

Western Undergraduate Exchange. Idaho students have enrolled in undergraduate programs beyond Idaho's borders through the Western Undergraduate Exchange (WUE) since 1988. In 2015-16, 1,393 students from Idaho were enrolled in out-of-state programs at reduced rates (150 percent of resident tuition), saving \$12 million in tuition and fees – the average student savings amounted to \$8,664. In the last 10 years, students have saved **\$91.5 million**.

Idaho benefits from WUE in another way: by receiving students from out of state. Idaho's institutions can choose how many out-of-state slots to offer and in which areas, allowing them to make the best use of their resources by accepting students in underenrolled programs. There's a workforce benefit for the state, too, as students often stay in Idaho after graduating. In 2015-16 Idaho received 1,482 students through WUE.

Professional Student Exchange Program. Idaho has sent **850 students** to professional programs through the Professional Student Exchange Program (PSEP) in past years. In addition, in

2015-16 the state received one student and \$17,000 in support fees from other Western states.

Western Regional Graduate Program. Idaho’s postgraduates also participate in graduate programs through the Western Regional Graduate Program (WRGP), which offers access to 380 high-quality, distinctive programs (“distinctive” meaning that they’re offered at only four or fewer institutions in the WICHE region) at 60 institutions in all WICHE states. WRGP programs run the gamut, but emerging social, environmental, and resource-management fields are particular strengths, as are innovative interdisciplinary programs. In 2015-16 Idaho sent 69 students to out-of-state institutions, while receiving 101.

The **Interstate Passport** is an outcomes-based framework for block transfer of lower division general education. Developed by faculty, registrars, institutional researchers, and academic advisors at two- and four-year institutions in seven states (CA, HI, ND, OR, SD, UT, and WY), the framework addresses barriers to degree completion posed by uneven transfer policies and practices across states. Institutions in four other WICHE states (CO, ID, MT, and NM) and additional states outside the region are involved in its Phase III expansion and scaling efforts to build a nationwide infrastructure supporting friction-free transfer for Passport students. By earning a Passport, students who transfer to another Passport institution will have their learning recognized regardless of differences in course titles and credits, and will not be required to repeat courses to meet general education requirements.

WICHE’s Added Value

Idaho gains added value from WICHE’s programs in policy, workforce development, technology, mental health, and other areas.

Policy & Workforce Development. Idaho has participated in projects supporting better-informed decision making at the state level. WICHE initiatives have been sponsored by the Bill & Melinda Gates Foundation, Ford Foundation, Lumina Foundation, the U.S. Department of Education, and others. In addition, WICHE policy experts often visit the state to present or consult on a number of vital issues. President David Longanecker testified before the Idaho Legislature’s Joint Finance-Appropriations Committee in early 2016 on higher

“ISU is very happy to be able to provide a tuition reduction to students from our fellow WICHE states. We have been very pleased with the quality of WRGP applicants to our program. Tuition increases have made higher education in the health sciences out of reach for many students, but WRGP makes it more accessible and affordable. WRGP demonstrates that learning passes well beyond the boundaries of individual states, as do the benefits of education.”

– Tony Seikel, professor & associate dean,
 Communication Sciences & Disorders program,
 Idaho State University

education policy issues and key benchmarks related to Idaho. WICHE stays connected with Idaho on pressing issues by sponsoring staff members from the Office of the State Board of Education to attend grant-supported meetings such as the State Financial Aid Design Studio and College and Career Readiness, Common Academic Standards, and Assessments: Finding Solutions to Cross-State Challenges meetings.

Idaho was one of four original states participating in the Gates-funded Facilitating Development of a Multistate Longitudinal Data Exchange (MLDE) pilot project, which attempts to enable a more comprehensive regional view of the creation of human capital and its flow among multiple states by exchanging data across K-12 education, postsecondary education, and the workforce. WICHE held one of its working group sessions in Boise, which allowed a larger number of Idaho officials to attend and participate. The success of that pilot led Gates to fund a second phase in which the MLDE project will expand to other states.

The implementation of the Common Core Standards (CCSS) or other similar academic standards is well underway in most states, and the corresponding assessment systems went live in this academic year. As implementation continues, there are a variety of challenges that K-12 and higher education leaders will face in the coming years related to student movement across state lines. To begin the conversation about these challenges, WICHE, with funding from the Bill & Melinda Gates Foundation, convened higher education and K-12 leaders from the Western region and additional bordering states in October 2014. Idaho was one of 17 states along with the Commonwealth of the Northern Mariana Islands to participate.

Idaho participates in WICHE’s **College Access Challenge Grant (CACG) Consortium**, in which WICHE assists the Office of the State Board of Education with CACG grant implementation and compliance related to a number of activities and initiatives, including the development of a Near Peer Mentoring Program (NPMP) serving students in rural Idaho and the creation of a statewide access and success network known as Educate Idaho. WICHE staff has provided intensive technical assistance throughout the course of the grant and has facilitated numerous meetings over the course of 2014-15 that led to the formation of Educate Idaho. A steering committee and workgroups have been established and their work will culminate with the convening of a conference of key stakeholders from across Idaho in September 2015. WICHE is

Figure 1. Idaho Savings and Revenues through WICHE Programs in 2015

Student Savings

WUE	\$12,069,032
WRGP	\$1,009,953
Total Student Savings	\$13,079,255

Revenue to ID

Institutions (PSEP)	\$17,000
TOTAL	\$13,096,255

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

FEBRUARY 16, 2017



"WRGP has made it financially possible for me to obtain my graduate studies from a highly respected institution in the field of healthcare informatics. I'm learning from some of the best professionals in the field, and I hope to contribute to the field of nursing informatics in my current location. This opportunity has already helped me advance in my nursing career. WRGP gives students the opportunity to choose the best programs in their field and get their graduate education for an affordable price."

– Tatiane, Idaho resident, Class of 2017,
University of Colorado Anschutz Medical Campus, Healthcare Informatics

also assisting in the expansion of the Idaho Near Peer Mentor Program (NPMP) over the course of 2015-16, the final carryover year of the grant.

The Adult College Completion (ACC) Network, funded by Lumina Foundation, is a 750-member learning network that unites organizations and agencies working to increase college completion by adults with prior college credits but no degree. Activities include an annual workshop, a webinar series, publications, a listserv, and other resources. The ACC Network and WICHE have become national leaders in the area of adult learners and continue to be an important resource to those who strive to better serve non-traditional students.

The State Higher Education Policy Database (SHEPD) is WICHE's online searchable database. It provides state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key issue areas related to access and success in higher education. It contains a blog and an electronic SHEPD alert distribution list to keep subscribers current on important updates. A related resource is the Policy Publications Clearinghouse, a depository of publications, reports, and briefs related to higher education.

Additionally, Boise State University, Idaho State University, and the University of Idaho are members of the **Western Academic Leadership Forum** (the Forum), whose members address regional higher education issues and engage in resource sharing. The **Western Alliance for Community College Academic Leaders** (the Alliance) brings academic leaders of community colleges and technical schools and systems together with state governing and coordinating boards associated with two-year institutions to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. North Idaho College and the College of Southern Idaho are members.

Technology. Several Idaho colleges and universities are active participants in the **WICHE Cooperative for Educational Technologies (WCET)**, the leader in the practice, policy, and advocacy of technology-enhanced learning in higher education. WCET is widely recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Our growing membership includes more than 350 institutions, state and system-wide higher education agencies, nonprofit organizations, government agencies, and corporations in nearly all U.S. states and many Canadian provinces. WCET member institutions actively serve more than 4 million college students taking all or part of their academic programs via technology. WCET members have access to trusted information on

emerging trends, policies, and exemplars of successful learning technology innovation in practice. Key WCET activities include an annual meeting, leadership summits, national webcasts, and email list-based discussions among members. Major topics of interest to the WCET membership include student success, managing e-learning, faculty success, emerging technologies, and evolving policy issues.

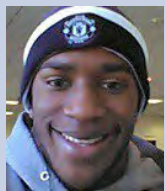
Mental Health. The state of Idaho behavioral health system has been systematically moving transformation forward across the state. WICHE played a role early in the evolution of the effort, through completing a comprehensive and participatory process of evaluating the existing system and collaboratively identifying recommendations for improvement. Idaho has utilized the WICHE-developed Suicide Prevention Toolkit for Rural Primary Care Settings to strengthen primary care-behavioral health integration. For FY15, and ongoing in FY16, WICHE is conducting an evaluation of gaps in behavioral health services for adult probationers and parolees as part of the Idaho Justice Reinvestment Initiative, a partnership between Corrections and Behavioral Health.

Other Initiatives. Another initiative, the **Master Property Program (MPP)**, helps institutions reduce their insurance premiums and improve their coverage. Created by the Midwestern Higher Education Compact in 1994 and expanded to the WICHE region in 2004, the MPP includes more than 160 campuses with total insured values of \$103 billion. The College of Idaho is a member institution. WICHE is also partnering with



"WUE makes dreams possible. Without it, I wouldn't have been able to pursue my college aspirations in the manner I had hoped and planned ever since I was in 5th grade. One of my top priorities was to experience a new living environment, meet a more diverse group of people and gain exposure to a variety of educational opportunities not available in my home state. With college costs almost doubling in the past few years, I faced financial constraints which limited my choices. WUE made it possible for me to follow my dreams within my budget. I wake up every day excited – and grateful – to be working towards my scholastic goals. It is a competitive program, but worth every effort. I am proud to be a participant and I will always value the opportunity WUE provided me."

– Alex, Idaho resident, Class of 2016,
Western Washington University,
Biology and Anthropology



After completing my undergraduate degree at Boise State University, I was really looking forward to attending a graduate school where I could expand upon my knowledge and gain more credibility. The greatest potential roadblock I faced was paying for tuition. Fortunately, WRGP significantly reduced the cost and I was able to enroll in Utah State's management information systems program for my master's. USU's program is a perfect fit for me, and I am very grateful for WICHE's WRGP!"

— Promise, Idaho resident, Class of 2016,
Utah State University, Management Information Systems

MHEC to offer **MHECare**, a new health program providing vetted, competitively priced medical benefits for students. Underwritten by UnitedHealthcare StudentResources, MHECare offers a variety of plans. In a third collaboration with MHEC, WICHE extends the benefits of **MHECtech** to colleges and universities in the West, enabling them to purchase hardware and software products and services from competitively bid purchasing agreements to reduce costs.

Idaho & WICHE's Leadership

The **WICHE Commission**, with three commissioners from each state, molds the organization's mission and set its priorities. Idaho's commissioners are J. Anthony Fernandez, president, Lewis-Clark State College, Lewiston; Matt Freeman, executive director, Office of the State Board of Education, Boise; and Wendy Horman, representative, Idaho House of Representatives, Idaho Falls.



J. Anthony Fernandez



Matt Freeman



Wendy Horman

WICHE also seeks assistance and advice from policymakers, educators, administrators and legislators. WICHE's **Legislative Advisory Committee (LAC)**, composed of legislator-members from each state – including Rep. Wendy Horman, Sen. Dean Mortimer and Rep. Donna Pence – has been crucial in this regard. The LAC works to keep WICHE's Executive Committee and staff current on significant legislative issues related to

higher education, provides input on WICHE initiatives, and advises staff on a host of issues. WICHE staff also serves the LAC, by informing its members about emerging policy issues in the West.

WICHE Commission & Staff

The WICHE Commission's 16 members include representatives from 15 Western states – Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and two of the six U.S. Pacific territories and freely associated states are now members – the Commonwealth of the Northern Mariana Islands and Guam. (American Samoa, the Marshall Islands, the Federated States of Micronesia, and Palau are also eligible to join.) Members work collaboratively to provide educational access and excellence for all citizens.

WICHE and its staff are headquartered in Boulder, CO, and operate out of the State Higher Education Policy Center, which WICHE owns with the State Higher Education Executive Officers and the National Center for Higher Education Management Systems.

Staff leadership includes:

Joseph A. Garcia, president

Michael Abbiatti, vice president for educational technologies and executive director, WCET

John Lopez, director, W-SARA

Demarée Michelau, vice president, office of policy analysis and research

Jere Mock, vice president, programs and services

Dennis Mohatt, vice president, behavioral health

How can I find out more about WICHE?

Visit our website at www.wiche.edu or contact President Joseph A. Garcia at 303.541.0201.

September 2016



Western Interstate Commission for Higher Education

3035 Center Green Drive, Suite 200 Boulder, Colorado 80301-2204

www.wiche.edu

IDAHO COMMISSION ON HISPANIC AFFAIRS

SUBJECT

Three Year Comprehensive Education Plan

REFERENCE

October 2010

The Idaho Commission on Hispanic Affairs presented the Board with its three-year comprehensive education plan.

BACKGROUND/DISCUSSION

The Idaho Commission on Hispanic Affairs is a non-partisan state agency providing services to the Hispanic Community and serving as a liaison between the community and government entities. Working toward economic, educational, and social equality, the Commission identifies and monitors programs and legislation, and researches problems and issues facing Idaho's Hispanic community. The Commission identifies solutions and provides recommendations to the governor, legislature, and other organizations concerning issues facing the State's Hispanic population.

Margie Gonzalez, Executive Director for the Idaho Commission on Hispanic Affairs will provide the Board with an update on changes in Idaho's Hispanic student population, including elementary and secondary student achievement and postsecondary student access.

ATTACHMENTS

Attachment 1 – Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the October 2010 Regular Board meeting the Idaho Commission on Hispanic Affairs presented the Board with a three-year comprehensive education plan. The state has seen small gains in reducing the educational achievement gap since that time, this agenda item will provide the Board with an opportunity to discuss potential policies and strategies for further reducing the achievement gap and increasing the postsecondary attainment of this group of students.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Idaho Commission on Hispanic Affairs



Margie Gonzalez
Executive Director

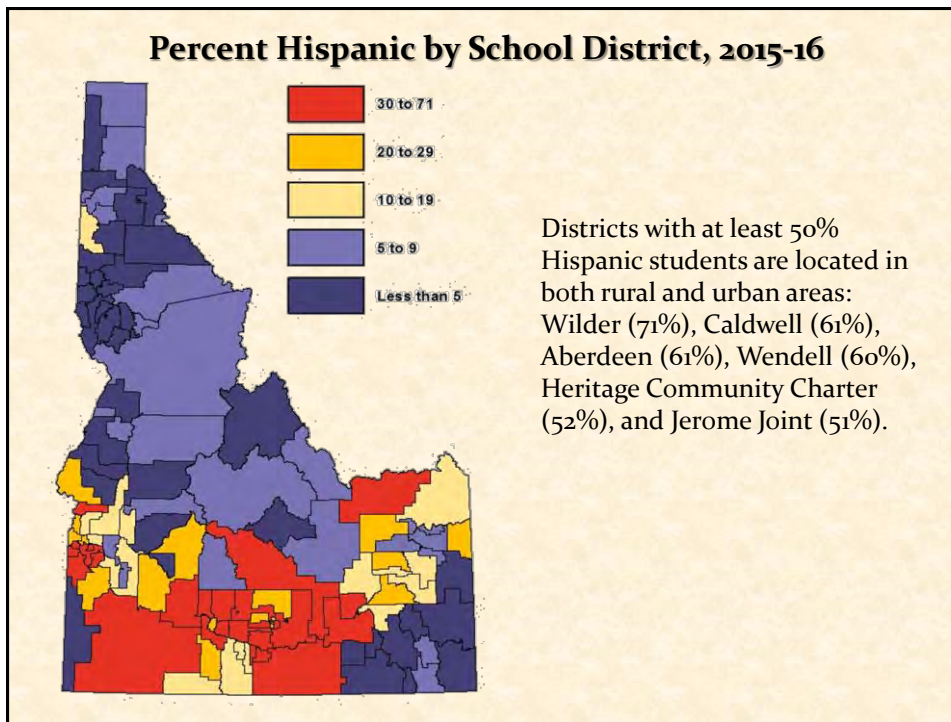
Idaho Public Schools

Hispanic students make up a growing share of enrollment in Idaho's schools and universities:



In the 2015-16 school year, 51,308 Hispanic students made up 18% of total public K-12 enrollment. This is an increase from 2010-11, when 45,084 Hispanic students made up 16% of total enrollment.

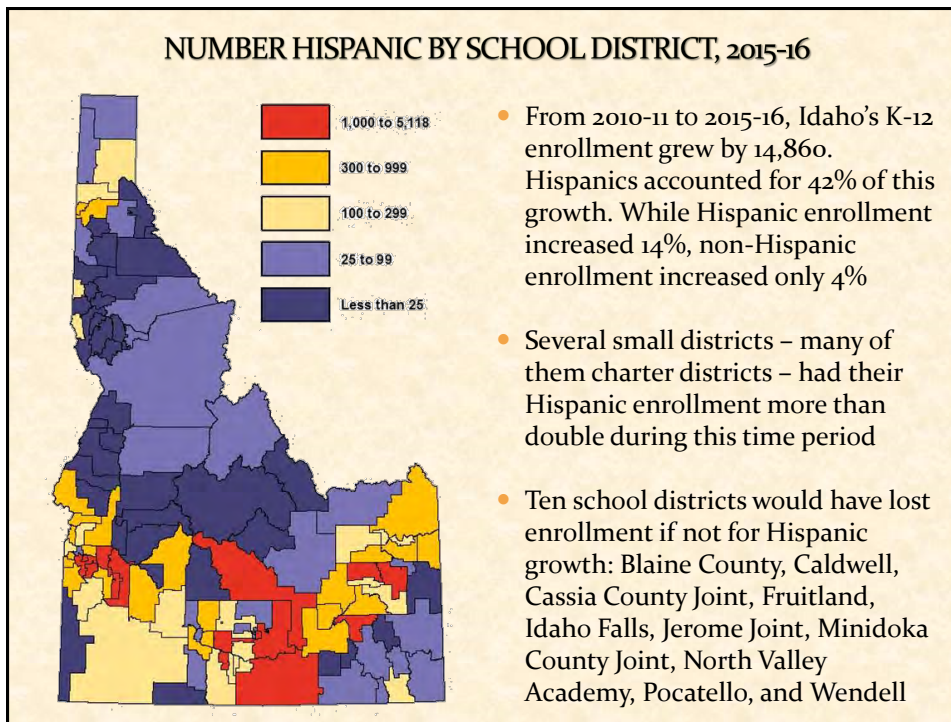
Source: <http://eddataexpress.ed.gov/state-report.cfm/state/ID/>



Top ten school districts with highest percentage of Hispanic Students			
2009-2010		2015-2016	
❖ Wilder	80%	❖ Wilder	71%
❖ Caldwell	53%	❖ Caldwell	61%
❖ Murtaugh Joint	47%	❖ Aberdeen	61%
❖ Clark County	46%	❖ Wendell	60%
❖ Glens Ferry	45%	❖ Jerome Joint	51%
❖ Aberdeen	45%	❖ Shoshone Joint	49%
❖ Shoshone Joint	42%	❖ Murtaugh Joint	49%
❖ Wendell	41%	❖ American Falls	49%
❖ Minidoka County Joint	40%	❖ Clark County	48%
❖ Jerome Joint	40%	❖ Valley	47%

Source: http://www.sde.idaho.gov/site/statistics/student_ethnicity.htm

Source: <http://www.sde.idaho.gov/site/statistics/studentethnicity.htm>



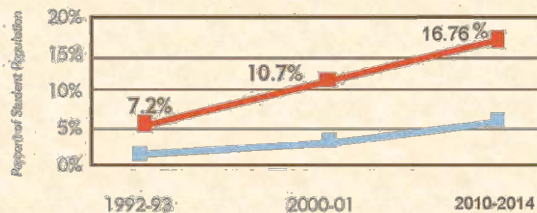
K-12 public school enrollment

	2010-2011	2015-2016	% change
Hispanic	45,084	51,308	14
Non-Hispanic	231,687	240,323	4
Total	276,771	291,631	5

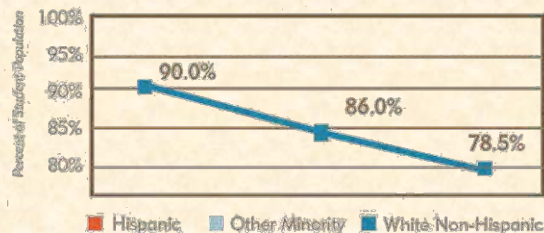
SOURCE: public records request to the Idaho Department of Education

Changing demographics in student population

**Hispanic
Student
Population
Change**



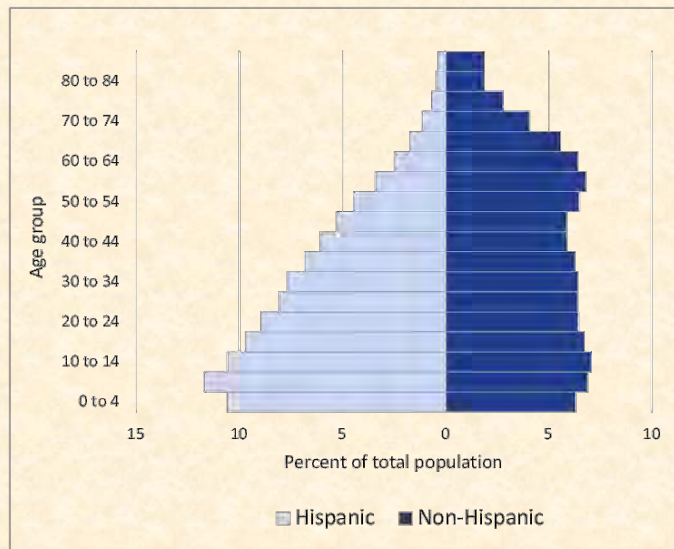
**White
Non-
Hispanic
Student
Population
Change**



■ Hispanic ■ Other Minority ■ White-Non-Hispanic

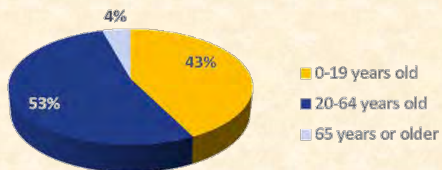
Percent of Hispanic and non-Hispanic Idahoans by 5-year age groups, 2015

A large proportion of Idaho's Hispanic population is made up of children and young adults, with only a small elderly population. This is in contrast to the non-Hispanic population, which has a more even distribution across age groups.

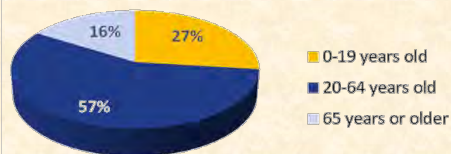


Percent of Hispanic and non-Hispanic Idahoans by selected age groups, 2015

Age distribution among Idaho's Hispanics, 2015



Age distribution among Idaho's Non-Hispanics, 2015



Migrant Students

	Migrant students (#)	Percent of total
TOTAL	3,585	100
Birth to age 5 (but not in Kindergarten)	735	21
Kindergarten	239	7
1st grade	281	8
2nd grade	264	7
3rd grade	282	8
4th grade	250	7
5th grade	252	7
6th grade	219	6
7th grade	203	6
8th grade	220	6
9th grade	208	6
10th grade	179	5
11th grade	136	4
12th grade	117	3

Number of students enrolled in the Migrant Education Program as of April 2016



English Learners

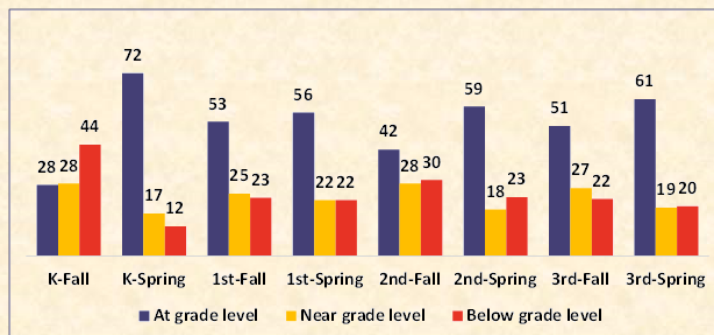
Native Language	Percent of EL Students
Spanish	80
Unknown	3
Arabic	2
North American Indian	1
Somali	1
Nepali	1
Russian	1
Chinese	1
Swahili	1
Karen	1

Districts with the largest percentage of EL-participating students included American Falls (27%), Shoshone Joint (24%), and Wendell (21%)

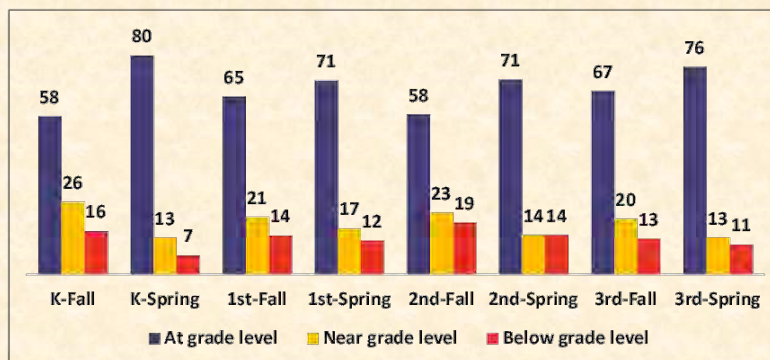


Non-Hispanic Students Outperform Hispanic Students on Both K-12 Achievement Tests

Idaho Reading Indicator scores among Hispanic students in grades K-3 (%), Fall 2015 and Spring 2016

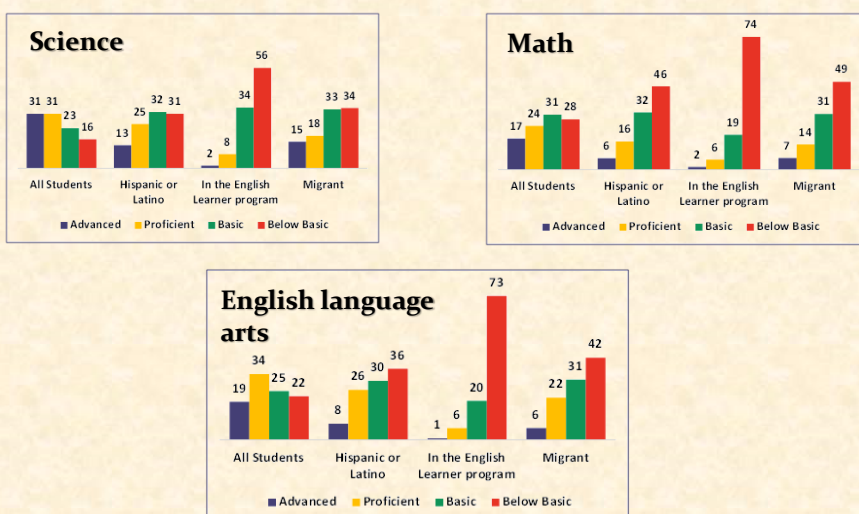


Idaho Reading Indicator scores among non-Hispanic students in grades K-3 (%), Fall 2015 and Spring 2016



SOURCE: IDAHO DEPARTMENT OF EDUCATION, IRI PUBLIC REPORTS, 2015-2016 SCHOOL YEAR

Idaho Standards Achievement Test scores by subject and selected student groups (%), grades 3-10, 2015-16



Hispanic Students are Less Likely to Graduate from High School and Go On to Postsecondary Education

Graduation rates in Idaho (% of four-year adjusted cohort), 2013-14 and 2014-15

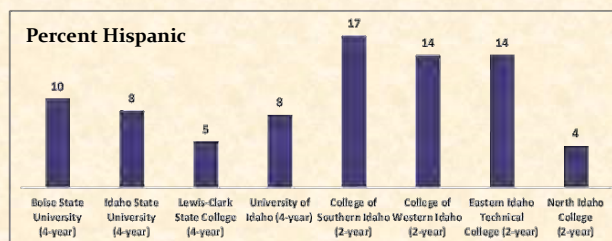
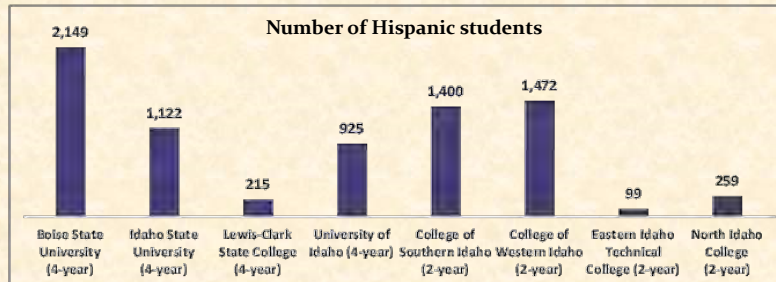
	2013-2014	2014-2015
All students	77	79
By race or ethnicity		
White	79	81
Hispanic or Latino	70	71
Black / African American	75	75
Asian or Pacific Islander	79	85
American Indian or Alaskan Native	56	66
Native Hawaiian / Other Pacific Islander	77	78
Two or more races	69	73
By characteristic		
Students in the English Learner program	75	72
Economically disadvantaged students	71	72
Students with disabilities	59	58
At-risk students	72	72



In the fall of 2014, 9,384 Hispanic students made up 8% of Idaho's total postsecondary enrollment. This is an increase from 2009, when 5,096 Hispanic students made up 6% of total enrollment.

Postsecondary Enrollment

Hispanic enrollment at Idaho's public postsecondary institutions, 2014



Hispanics Make up a Small Share of Public School Personnel

During the 2015-16 school year, Idaho public schools employed 433 Hispanics who made up just 2% of all employees. These Hispanic employees included:

- 209 elementary school teachers (2% of all elementary teachers)
- 182 secondary school teachers (2%)
- 10 elementary school principals (3%)
- 10 school counselors (1%)
- 4 school nurses (3%)
- 4 employees in technology services (3%)
- 3 social workers (6%)
- 2 superintendents (1%)

There were zero Hispanic assistant superintendents, secondary school principals, audiologists, or occupational or physical therapists.

Hispanic population growth poses challenges

Education

- Disproportional representation in schools (K-12)
- Lower proficiency rates (English, Math, Reading)
- Lower “go on” rates



Take Aways;

- Continue planning for the future
- Parental Involvement
- Investment in early childhood
- Educational gains are being made slowly over time





**Thank you on behalf of the
Idaho Commission of
Hispanic Affairs**

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IDAHO DIGITAL LEARNING ACADEMY (IDLA)

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

Pursuant 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 the current IDLA fee schedule in order to be in compliance with statute and State Board rule.

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

IMPACT

IDLA served 25,480 enrollments in the 2015-2016 school year, which is a 11% increase over 2014-2015. Ninety-nine percent (99%) of the school districts in Idaho participated in 2015-2016. The number one reason for taking IDLA courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

Attachment 1 – 2016-2017 Fee Policy Statement	Page 3
Attachment 2 – Acceptable Use Policy	Page 6
Attachment 3 – Accreditation Confirmation	Page 12

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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2016 - 2017 IDAHO DIGITAL LEARNING FEE POLICY

Fees for Idaho Digital Learning Academy: Pursuant to Section 33-5508, Idaho Code, Idaho Digital Learning Academy is granted the ability to collect fees from participating school districts. Idaho Digital Learning Academy is not allowed to collect fees directly from students and guardians unless one of the following criteria is met:

1. The course is taken in addition to the student's full course load at the local school, including summer courses ("overload" courses).
2. The school district has established procedures in place that allows the Idaho Digital Learning Academy fee to be paid by the student or guardian. School districts may authorize Idaho Digital Learning Academy to collect the fee directly from the student or guardian based on the school district's procedures. For example, Idaho Digital Learning Academy's Fast Pass registration allows a school district site coordinator to determine the payment method that aligns with local district procedures.

Idaho Digital Learning Academy Per Enrollment Cost: The fee schedule for 2016--2017 is determined upon a per enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below. The cost to Idaho school districts for one (1) enrollment is \$75 for each Idaho student (plus merchant processing fees or local fees as necessary), unless courses are delivered in a custom section (see Custom Section Courses below).

Out-of-state Students: For any students who reside outside of the State of Idaho and register through a non-Idaho school, the fee for each one (1) enrollment shall be \$375. The non-Idaho school will be responsible for the payment for such fee.

Preparatory Course: Idaho Digital Learning Academy courses designated as preparatory courses will not incur a per enrollment cost to the school district. For 2016--2017 the two courses under this designation are Math Principles and Literacy Principles.

Advanced Placement/Dual Credit Courses: Beginning Summer 2016, courses designated as "Advanced Placement or Dual Credit" will not incur a \$75 per enrollment cost, unless courses are delivered in a custom section (see Custom Section Courses below). Students are responsible for any fees that may be charged by colleges or universities to receive college credit. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced placement and dual credit courses may require additional textbooks (see Textbooks below).

Custom Section Courses: Any courses requested and implemented through Idaho Digital Learning Academy's Custom Section program will incur costs to the school

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district based on the Custom Section Policy (see Idaho Digital Learning Academy website for District MOU Addendum and request form). This includes district requests for Hybrid Custom Sections. Requirements for custom sections include a minimum enrollment threshold and cost.

Middle School Keyboarding and Pathways to Success: Idaho Digital Learning Academy will continue to offer middle school Pathways to Success and Keyboarding at \$30 per enrollment to the district. Any middle school Pathways to Success and Keyboarding courses in which half the content is delivered (4 units) the Idaho Digital Learning Academy fee to the district is further reduced to \$15 per enrollment.

Scholarships: Scholarships are awarded through an application submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/guardian/student and are only available for Idaho Digital Learning Academy courses which are taken in addition to the student's full course load at the local school, including summer courses. Limited, partial scholarships are available for 20162017 at \$50 per enrollment.

Advanced Opportunities: The State Department of Education has allocated funds for students who take courses to advance through their high school graduation requirements and obtain credit in postsecondary institutes. School districts, students and guardians are encouraged to register for funding of eligible courses to pay for overload courses and advanced placement and dual credit courses.

Textbooks: Idaho Digital Learning Academy provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLID). In cases where an online textbook is unavailable, the local school district may be responsible to provide the required text(s). For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the Idaho Digital Learning Academy Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

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 refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

All cohort sessions:

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- **Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
- **12 week or Custom Sessions:** The Idaho Digital Learning Academy Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
- **16 week session:** The Idaho Digital Learning Academy Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.

Flex sessions:

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

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.

IDLA ACCEPTABLE USE POLICY

Students should print and review this policy with a parent or guardian to ensure a safe and rewarding experience with IDLA. All students enrolled in any course work of Idaho Digital Learning Academy (IDLA) shall be responsible to comply with all of the policies of their home school district and the policies of IDLA including this Acceptable Use Policy (AUP).

1. The IDLA network is for educational purposes only and includes computers, communication networks, the Internet, and other electronic resources used in the delivery of IDLA courses.
2. All users of IDLA must agree to all of the terms of this AUP prior to being able to access a user account providing access to the IDLA network.
3. Privileges and Rights of IDLA Community Members:

Members of the IDLA community have certain privileges and rights. These include:

A. Safety

- § *No student or IDLA personnel shall utilize the IDLA network to access any site that includes, but is not limited to pornography, graphic sexual or violent content, or advocates the use of illegal substances.*
- § *Communication on the IDLA network between students shall respect the privacy of all individuals and shall not contain personal information regarding other persons.*
- § Bullying or harassment of IDLA users shall not be tolerated. No user of the IDLA network shall engage in any communication or entry that shall have the intent of, or results in, the bullying or harassment of other students or employees of IDLA or utilizes profanity or degrading language directed at known persons. Any user who receives, or believes they are subject of, such communications should immediately notify the IDLA online principal.
- § For reasons of privacy and safety, users are prohibited from downloading or uploading photographs of persons other than as may be directly relevant to the required coursework, and any depiction of fellow students or IDLA personnel is expressly prohibited without the written permission of the individual, or permission of that individual's parent or legal guardian if the individual is a minor.
- § Any graphic or digital representation must be presented in an appropriate manner in accordance with the local school district's dress code policy. IDLA reserves the right to determine whether a graphic representation is appropriate and to respond accordingly.

B. Access for all users

All IDLA users shall be granted access to as many IDLA services as the available technology and IDLA role will allow. Relevant exploration of the Internet for educational purposes is permissible in IDLA courses within the limitations of compliance with this policy and the acknowledgement that certain sites may be offensive to specific individuals. IDLA will make every effort to ensure that course content will be appropriate to the designated grade-level of that course, regardless of the ages of students enrolled in that course.

C. Intellectual Freedom

§ Discussion forums within the IDLA course management system are a free and open forum for expression, including all viewpoints within the role and mission of IDLA. The poster of an opinion should be aware that other community members may be openly critical of such opinions.

§ Any statement of personal belief is implicitly understood to be representative of the author's individual point of view, and not that of the IDLA, its administrators, teachers, other staff, or the participating schools. Personal attacks are not an acceptable use of IDLA resources at anytime and IDLA instructional staff or administration should be notified. IDLA does not officially endorse any opinions stated on the network.

D. Privacy

In guarding the safety of its students and users, there is no reasonable expectation of privacy in any use of the IDLA network by any user. IDLA is a public educational agency and therefore IDLA personnel, both technology specialists and teaching and/or administrative staff, may periodically access accounts, review emails sent or received, internet sites (including any social networking websites) and chat rooms visited, as well as electronic class discussion materials.

4. The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

§ Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is

impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- § Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- § Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

5. Responsibilities of IDLA users

With the rights and privileges of participation in the IDLA community come certain responsibilities. IDLA users need to familiarize themselves with these responsibilities.

A. Using appropriate language

Profanity or obscenity will not be tolerated. All IDLA community members must use language appropriate for school situations. Inappropriate language includes, but is not limited to language that is: defamatory, inaccurate, abusive, rude, sexually explicit, threatening, harassing, or racially offensive;

B. Avoiding offensive or inflammatory speech

IDLA users must respect the rights of others both in IDLA courses and in the Internet at large. Personal attacks are an unacceptable use of the network. If an IDLA user is the victim of a personal attack, they are responsible to bring the incident to the attention of an IDLA teacher or administrator.

C. Copyright adherence

IDLA users must respect all copyright issues regarding software, information, and attributions of authorship. The unauthorized copying or transfer of copyrighted materials may result in the loss of IDLA privileges.

D. Plagiarism

IDLA users must not engage in plagiarism, which is the act of presenting other peoples' ideas, writings, or products (written or electronic) by claiming them to be one's own and not giving credit to these sources. Forms of plagiarism include: submitting work that is not your own, failing to properly cite words and ideas that are not your own, using direct wording from another source (even a cited one) without quotation marks, or slightly re-wording phrases from another source and passing the phrases as your own.

E. Cheating

IDLA users must not engage in cheating, which in its various forms includes, but is not limited to: copying another student's work or allowing your work to be copied; allowing someone other than yourself to submit work in your name; using unauthorized assistance on an assessment; allowing someone other than yourself to take an assessment; inappropriate use of a translator in language classes; submitting the same work for multiple courses; or giving answers to other students.

F. Fabricating Data

IDLA users must not engage in fabricating data when completing assignments that require research and/or collecting data. Forms of fabrication include, but are not limited to: falsifying or manipulating data to achieve a desired result; reporting data for an experiment that was not conducted (dry-labbing); or submitting written work with fabricated or falsified sources.

G. Academic Sabotage

IDLA users must not engage in Academic sabotage, which consists of any act that damages another student's work or grade on purpose.

H. False Information

IDLA users must not lie to an instructor, site coordinator, parent, or principal (such as saying an assignment has been completed when it has not, or lying about your grade).

I. Illegal activities

Illegal activities include tampering with IDLA computer hardware or software, unauthorized entry into computers, knowledgeable vandalism or destruction of computer files, or encouraging the use of illegal materials. Use of the IDLA for any illegal activities is prohibited and will result in legal action.

J. System disruption

Intentional or malicious attempts to degrade or disrupt system performance of the IDLA or any other computer system or network are considered criminal activity under state and federal law. IDLA encourages IDLA users to use best practices to avoid unintentional disruption of system performance.

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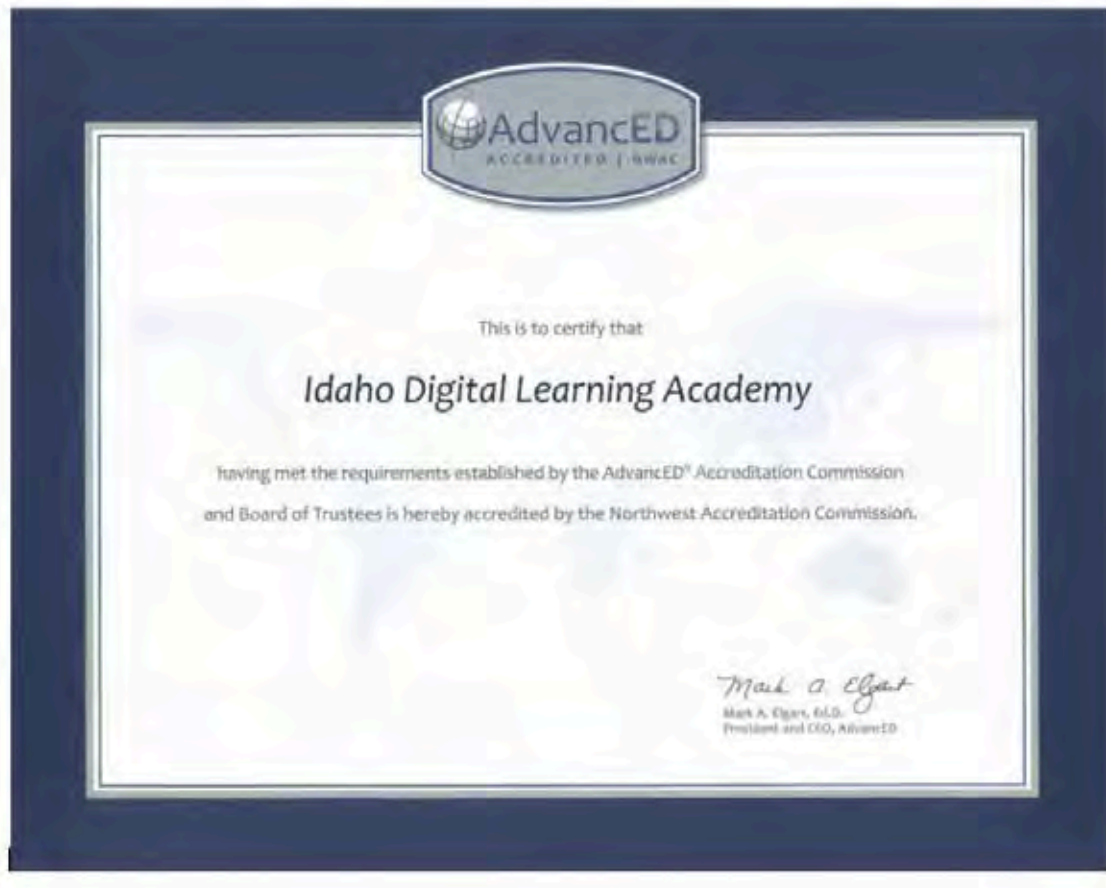
- K. Account responsibility
IDLA users have full responsibility for the use of their account. All violations of this policy traced to an individual account name will be treated as the sole responsibility of the owner of that account.
 - L. User information
IDLA mandates all users to provide current demographic information which includes but is not limited to full name, mailing address, email address, and phone number.
 - M. Impersonation
All IDLA users must use their own name in the use of the IDLA network. Impersonation (logging in as another user or under a false name) is not allowed. (This prohibition does not extend to activities with curricular objectives, such as role-playing within a class discussion, in which users are not attempting to disguise their identities).
 - N. Anonymity
All IDLA users must use their name on all communication. Anonymity is not allowed. As an educational network, we believe that individuals are responsible for their actions and words;
 - O. Representation.
When navigating locations on the Internet or using IDLA tools, IDLA users must conduct themselves as representatives of both their respective schools and the IDLA.
 - P. Email Communication
Email accounts are required to communicate on the IDLA network, and inappropriate email user account names will not be allowed in the system.
6. IDLA assumes no responsibility for Internet access including phone charges, line costs, usage fees, hardware, software, other media, or any other non-specified technology costs associated with a user's connectivity to the Internet or that may be required to access IDLA courses or other instructional resources. IDLA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. IDLA assumes no responsibility for any damages to the user's computer system under any circumstances. The technology requirements of all courses are available on the IDLA website prior to enrollment. Users are solely responsible for acquiring and learning to use all required technology needed to access and complete all online IDLA courses activities.
7. Failure to abide by the IDLA Acceptable Use Policy could result in:
- § Report to the local district of the infraction
 - § Immediate removal of the user's access to IDLA instructional computing resources, which could result in their inability to complete learning activities and

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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subsequent course failure.

- § Immediate removal of the user from the course.
- § Involvement of law enforcement agencies and possible legal action.

IDLA reserves the right to make modifications to the document at any time without prior notification.



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Idaho Public Charter School Commission Annual Update

REFERENCE

February 2015	The Board was presented with the Idaho Public Charter School Commission Annual Report and update on the status of charter schools in Idaho.
February 2016	The Board was presented with the Idaho Public Charter School Commission Annual Report and Idaho charter school performance around the state.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission Director Tamara Baysinger will update the Board on the status of the PCSC's portfolio schools and the IPCSC's ongoing implementation of best authorizing practices.

IMPACT

This presentation will provide the Board with an update on charter schools around the state and provide the Board with the opportunity to ask questions and discuss the implementation of charter school performance certificates.

ATTACHMENTS

Attachment 1 – Idaho Public Charter School Commission Annual Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-5213, Idaho Code, creates the Public Charter School Commission (Commission), and locates it in the Office of the State Board of Education. The Board's Executive Director or designee is responsible with the enforcement of Chapter 52, Title 33 (Public Charter Schools) as well as serving as the Secretary to the Commission. Staff assigned to the Commission are Board of Education Staff, the Director for the Commission, Tamara Baysinger, serves as the Executive Directors designee.

In addition to acting as an independent authorizer for public charter schools, the Commission also has the responsibility of making recommendations to the Board regarding the oversight of public charter schools in Idaho. Ms. Baysinger will provide the Commissions annual update to the Board on the status of the Commission's portfolio schools and implementation of the charter school performance certificates.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Idaho Public Charter School Commission 2016 Annual Report

A Year in Review

Thank you for your interest in Idaho's public charter schools. The Public Charter School Commission (PCSC) is Idaho's largest authorizer, with a portfolio comprising 71% of Idaho's 52 charters. Our mission is to protect student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools. We endeavor to implement best practices and enforce compliance with Idaho statute in order to ensure the excellence of public charter school options for Idaho families.

During 2016, the PCSC began its inaugural charter renewal cycle, developing new processes in accordance with 2013 legislation and conducting evaluations of schools scheduled for renewal consideration in spring 2017. While renewal decisions must be based on schools' outcomes on the performance framework, the renewal process also included multiple opportunities for schools to share additional performance data and contextual information.



Over the past three years, significant and ongoing changes to the state's school accountability system have impacted the ability of the performance framework to function as intended. The PCSC is in the process of developing a new framework that will both reflect the state's new accountability system and accommodate future policy shifts.

Our portfolio has expanded to include two new schools: Alturas International Academy and Gem Prep: Pocatello. AIA offers an International Baccalaureate program to Idaho Falls area students. GPP operates in Pocatello, providing students with a blended online and onsite educational program based on the successes of Idaho Distance Education Academy.

During 2016, the PCSC welcomed two, new Commissioners. We extend heartfelt thanks to outgoing Commissioners Gayle O'Donahue and Gayann DeMordaunt, both of whose service has proved invaluable to our state's charter school community over many years.

We invite you to join us in supporting a high-quality charter school sector in Idaho.

Sincerely,

Alan Reed, Chairman

Tamara L. Baysinger, Director

February 2017

Portfolio Overview

The PCSC's portfolio comprises 37 public charter schools. These schools are located all across the state, in both rural and urban communities. Their time in operation ranges from one to eighteen years. They offer an array of educational choices: Core Knowledge, Expeditionary Learning, Harbor, Montessori, Classical, Waldorf, International Baccalaureate, and more. Several are alternative schools, and others focus on underserved or at-risk populations while welcoming all students who wish to attend. Seven are categorized as virtual schools.

PCSC PORTFOLIO SCHOOL	YEAR	LOCATION	GRADES	METHOD
Alturas International Academy	2016	Idaho Falls	K-8	International Baccalaureate
American Heritage Charter School	2013	Idaho Falls	K-12	Core Knowledge
Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs
Bingham Academy	2014	Blackfoot	9-12	Postsecondary Preparation
Blackfoot Community Charter Learning Center	2000	Blackfoot	K-8	Brain-Based, Multi-Age
Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion
Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep
Compass Public Charter School	2005	Meridian	K-12	Compass Method
Conner Academy (formerly The Academy)	2006	Pocatello	K-8	Harbor
Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor
Gem Prep: Pocatello	2016	Pocatello	K-6	Blended Online/Onsite
Heritage Academy	2011	Jerome	K-8	Schoolwide Enrichment
Heritage Community Charter School	2011	Caldwell	K-8	Classical, Dual-Language
Idaho College and Career Readiness Academy	2014	Statewide	9-12	Career Technical
Idaho Connects Online	2009	Statewide	6-12	Virtual
Idaho Science and Technology Charter School	2009	Blackfoot	4-8	Science & Technology
Idaho Virtual Academy	2002	Statewide	K-12	Virtual
INSPIRE Connections Academy	2005	Statewide	K-12	Virtual
iSucceed Virtual High School	2008	Statewide	9-12	Virtual
Kootenai Bridge Academy	2009	Coeur d'Alene	11-12	Virtual, Credit Recovery
Legacy Charter School	2011	Nampa	K-8	Harbor
Liberty Charter School	1999	Nampa	K-12	Harbor
Monticello Montessori Charter School	2010	Ammon	K-6	Montessori
North Idaho STEM Charter Academy	2012	Rathdrum	K-12	STEM
North Star Charter School	2003	Eagle	K-12	International Baccalaureate
North Valley Academy	2008	Gooding	K-12	Core Knowledge
Palouse Prairie Charter School	2009	Moscow	K-8	Expeditionary Learning
Richard McKenna Charter School	2002	Mountain Home	K-12	Montessori K-8, Virtual Alt. HS
Rolling Hills Public Charter School	2005	Boise	K-8	Harbor
Sage International School of Boise	2010	Boise	K-12	International Baccalaureate
Syringa Mountain School	2014	Ketchum	K-6	Waldorf Inspired
Taylor's Crossing Public Charter School	2006	Idaho Falls	K-12	Harbor
The Village Charter School	2011	Boise	K-8	7 Habits & Leadership
Victory Charter School	2004	Nampa	K-12	Harbor
Vision Charter School	2007	Caldwell	K-12	Classical
White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge
Xavier Charter School	2007	Twin Falls	K-12	Classical

Approximately 16,175 students were served by the PCSC's portfolio schools during the 2015-16 school year. About 4,975 of these were enrolled in virtual charter schools. Idaho also offered 15 district-authorized charter schools. The total number of public charter school students in Idaho was approximately 20,340, representing only a slight increase from 2015.

Who We Are

The PCSC's seven members hail from all around the state. Commissioners are appointed by the Governor (3 members), Senate Pro Tempore (2 members), or Speaker of the House (2 members). They serve four year terms; statute provides for a two-term limit. Officers are elected every two years in the spring.

The PCSC office is staffed by the Office of the State Board of Education and includes 4 FTE: Director Tamara Baysinger, Charter Schools Program Manager Kirsten Pochop, Accountability Program Manager Jennifer Barbeau, and Administrative Assistant Chelsea Cantrell.

The PCSC's fiscal year 2017 budget is \$498,100, an increase of 6.4% from fiscal year 2016. The PCSC's FY17 revenue represents a combination of authorizer fees and state funds appropriated as part of the State Board of Education's budget.

In its October 2013 Authorizing Roadmap, the National Association of Charter School Authorizers provided a comparison of PCSC resources compared to those of similar authorizers. Below, that comparison has been updated to reflect FY16 data.

Authorizer	# of Schools	FTE	Budget
CO CSI	39	18	\$3,107,735
HI PCSC	34	18	\$1,815,700
Idaho PCSC	37	4	\$498,100

In recent years, the addition of 1.5 FTE has enabled us to spend more time visiting with school leaders, developing resources, providing training opportunities, and considering both hard data and "soft" observations to better understand the impact of each school on its students and community. We have also worked to develop a transparent and meaningful charter renewal process.

We are currently exploring opportunities for increased implementation of best practices, such as engaging teams of independent consultants to perform pre-renewal site visits. Such visits represent best authorizing practice, as they offer schools an additional opportunity to provide context for their performance outcomes. They also provide decision-makers with outside, expert opinions regarding individual schools' operations.

Additionally, we are engaging with professional colleagues and stakeholders to develop an updated performance framework. The new framework will dovetail with ESSA and the state's accountability system, provide additional opportunities to understand student growth, and consider schools' unique successes. It will also have the flexibility to remain functional in the event of statewide policy or assessment changes.

OUR COMMISSIONERS

Chairman Alan Reed
Idaho Falls
Term: 2014 - 2018

Vice-Chair Brian Scigliano
Boise
Term: 2016 - 2020

Commissioner Evan Frasure
Pocatello
Term: 2015 - 2019

Commissioner Kelly Murphey
Castleford
Term: 2014 - 2018

Commissioner Wanda Quinn
Coeur d'Alene
Term: 2016 - 2020

Commissioner Sherrilynn Bair
Firth
Term: 2016 - 2020

Commissioner Nils Peterson
Moscow
Term: 2017 - 2019

We also thank former Commissioners
Gayle O'Donahue and Gayann
DeMordaunt.

What We Do

As an authorized chartering entity, the PCSC's role is to protect students and taxpayers by overseeing the quality of the charter schools it authorizes. We also endeavor to protect the autonomy of charter school boards, focusing on performance outcomes while giving schools as much freedom to direct their own inputs as the law allows.

Authorizing work can be divided into three phases: Petition review, ongoing oversight, and charter renewal. Each of these phases demands a different focus, but our goals are always to encourage innovation and ensure quality.

Petition Review

The petition review phase focuses on evaluating new charter petitions with the following question in mind:

Is it likely that this proposal will result in a successful, high-quality school that serves a community need?

Petition reviews consider:

- Quality of the educational program,
- Adequacy of financial resources, and
- Capacity of the founding board.

Upon approval of a new charter petition, the PCSC and school sign a performance certificate and framework detailing the academic and operational performance expectations and measures against which the school will be evaluated.

Ongoing Oversight

The ongoing oversight phase focuses on keeping schools and stakeholders apprised of performance outcomes relative to the standards contained in the performance certificate and framework.

Each PCSC portfolio school receives annual performance reports reflecting its academic, operational, and financial status. Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

The PCSC endeavors to limit the reporting burden on its portfolio schools. Data contained in annual performance reports is gathered primarily through ISEE and independent fiscal audits. Most PCSC portfolio schools need to submit only a few, additional reports to the PCSC:

- Semi-annual financial updates,
- An annual board membership update, and
- Mission-specific performance data (optional).

Charter Renewal

Charter renewal is an important process for both authorizers and schools. At the end of a school's performance certificate term, authorizers must evaluate performance outcomes in the light of contextual factors and determine whether or not the school should continue to be entrusted with students' time and taxpayers' resources for another five-year term. Schools must make their cases for renewal, demonstrating either strong performance outcomes or clear evidence that their outcomes, despite room for improvement, still reflect success. This thoughtfully-applied bedrock of accountability is at the heart of the charter school movement.

Charter Renewal

During 2016, the PCSC implemented a new, charter renewal process. Most of the schools whose terms were ending had earned low ratings on the state's former accountability system; many of them served challenging student populations. We placed a priority on providing schools with multiple opportunities to share contextual detail and auxiliary performance data to augment the information already captured by their annual performance reports. Site visits, while not a deciding factor in renewals, provided context and independent expertise.

The PCSC worked with schools beginning over a year in advance of the renewal decision deadline. Schools and the PCSC were able to overcome a tight statutory timeline, which begins in November and ends in March. Everyone's timely and thoughtful correspondence was much appreciated.

The renewal process is outlined below, with statutory requirements shown in blue text. Many additional steps were taken by the PCSC to ensure transparency and opportunity for schools to share their perspectives.

March of Pre-Renewal Year	PCSC staff meets with school leadership to introduce the renewal process and discuss any concerns regarding school outcomes.
May of Pre-Renewal Year	PCSC issues renewal application and guidance to schools. (Statutory deadline for issuance is November 15.)
July 15	Schools may submit auxiliary performance data (optional).
Fall of Renewal Year	Evaluation team, including independent expert, makes a site visit to the school. Their observations may inform, but cannot be the basis of, renewal recommendations.
November 15	PCSC issues performance reports to schools. Renewal application and guidance are provided again.
December 15	Schools submit completed renewal applications to PCSC.
January 15	PCSC issues recommendations to schools. Schools may sign consent agreements or request public hearings.
January 25	Schools respond with either signed consent agreements or requests for public hearings.
January 27	PCSC and any schools requesting public hearings exchange exhibits.
February PCSC Regular Meeting	Public hearings are held to consider evidence regarding renewal year schools. Schools may call witnesses and be represented by counsel.
Within 7 days of the February PCSC Regular Meeting	Parties may submit written closing arguments to PCSC office (optional).
By March 15	PCSC makes final renewal or non-renewal determinations.

In January 2017, all twelve schools under renewal consideration signed consent agreements, expressing their agreement with PCSC recommendations. All twelve were recommended for renewal, some with conditions crafted to reflect the need for improvement while respecting realities such as highly mobile, at-risk, low-income, or otherwise challenging student populations.

Summary of 2016 Performance Outcomes

The following chart provides an “at a glance” summary of each PCSC portfolio school’s performance outcomes in the areas of academics, operations, and finance.

Each academic subject is shaded according to whether the school’s ISAT proficiency rate exceeded or fell short of the state’s proficiency rate. Light gray shading indicates that the school’s results were higher than the statewide proficiency rate; dark gray indicates lower results.

In the operational and financial categories, results are color-coded by schools’ accountability designations as detailed in their individual annual performance reports. The four accountability designations are honor (blue), good standing (green), remediation (yellow), and critical (red).

For schools that offer both general and alternative programs, only general population results are reflected in this chart.

PCSC PORTFOLIO SCHOOL	MATH	ELA	SCIENCE	OPERATIONAL	FINANCIAL
American Heritage Charter School					
Coeur d'Alene Charter Academy					
Compass Public Charter School					
Falcon Ridge Public Charter School					
Legacy Charter School					
Liberty Charter School					
North Idaho STEM Charter Academy					
North Star Charter School					
Palouse Prairie Charter School					
Rolling Hills Public Charter School					
Sage International School of Boise					
Taylor's Crossing Public Charter School					
Victory Charter School					
Vision Charter School					
White Pine Charter School					
Xavier Charter School					
Connor Academy					
Bingham Academy					
INSPIRE Connections Academy (Virtual)					
iSucceed Virtual School (Virtual)					
Idaho Virtual Academy (Virtual)					
Monticello Montessori Charter School					
Richard McKenna Charter School					
Syringa Mountain School					
Another Choice Virtual School (Virtual)					
Blackfoot Charter Community Learning Center					
Chief Tahgee Elementary Academy					
Heritage Academy					
Heritage Community Charter School					
Idaho College and Career Readiness Academy (Virtual)					
Idaho Connects Online (Virtual)					
Idaho Science and Technology Charter School					
Kootenai Bridge Academy (Virtual Alt.)					
North Valley Academy					
The Village Charter School					

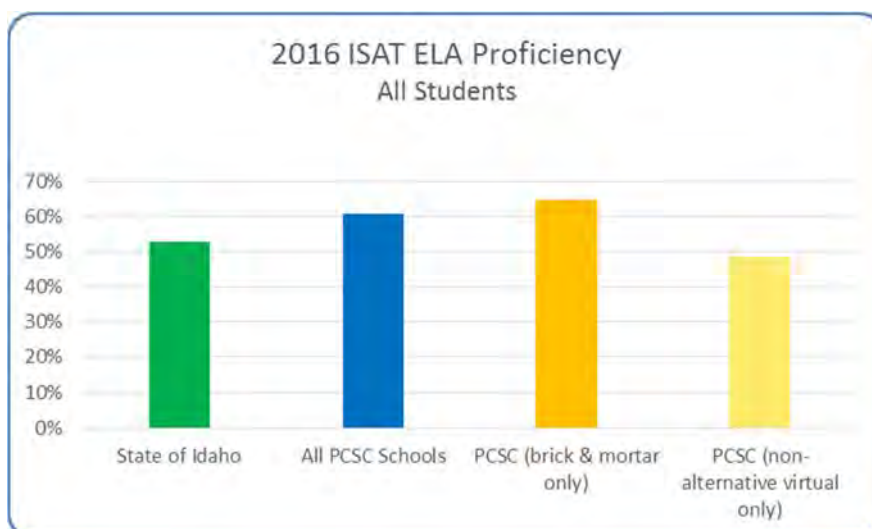
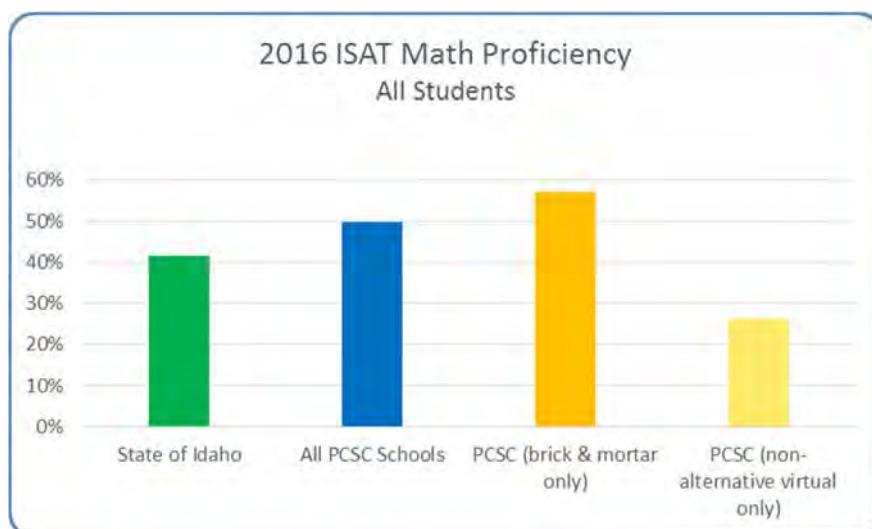
Academic Outcomes

When assessing the overall quality of the schools in its portfolio, the PCSC focuses primarily on academic outcomes. Because the state's accountability system remains in flux, 2016 data is limited. Student growth data remains unavailable. Schoolwide change data indicates that, between 2015 and 2016, about half of PCSC portfolio schools saw an improvement in math and ELA proficiency rates, while the other half experienced a decline.

Comparisons of proficiency rates between PCSC portfolio schools and their surrounding districts give us some information about charter schools' performance. Additional data, such as growth and extended cohort graduation rates, is necessary for a more complete understanding. The PCSC is presently working toward the adoption of a new performance framework that will reflect more fully the successes and challenges of individual schools.

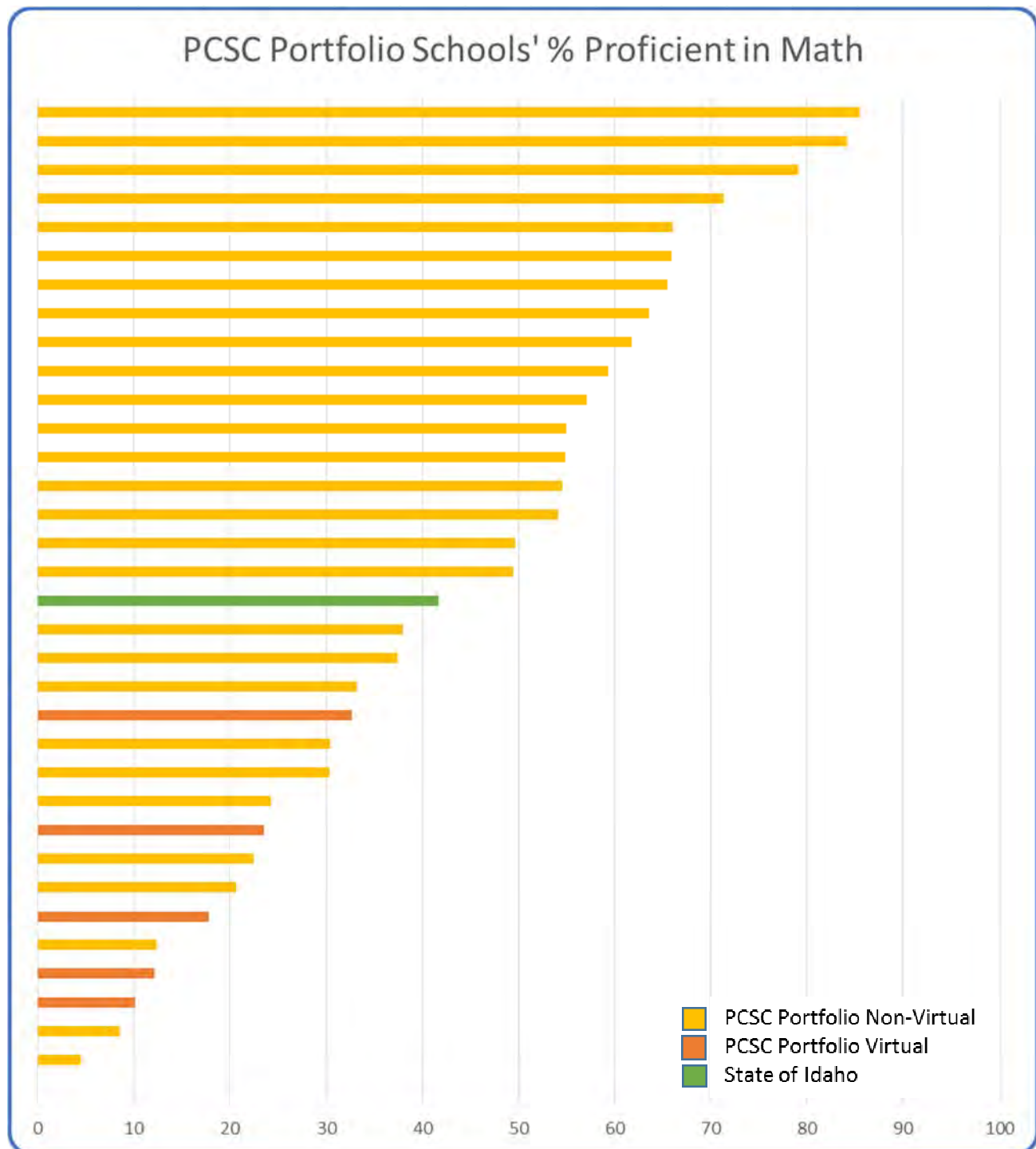
Information regarding each school's educational program, student demographics, and performance outcomes may be found in the school's annual performance report, available at chartercommission.idaho.gov.

Overall, PCSC portfolio schools show higher math and ELA proficiency rates than the state averages. Brick and mortar charters in the PCSC portfolio tend to have higher proficiency rates than PCSC-authorized virtual schools.



Math

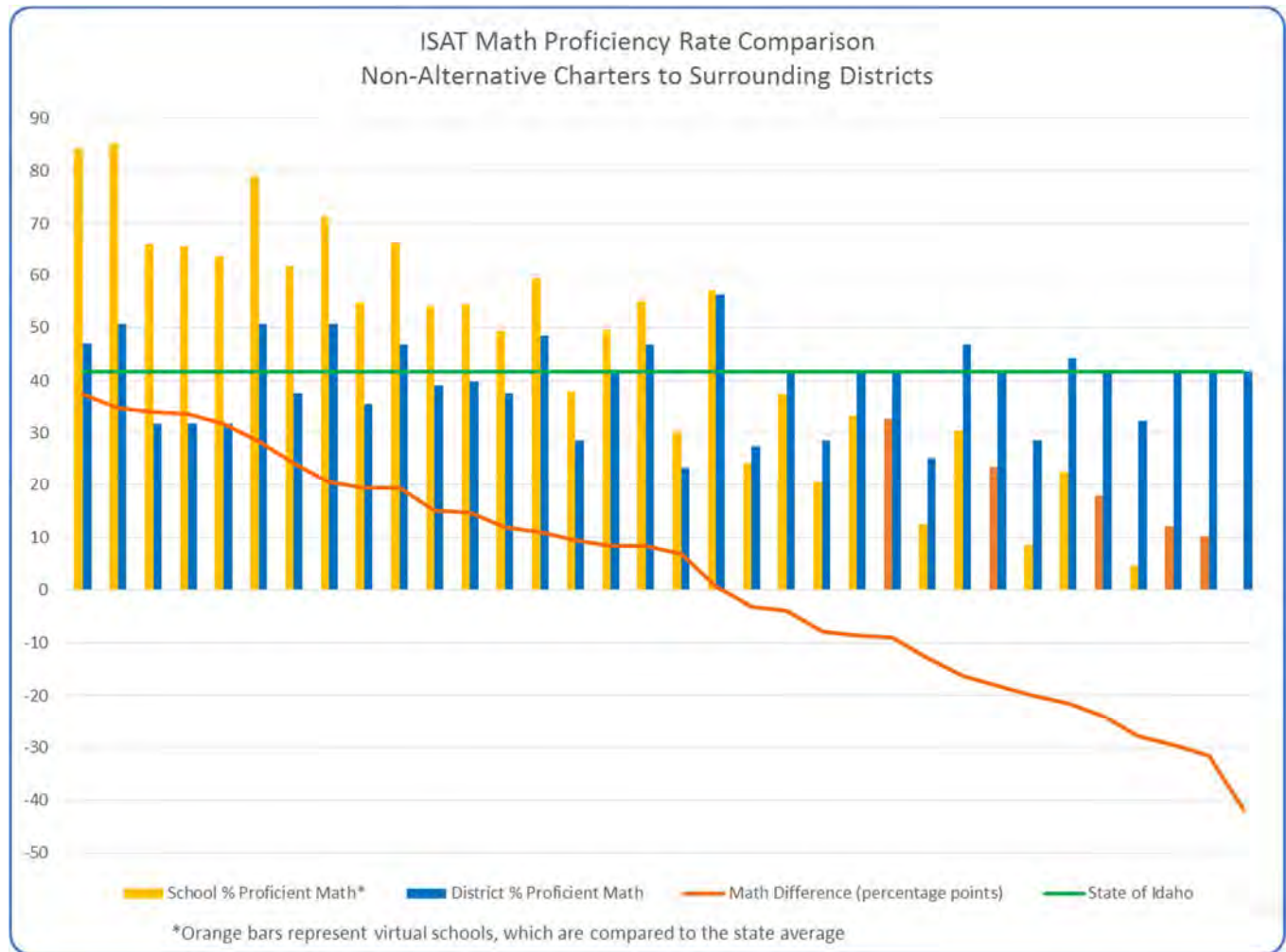
The following chart compares PCSC portfolio schools' 2016 ISAT math proficiency rates to the state average. 50% of all non-alternative PCSC portfolio schools had ISAT math proficiency rates that exceeded the state average. 63% of non-virtual PCSC portfolio schools had ISAT math proficiency rates that exceeded the state average.



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The following chart compares PCSC portfolio schools' 2016 math proficiency rates to those of neighboring or similar schools. The "surrounding district" data represented by the blue columns describes other public schools that are located in the same geographical area. In the case of virtual schools, which serve multiple districts or the entire state, the State of Idaho is used for comparison in place of the surrounding district. The red line represents the degree of difference between each school and its comparison group.



56% of all non-alternative PCSC portfolio schools had ISAT math proficiency rates that exceeded those of their surrounding school districts.

68% of non-virtual PCSC portfolio schools had ISAT math proficiency rates that exceeded those of their surrounding school districts.

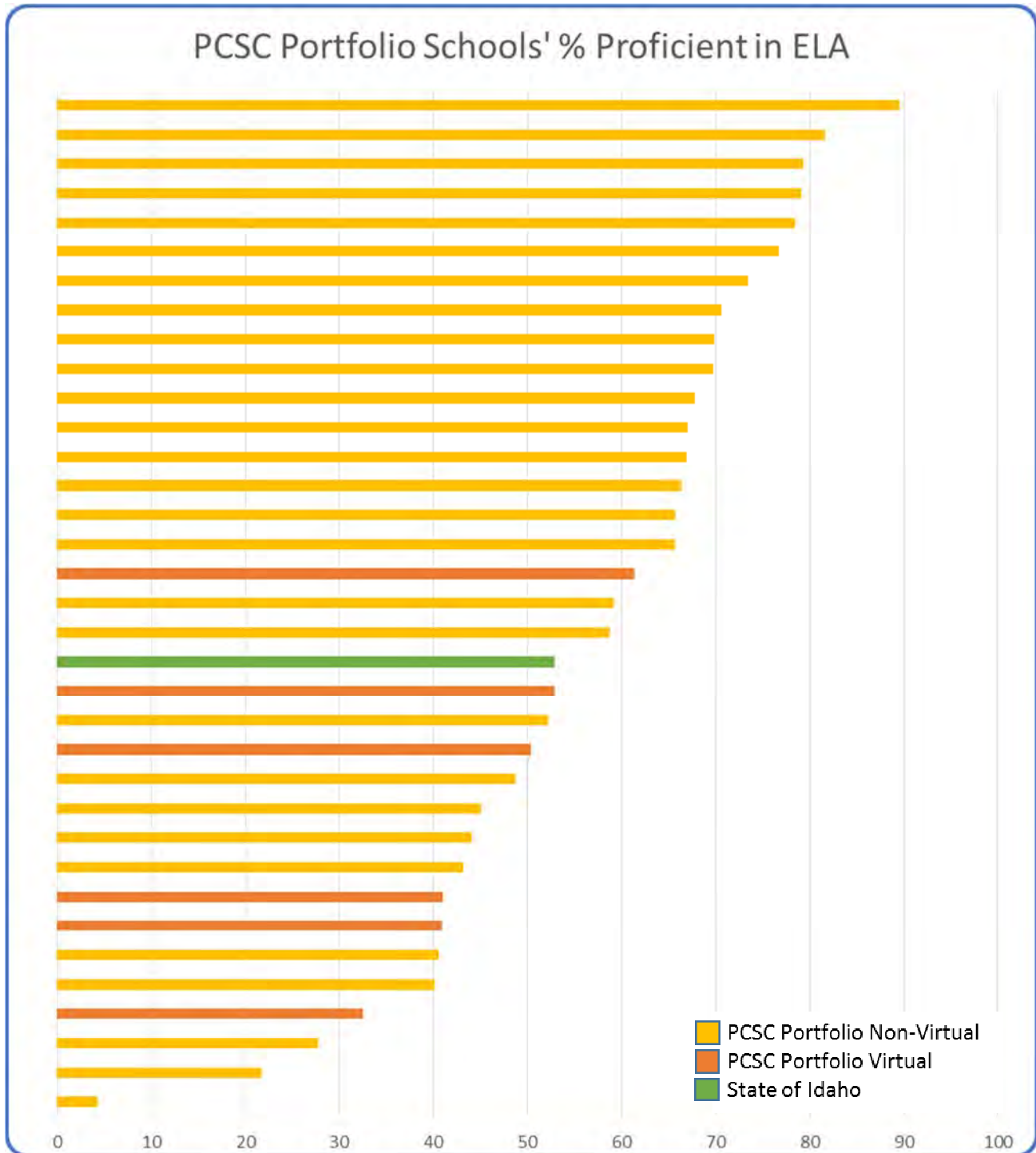
PCSC portfolio schools' outcomes ranged from 37 percentage points higher than the relevant comparison group to 42 percentage points lower than the relevant comparison group.

English Language Arts

The following chart compares PCSC portfolio schools' 2016 ISAT ELA proficiency rates to the state average.

59% of all non-alternative PCSC portfolio schools had ISAT ELA proficiency rates that met or exceeded the state average.

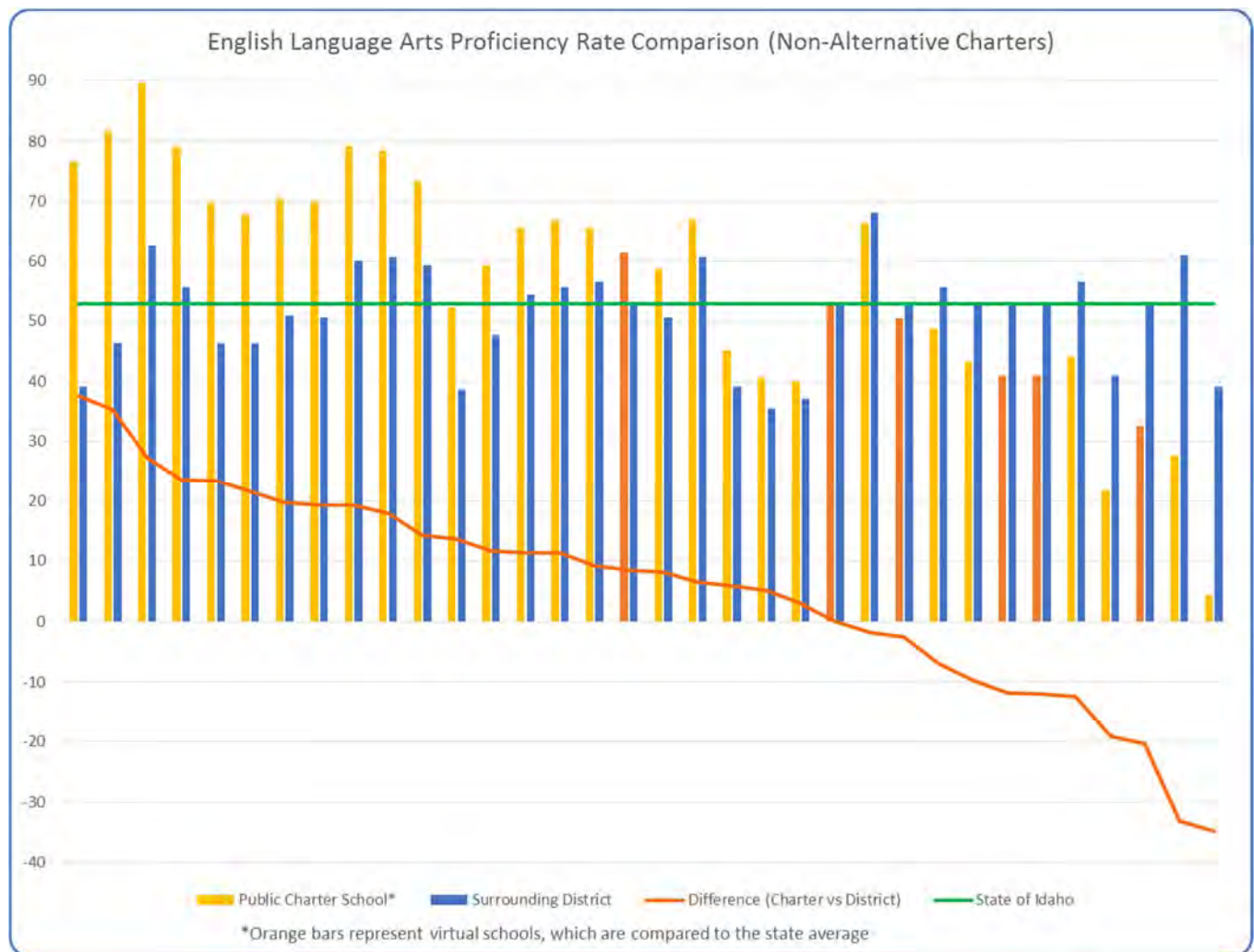
67% of non-virtual PCSC portfolio schools had ISAT ELA proficiency rates that exceeded the state average.



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The following chart compares PCSC portfolio schools' 2016 ELA proficiency rates to those of neighboring or similar schools. The "surrounding district" data represented by the blue columns describes other public schools that are located in the same geographical area. In the case of virtual schools, which serve multiple districts or the entire state, the State of Idaho is used for comparison in place of the surrounding district. The red line represents the degree of difference between each school and its comparison group.



68% of all non-alternative PCSC portfolio schools had ISAT ELA proficiency rates that exceeded those of their surrounding school districts.

75% of non-virtual PCSC portfolio schools had ISAT ELA proficiency rates that exceeded those of their surrounding school districts.

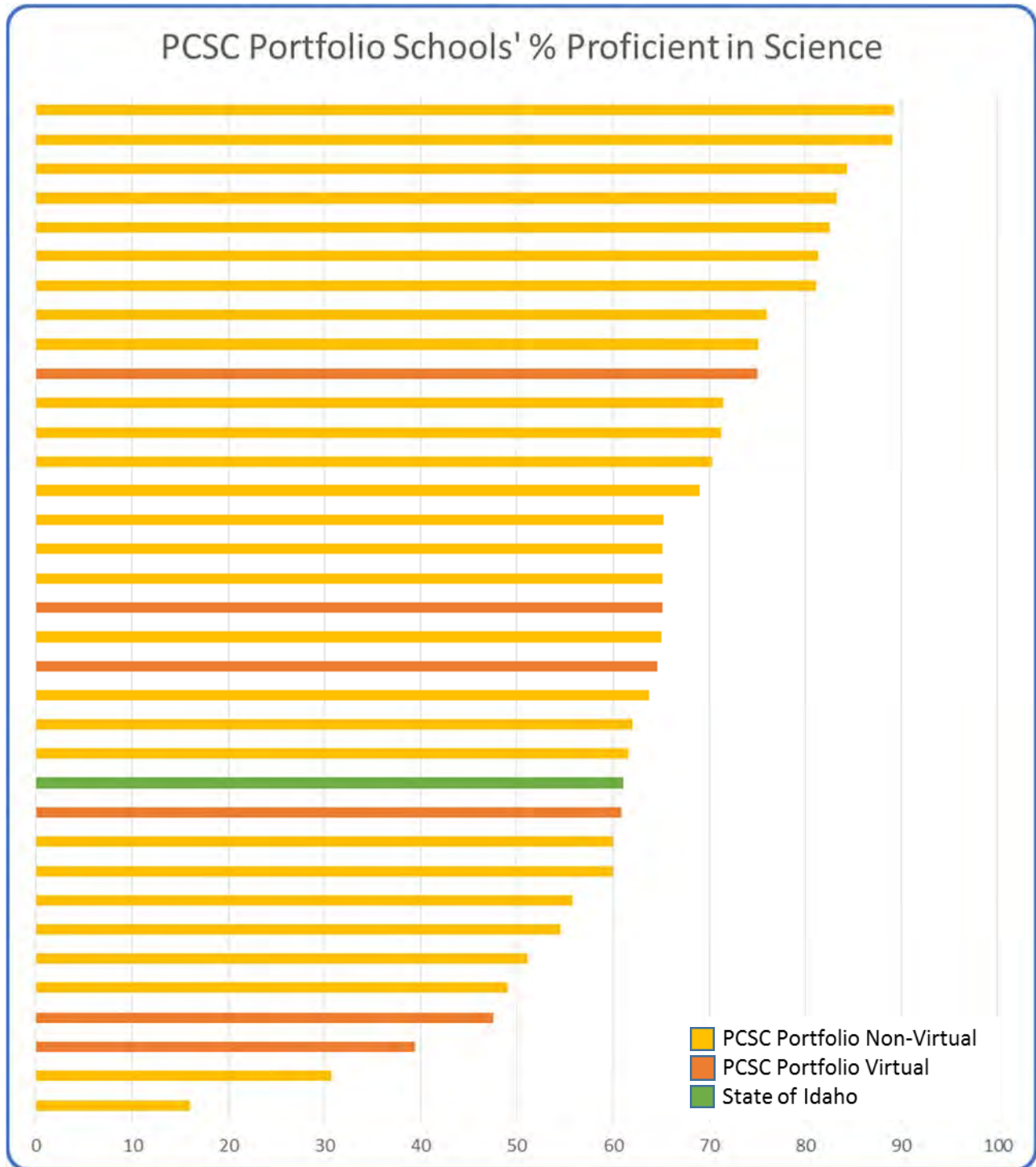
PCSC portfolio schools' outcomes ranged from 38 percentage points higher than the relevant comparison group to 35 percentage points lower than the relevant comparison group.

Science

The following chart compares PCSC portfolio schools' 2016 ISAT science proficiency rates to the state average.

68% of all non-alternative PCSC portfolio schools had ISAT science proficiency rates that met or exceeded the state average.

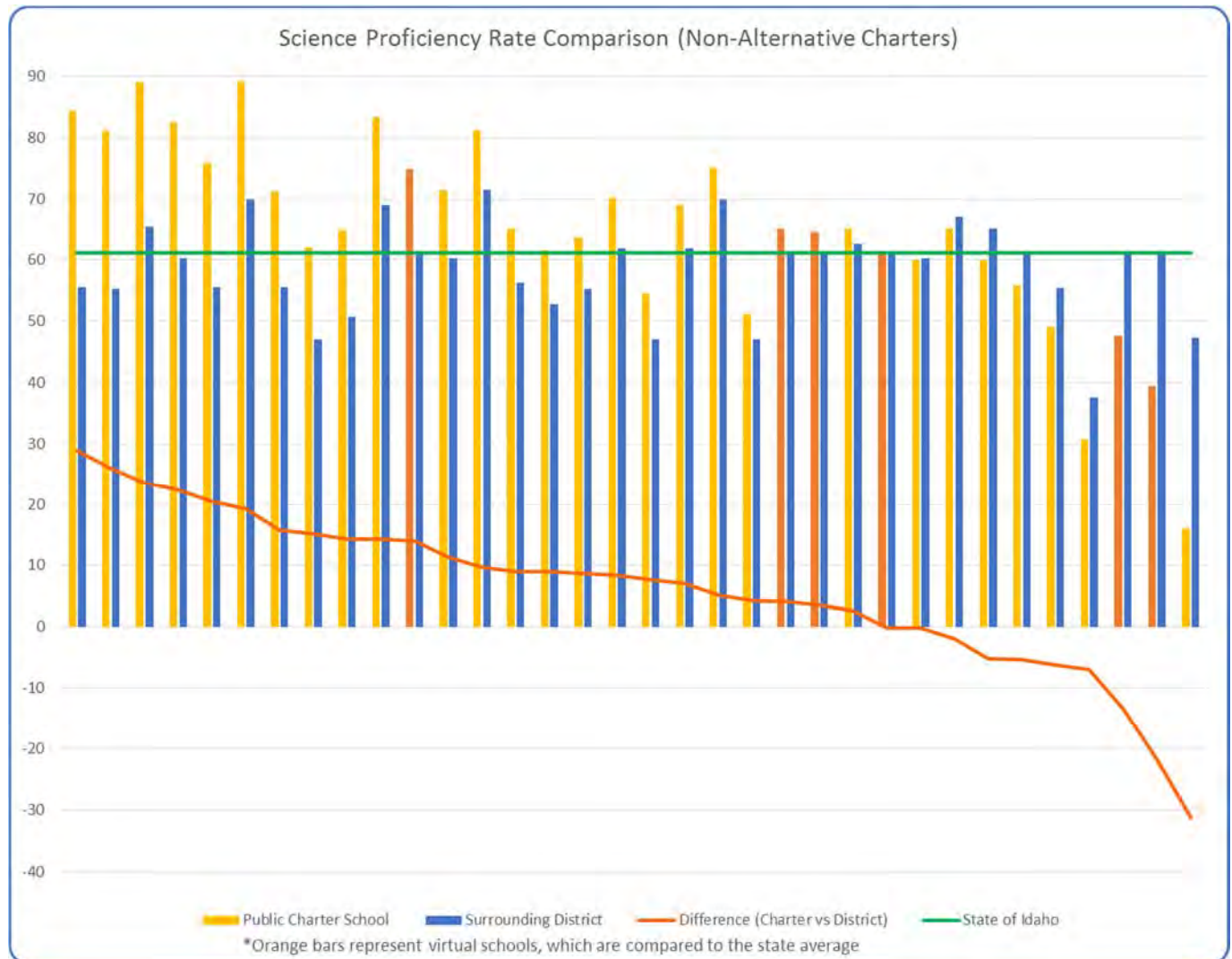
71% of non-virtual PCSC portfolio schools had ISAT science proficiency rates that exceeded the state average.



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The following chart compares PCSC portfolio schools' 2016 science proficiency rates to those of neighboring or similar schools. The "surrounding district" data represented by the blue columns describes other public schools that are located in the same geographical area. In the case of virtual schools, which serve multiple districts or the entire state, the State of Idaho is used for comparison in place of the surrounding district. The red line represents the degree of difference between each school and its comparison group.



71% of all non-alternative PCSC portfolio schools had ISAT science proficiency rates that exceeded those of their surrounding school districts.

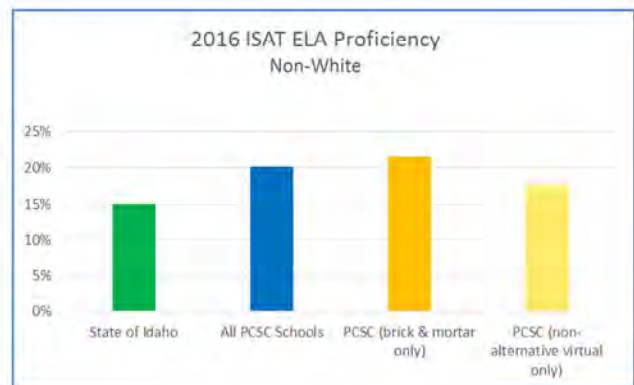
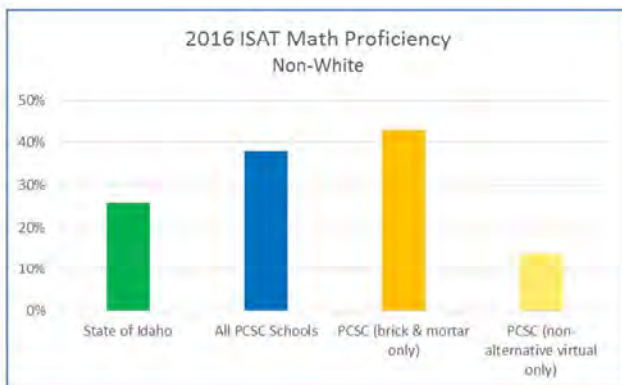
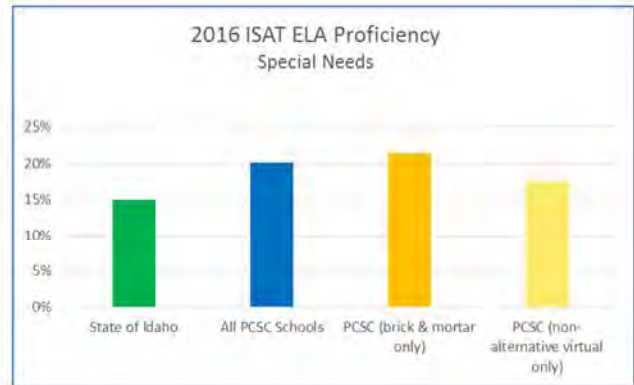
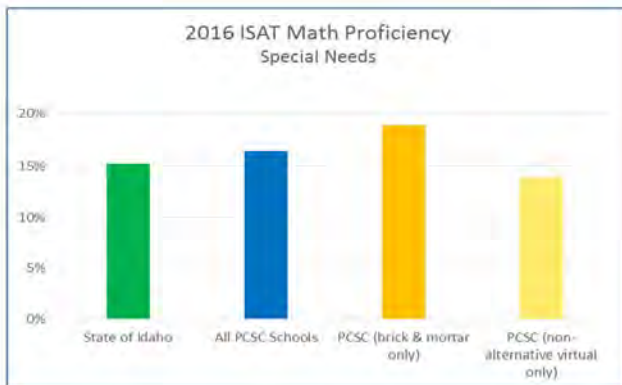
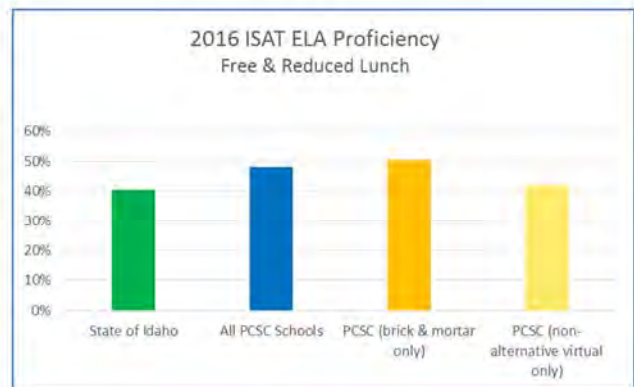
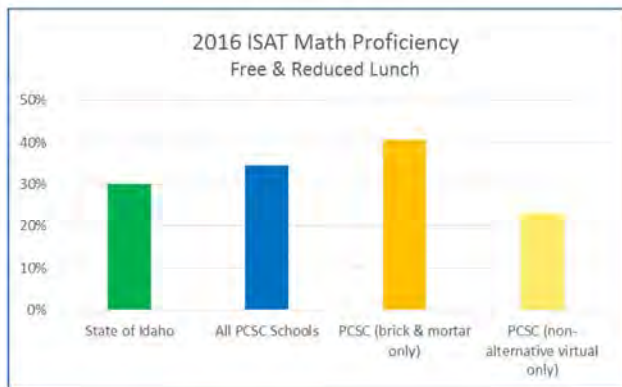
75% of non-virtual PCSC portfolio schools had ISAT science proficiency rates that exceeded those of their surrounding school districts.

PCSC portfolio schools' outcomes ranged from 29 percentage points higher than the relevant comparison group to 31 percentage points lower than the relevant comparison group.

Special Populations

Idaho's public charter schools tend to be less demographically diverse than the state's traditional public schools. Although there are notable exceptions, most PCSC portfolio schools enroll smaller percentages of free & reduced lunch qualifying students, non-white students, and students with special needs than their traditional counterparts. Very few students with limited English proficiency are enrolled in PCSC portfolio schools, a discrepancy many schools are working to reduce.

All students are welcome to attend Idaho's public charter schools. The data shown below indicates that subpopulations are well served by the majority of PCSC portfolio schools.



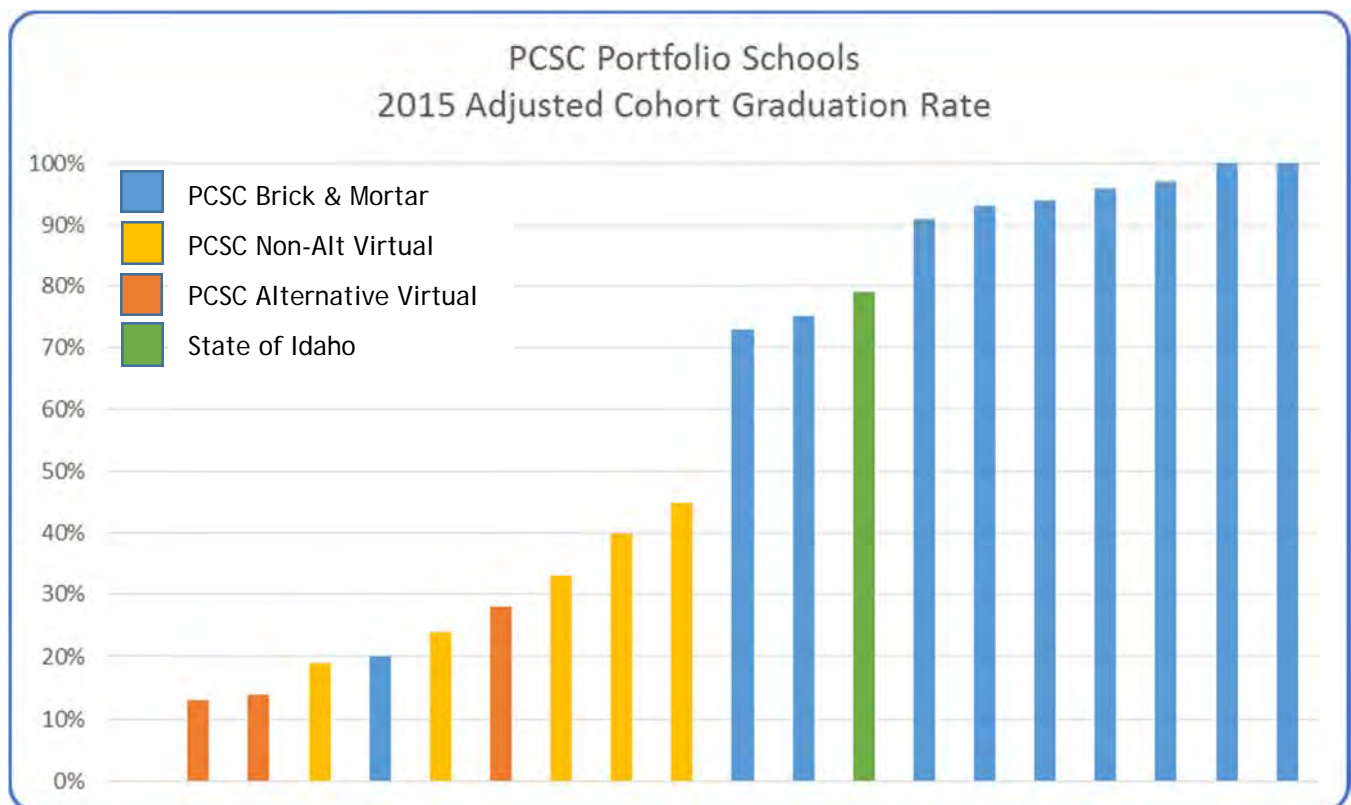
Graduation Rates

The majority of non-virtual charters in the PCSC's portfolio have 4-year adjusted cohort graduation rates (ACGRs) that exceed the state average, often by a significant margin. However, both alternative and non-alternative PCSC-authorized virtual charter schools have very low ACGRs, ranging from 0% to 45%. (Idaho offers one other virtual charter school, whose ACGR is 81%.) The state average graduation rate is 79%.

Five-year cohort graduation rate data, presently available for only one year, suggests that some virtual schools' extended cohort graduation rates are up to 10% higher than their 4-year ACGRs. Because the state's method of calculating graduation rates changed in recent years, six-year and longer cohort graduation rates are not yet available, though it is clear that some virtual schools are committed to serving students in these groups. Accumulation of data over time will help facilitate understanding of how much virtual schools are able to assist struggling students in obtaining diplomas.

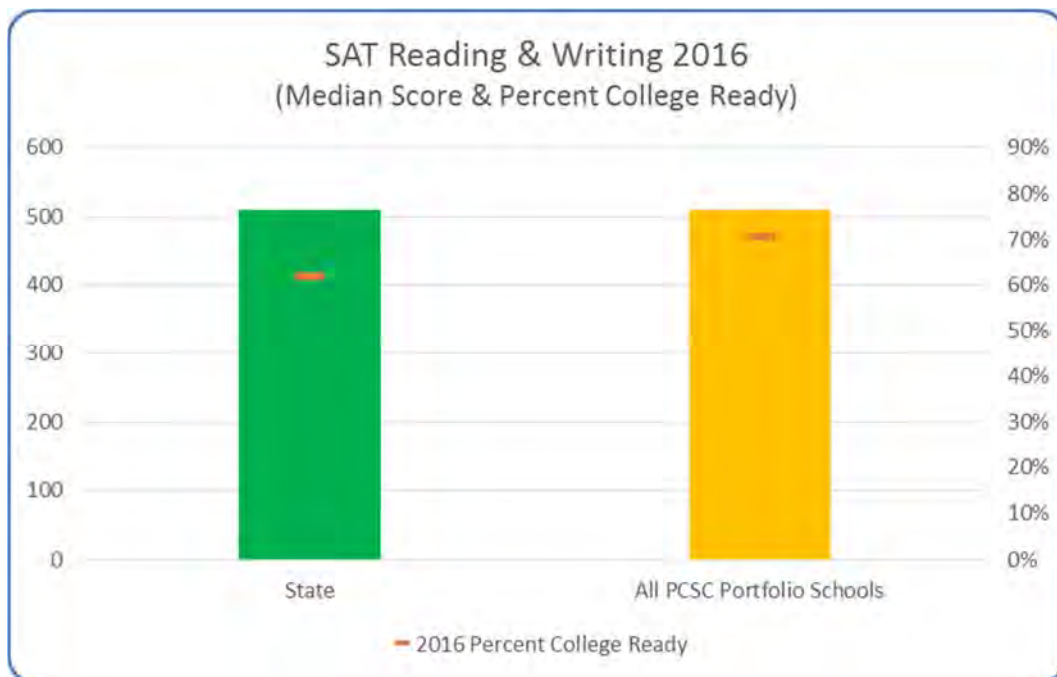
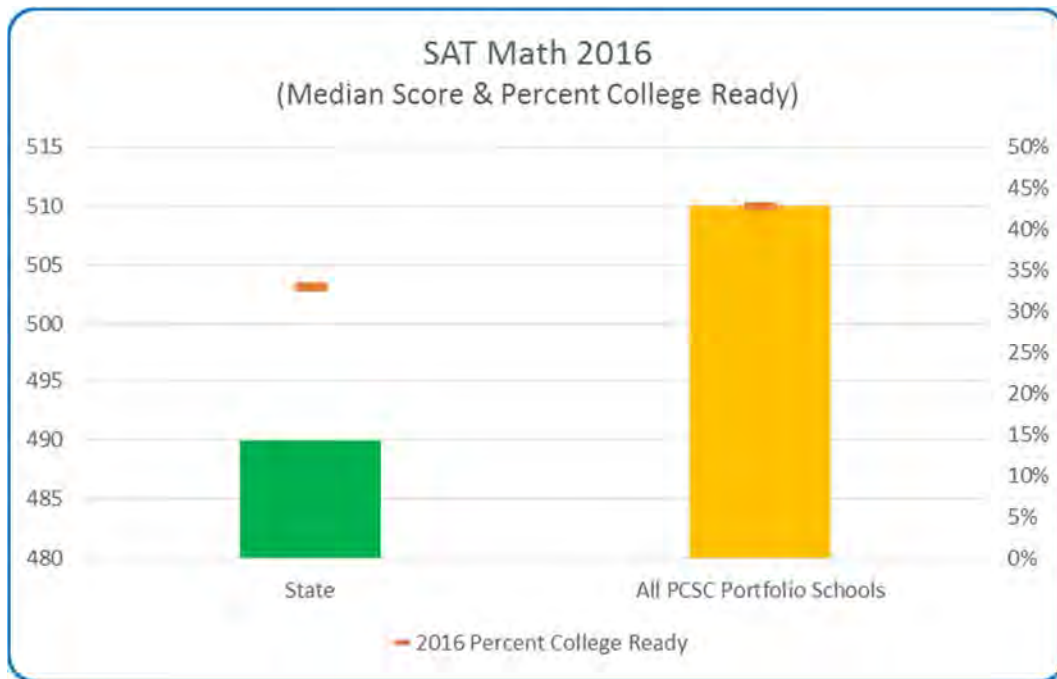
Virtual school leaders report that their student populations are highly mobile, shifting between schools more frequently than typical high school populations. They also indicate that many students who enroll at virtual schools are already behind their cohorts. Little comprehensive data is available regarding the extensiveness of these factors, the reasons they occur, or their degree of impact on virtual schools' graduation rates. Additional research is underway to examine the degree to which students are credit deficient when they enter virtual schools and rate at which they recover credits after entry.

Six of the schools under consideration for renewal in 2017 had graduating classes during their performance certificate terms. Most had low graduation rates. In several cases, renewal was recommended with conditions targeted at increasing graduation rates at a pace sufficient to promote their ability to achieve a 5-year cohort graduation rate of 48% within five years. 48% is the 2014 median 5-year cohort graduation rate for Idaho alternative schools. Although the schools in question are not alternative schools, their student populations face some similar challenges.



SAT Results

SAT results offer additional perspective regarding schools' academic outcomes. The following charts compare SAT results for PCSC portfolio schools to those of the state. The data reflects all 11th and 12th grade students who took the SAT during the 2015-16 school year; participation was not required. It is important to note that the State category reflects a much larger sample than the PCSC Portfolio category. The left axis refers to median score, while the right axis refers to the percentage of students whose scores indicate college readiness.



Operational & Financial Outcomes

The PCSC assesses its portfolio schools on a range of management and compliance outcomes. We also review schools' near-term financial health and long-term viability, bearing in mind that Idaho's public charter schools received \$106,302,841 in state funding during FY16. \$89,303,084 was disbursed to PCSC portfolio schools.

As in prior years, most PCSC portfolio schools demonstrated operational and fiscal strength. When weak areas did appear, they tended to be in the areas of late reporting and independent financial audit findings. A small minority of schools evidenced fiscal distress. In these cases, the PCSC has taken steps to protect taxpayer resources while allowing the schools every opportunity to regain stability.

Looking Back, Looking Ahead

In 2013, stakeholders from across Idaho's charter school community worked together to draft new charter legislation that reflected best practices identified by the National Alliance for Public Charter Schools, the National Association of Charter School Authorizers, and other leaders in the field. Idaho's legislature agreed that authorizers and schools should commit to established performance standards that the schools would be responsible for meeting. Failure to meet these standards could, but would not necessarily, result in non-renewal of the charter.


The 2013 legislation provided welcome relief from an old structure that required authorizers to oversee schools' inputs rather than focusing on performance outcomes. It supported both halves of the so-called "charter school bargain," that is, the exchange of increased autonomy for increased accountability.

Over several years and with continued stakeholder engagement, the PCSC implemented the 2013 legislation. A performance framework was adopted with the understanding that it would be used in conjunction with contextual information about individual schools. Annual performance reports were issued to schools in order to ensure they were advised of any areas of weakness; schools were invited to respond with contextual detail. Even in cases of low performance outcomes, schools did not face sanctions but rather were given time to effect improvement. Not until the ends of their terms would schools be evaluated for renewal or non-renewal, based on documented performance outcomes and the context in which they accrued.

The PCSC's consideration of 2017 charter renewals reflected the limited viability of the performance framework. Between elimination of the Star Rating System and the statewide switch to the ISAT by SBAC, framework outcomes no longer offered the intended scope and accuracy of data on which to base high-stakes decisions. Partly for this reason, the PCSC recommended renewal of all twelve schools in the initial cycle, in some cases with conditions for necessary improvement. Great care was taken to ensure that such conditions would be both attainable and effective in promoting improved outcomes for Idaho students. All twelve schools expressed agreement with the recommendations.

As the PCSC again works with stakeholders to develop an updated framework, we bear in mind that success does not look the same at every school, nor does every school succeed. It is realistic to expect that, from time to time, chronically underperforming schools will be considered for non-renewal. The PCSC does not take lightly the impact of these difficult decisions on students, families, and communities. However, meaningful renewal requirements are crucial to the long term health of the charter school movement.

While school quality is of utmost importance for Idaho students, the PCSC also places high value on school choice. We must be willing both to give promising ideas a chance, and to let go of them when reality falls short of expectations. It is our sincere hope that Idahoans can work together to promote the development of more, high quality new and replication public charter schools so that while a few may come and go, plentiful choice will remain.



"Performance-based accountability is the cornerstone of charter schools."

~ Allison Consoletti, The Center for Education Reform

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SUBJECT

2017 Legislative Update and Proposed Legislation

REFERENCE

June 2016	The Board approved legislative ideas for the 2017 legislative session.
September 23, 2016	The Board approved 2017 legislation
December 2016	The Board approved two additional pieces of legislation (STEM School Designation and Adult Postsecondary Completion Scholarship) and authorized Board staff to collaborate with the Governor's staff to support the legislation as it moves through the legislative process.

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2017 legislative session. The Board approved twenty-one (21) bills and one (1) concurrent resolution for introduction and supported two (2) pieces of legislation related to the Governor's education initiatives for the 2017 legislative session.

After the first month of the legislative session, the following legislation submitted or endorsed by the Board is moving through the legislative process:

Board Submitted Bills:

H36: Repeals existing law prohibiting fraternities, sororities, and secret societies in elementary and secondary schools.

H37: Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers.

H58: Repeals existing law relating to teaching certificates obtained during or prior to 1947.

H73: Amends existing law to provide that upper division courses and programs are allowable at a public community college if the taxing district meets certain requirements regarding population and total taxable property value.

H74: Amends existing law to clarify the sequence of appointments to the Public Charter School Commission.

H75: Removes obsolete provisions relating to the education of expectant mothers; and to remove the funding provision for such programs.

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H105: Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of literacy instructional skills by the teacher prep candidate.

H106: Amends existing law to require accredited residential schools to make reports required by the Department of Education and to retain them under the jurisdiction of the Department of Health and Welfare.

H107: Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii.

S1014: Amends existing law to require each school district and public charter school to submit a technology plan to the State Department of Education.

S1015: Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria” for the career ladder.

S1018: Repeals existing law relating to school accountability report cards.

S1019: Repeals existing law to provide for school safety patrols, and adds to existing law to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations.

S1029: Amends existing law to provide that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and authorizes the school districts to grant credit for career technical courses.

S10130: Amends existing law to provide for the dual enrollment of a nonpublic or public charter school student in a public charter school or public school district school.

S1033: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.

Board Supported Bills:

H35: Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.

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H70: Adds to existing law to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation.

The attached summary provides the status of each bill, at the time the agenda material was prepared. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred.

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 feedback received on any of the Board approved legislation.

IMPACT

Board action through rulemaking may be necessary dependent upon passage of several pieces of legislation.

ATTACHMENTS

Attachment 1 – Proposed Legislation – Minimum Instructional Hours	Page 5
Attachment 2 – Idaho Legislature - 2016 Legislative Session	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Board staff have been in discussions with school districts in western Idaho which have been severely impacted by the adverse weather experienced this winter regarding options that might be available waive some of the minimum instructional hours required by law. Section 33-512, Idaho Code sets out minimum instructional hours across specific grade ranges that schools must provide each year. Section 33-512, Idaho Code, also provides for limited waivers under specific situations. Staff have discussed various solutions with these districts. The ability for the Board to waive additional instructional hours in limited situations would provide impacted school districts with some relief while still assuring the waiver of the hours is in the best interest of the students. The proposed legislation would provide a mechanism for school districts to request a waiver by the Board of the minimum instructional hours when natural occurrences, such as weather, create unsafe conditions requiring the entire school district to close for extended periods of time. Staff recommends approval.

BOARD ACTION

I move to approve proposed legislation in substantial conformance to the form submitted in Attachment 1 and to authorize staff to work with the Governor's office and legislators to introduce the legislation during the 2017 Legislative Session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fourth Legislature

First Regular Session - 2017

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

SECTION 1. That Section 33-512, Idaho Code, be, and the same is hereby amended to read as follows:

33-512. GOVERNANCE OF SCHOOLS. The board of trustees of each school district shall have the following powers and duties:

(1) To fix the days of the year and the hours of the day when schools shall be in session. However:

(a) Each school district shall annually adopt and implement a school calendar which provides its students at each grade level with the following minimum number of instructional hours:

Grades	Hours
9-12	990
4-8	900
1-3	810
K	450
Alternative schools	
(any grades)	900

(b) School assemblies, testing and other instructionally related activities involving students directly may be included in the required instructional hours.

(c) When approved by a local school board, annual instructional hour requirements stated in paragraph (a) may be reduced as follows:

(i) Up to a total of twenty-two (22) hours to accommodate staff development activities conducted on such days as the local school board deems appropriate.

(ii) Up to a total of eleven (11) hours of emergency school closures due to adverse weather conditions and facility failures.

However, transportation to and from school, passing times between classes, recess and lunch periods shall not be included.

(d) Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time or in the reductions provided in paragraph (c)(i) of this section.

(e) For multiple shift programs, this rule applies to each shift (i.e., each student must have access to the minimum annual required hours of instruction).

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(f) The instructional time requirement for grade 12 students may be reduced by action of a local school board for an amount of time not to exceed eleven (11) hours of instructional time.

(g) The state superintendent of public instruction may grant an exemption from the provisions of this section for an individual building within a district, when the closure of that building, for unforeseen circumstances, does not affect the attendance of other buildings within the district.

(h) The state board of education may grant a waiver of the minimum number of instructional hours for a school district when districtwide school closures are necessary due to unforeseen circumstances as a result of natural occurrences resulting in unsafe conditions for students, and a county or state disaster declaration has been issued for one or more of the counties in which the school district resides. Waiver requests, must include the efforts the school district has employed to make up lost instructional hours, the grade ranges that are impacted, and the number of hours the school district is requesting be waived. Consideration by the state board of education must be based on what is in the best interest of the student.

(i) The reduction of instructional hours allowed in subsections (f) through (h) may not be combined in a single school year.

(2) To adopt and carry on, and provide for the financing of, a total educational program for the district. Such programs in other than elementary school districts may include education programs for out-of-school youth and adults; and such districts may provide classes in kindergarten;

(3) To provide, or require pupils to be provided with, suitable textbooks and supplies, and for advice on textbook selections may appoint a curricular materials adoption committee as provided in section 33-512A, Idaho Code;

(4) To protect the morals and health of the pupils;

(5) To exclude from school, children not of school age;

(6) To prescribe rules for the disciplining of unruly or insubordinate pupils, including rules on student harassment, intimidation and bullying, such rules to be included in a district discipline code adopted by the board of trustees and a summarized version thereof to be provided in writing at the beginning of each school year to the teachers and students in the district in a manner consistent with the student's age, grade and level of academic achievement;

(7) To exclude from school, pupils with contagious or infectious diseases who are diagnosed or suspected as having a contagious or infectious disease or those who are not immune and have been exposed to a contagious or infectious disease; and to close school on order of the state board of health and welfare or local health authorities;

(8) To equip and maintain a suitable library or libraries in the school or schools and to exclude therefrom, and from the schools, all books, tracts, papers, and catechisms of sectarian nature;

(9) To determine school holidays. Any listing of school holidays shall include not less than the following: New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day. Other days listed in section 73-108, Idaho Code, if the same shall fall on a school day, shall be observed with appropriate ceremonies; and any days the state board of education may designate, following the proclamation by the governor, shall be school holidays;

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(10) To erect and maintain on each schoolhouse or school grounds a suitable flagstaff or flagpole, and display thereon the flag of the United States of America on all days, except during inclement weather, when the school is in session; and for each Veterans Day, each school in session shall conduct and observe an appropriate program of at least one (1) class period remembering and honoring American veterans;

(11) To prohibit entrance to each schoolhouse or school grounds, to prohibit loitering in schoolhouses or on school grounds and to provide for the removal from each schoolhouse or school grounds of any individual or individuals who disrupt the educational processes or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils. A person who disrupts the educational process or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils or who loiters in schoolhouses or on school grounds, is guilty of a misdemeanor;

(12) To supervise and regulate, including by contract with established entities, those extracurricular activities which are by definition outside of or in addition to the regular academic courses or curriculum of a public school, and which extracurricular activities shall not be considered to be a property, liberty or contract right of any student, and such extracurricular activities shall not be deemed a necessary element of a public school education, but shall be considered to be a privilege. For the purposes of extracurricular activities, any secondary school located in this state that is accredited by an organization approved through a process defined by the state department of education shall be able to fully participate in all extracurricular activities described in and governed by the provisions of this subsection;

(13) To govern the school district in compliance with state law and rules of the state board of education;

(14) To submit to the superintendent of public instruction not later than July 1 of each year documentation which meets the reporting requirements of the federal gun-free schools act of 1994 as contained within the federal improving America's schools act of 1994;

(15) To require that all certificated and noncertificated employees hired on or after July 1, 2008, and other individuals who are required by the provisions of section 33-130, Idaho Code, to undergo a criminal history check shall submit a completed ten (10) finger fingerprint card or scan to the department of education no later than five (5) days following the first day of employment or unsupervised contact with students in a K-12 setting, whichever is sooner. Such employees and other individuals shall pay the cost of the criminal history check. If the criminal history check shows that the employee has been convicted of a felony crime enumerated in section 33-1208, Idaho Code, it shall be grounds for immediate termination, dismissal or other personnel action of the district, except that it shall be the right of the school district to evaluate whether an individual convicted of one (1) of these crimes and having been incarcerated for that crime shall be hired. Provided however, that any individual convicted of any felony offense listed in section 33-1208 2., Idaho Code, shall not be hired. For the purposes of criminal history checks, a substitute teacher is any individual who temporarily replaces a certificated classroom educator and is paid a substitute teacher wage for one (1) day or more during a school year. A substitute teacher who has undergone a criminal history check at the request of one

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(1) district in which he has been employed as a substitute shall not be required to undergo an additional criminal history check at the request of any other district in which he is employed as a substitute if the teacher has obtained a criminal history check within the previous five (5) years. If the district next employing the substitute still elects to require another criminal history check within the five (5) year period, that district shall pay the cost of the criminal history check or reimburse the substitute teacher for such cost. To remain on the statewide substitute teacher list maintained by the state department of education, the substitute teacher shall undergo a criminal history check every five (5) years;

(16) To maintain a safe environment for students by developing a system that cross-checks all contractors or other persons who have irregular contact with students against the statewide sex offender register, by developing a school safety plan for each school and by meeting annually with emergency first responders to update the plans and discuss emergency exercises and operations;

(17) To provide support for teachers in their first two (2) years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development.

SECTION 2. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after its passage and approval.

Idaho Legislature - 2017 Legislative Session

2017 Legislative Session Effective 2/6/2017

<u>Bill No</u>	Description	Last Action	<u>Note</u>
H0035	Scholarship/adult postsec complet	01/24/2017 House - Reported Printed and Referred to Education	SCHOLARSHIPS - Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.
H0036	Ed, frat/soror restrictns repealed	02/03/2017 House - U.C. to hold place on third reading calendar until Monday, February 6, 2017	EDUCATION – Repeals existing law relating to certain restrictions regarding fraternities, sororities, and secret societies.
H0037	School prop/senior centers repealed	02/03/2017 House - U.C. to hold place on third reading calendar until Monday, February 6, 2017	SCHOOL PROPERTY – Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers.
H0053	State/school lands, oil/gas develop	02/03/2017 House - Read second time; Filed for Third Reading	STATE AND SCHOOL LANDS – Amends existing law to authorize the State Board of Land Commissioners to lease state and school lands for oil and gas development for a term of up to ten years.
H0058	Teaching certs/prior to 1947/repeal	02/03/2017 House - U.C. to hold place on third reading calendar until Monday, February 6, 2017	TEACHING CERTIFICATES – Repeals existing law relating to teaching certificates obtained during or prior to 1947.
H0070	STEM school designation	01/30/2017 House - Reported Printed and Referred to Education	SCHOOLS – Adds to existing law to provide legislative intent and to provide for the award of STEM (science, technology, engineering and mathematics) school or STEM program designation.
H0073	Cmty colleges, upper div courses	01/31/2017 House - Reported Printed and Referred to Education	COMMUNITY COLLEGES – Amends existing law to provide correct terminology and to provide that upper division courses and programs are subject to certain approval.
H0074	Pub charter school cmsn, appts	01/31/2017 House - Reported Printed and Referred to Education	PUBLIC CHARTER SCHOOL COMMISSION – Amends existing law to clarify the sequence of appointments to the commission.
H0075	Ed, expectant mothers, repeal prov	01/31/2017 House - Reported Printed and Referred to Education	EDUCATION OF EXPECTANT MOTHERS – Repeals and amends existing law to remove an obsolete provision relating to the education of expectant mothers; and to remove the funding provision for such programs.
H0105	Teacher prep, mult measures assess	02/03/2017 House - Introduced, read first time, referred to JRA for Printing	TEACHER PREPARATION – Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of skills by the student.
H0106	Residential schools, reports	02/03/2017 House - Introduced, read first time, referred to JRA for Printing	RESIDENTIAL SCHOOLS – Amends existing law to require accredited residential schools to make reports required by the Department of Education and to retain them under the jurisdiction of the Department of Health and Welfare.

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H0107	Ed, WICHE compact, Alaska, Hawaii	02/03/2017 House - Introduced, read first time, referred to JRA for Printing	HIGHER EDUCATION – Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii.
H0108	Proprietary schools, yoga	02/03/2017 House - Introduced, read first time, referred to JRA for Printing	PROPRIETARY SCHOOLS – Amends existing law to provide an exemption from proprietary school registration provisions for an individual or entity that offers a program, school or course regarding the instruction or practice of yoga.
S1014	School technology plans	01/20/2017 Senate - Reported Printed; referred to Education	SCHOOL TECHNOLOGY – Amends existing law to remove a date from the title of the Idaho Educational Technology Initiative, to require each school district and public charter school to submit a technology plan to the State Department of Education, and to provide the requirements for such plans.
S1015	Education, definitions revised	01/31/2017 House - Read First Time, Referred to Education	EDUCATION – Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria.”
S1018	School accountability report cards	02/02/2017 Senate - Read second time; filed for Third Reading	EDUCATION – Repeals existing law relating to school accountability report cards.
S1019	School safety patrols, penalties	02/02/2017 Senate - Read second time; filed for Third Reading	SCHOOL SAFETY PATROLS – Repeals and adds to existing law to provide for school safety patrols, to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations.
S1022	Approp, voc rehab div, add'l	02/03/2017 House - U.C. to hold place on third reading calendar until Monday, February 6, 2017	APPROPRIATIONS – DIVISION OF VOCATIONAL REHABILITATION – Appropriates an additional \$3,000 to the Division of Vocational Rehabilitation for the Council for the Deaf and Hard of Hearing for fiscal year 2017.
S1029	Postsecond ed, career tech counsel	02/03/2017 Senate - Read second time; filed for Third Reading	POSTSECONDARY EDUCATION – Amends existing law to provide that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and to authorize the school district to grant credit for career technical courses.
S1030	Dual enrollment, pub charter school	02/03/2017 Senate - Read second time; filed for Third Reading	DUAL ENROLLMENT – Amends existing law to provide for the dual enrollment of a student in a public charter school and to provide for related restrictions and clarifications.
S1033	Ed data system, dept/bd security	01/30/2017 Senate - Reported Printed; referred to Education	EDUCATIONAL DATA SYSTEM – Amends existing law to revise a definition; to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.
S1034	Broadband grant, bd duty revised	02/03/2017 Senate - Reported out of committee; to 14th Order for amendment	EDUCATION – Amends existing law to remove a requirement for a broadband infrastructure improvement grant and to revise the duty of the State Board of Education to make certain rules.
S1041	Public ed stabilization fund/approp	02/03/2017 Senate - Reported Printed; referred to Education	EDUCATION – Amends and adds to existing law to provide that moneys may be transferred to the Public Education Stabilization Fund under certain circumstances.

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SUBJECT

Board Policy I.M. Annual Planning and Reporting – Second Reading

REFERENCE

August 2008	Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	Board approved second reading of Board Policy I.M. clarify reporting requirements for strategic plans and performance measures
April 2011	Board approved first reading of Board Policy I.M.
June 2011	Board approved second reading of Board Policy I.M.
August 2012	Board set October 15 th and March 15 th as the census date for postsecondary student reporting
June 2016	Board approved agency and institution strategic plans and requested the creation of a formal template for the submittal of future plans.
December 2016	Board approved first reading of Board Policy I.M. adding definitions of strategic plan components.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.
Section 67-1901 through 16-1905, Idaho Code.

BACKGROUND/DISCUSSION

Sections 67-1901 through 16-1905, Idaho Code, establish the state's annual strategic plan reporting requirements. These requirements include the annual review and submit of strategic plans and performance measures. Institutions, agencies and special/health programs under the oversight of the Board submit their strategic plans to the Board for approval, the approved plans are then submitted by the Board office to the Division of Financial Management.

The proposed changes define the required strategic plan components, in alignment with the strategic plan requirements established in Idaho Code and provide additional clarification on the definition of each component.

There has been one change between the first and second reading to the proposed policy amendments. Staff identified a discrepancy between Board action taken at the August 2012 Board meeting and the current policy. The additional amendments add the Fall (October 15th) and Spring (March 15th) postsecondary reporting census dates set by the Board at the October 2012 Board meeting.

IMPACT

Approval of changes to Board policy I.M. will further clarify institution and agencies strategic plan requirements.

ATTACHMENTS

Attachment 1 – Board Policy I.M. – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the proposed amendments will establish a consistent format for the submittal of institution and agency strategic plans. The consistent format will assure that all of the statutory strategic planning requirements are met, allow for a more efficient review of the plans by the Board and staff. The proposed definitions are definitions that have been provided to the institutions and agencies each year by Board staff and are consistent with the Division of Financial Managements definitions for each component.

At the October 2012 Regular Board meeting the Board changes Idaho's official census date for postsecondary data reporting from October 10th to October 15th and March 15th. At that time, staff were also directed to incorporate these dates into Board policy. Staff identified the discrepancy and are proposing to incorporate these two dates into the policy at this time. The October 15th and March 15th dates have been used by the institutions since 2012.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading to Board policy section I.M. 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: M. Annual Planning and Reporting

June-February 20147

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Career Technical Education, Division of Vocational Rehabilitation, and Idaho Public Television and the agencies, special and health programs under the Board's governance and oversight. As used in this section, the reference to "institutions and agencies" shall include the special and health programs.

1. Statewide K-20 Education Strategic Plan

The Board will approve annually, consistent with its vision and mission a statewide K-20 strategic plan. The statewide plan will outline the goals and objectives necessary for the responsible management of the statewide system of K-20 education. The strategic plan will be prepared by Board staff in consultation with the institutions, agencies, and Board committees and reflect fiscal or other constraints and opportunities. Major elements of the plan will take into consideration the environment within which K-12 and postsecondary education in the state operates, including economic constraints; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho. The strategic plan will-shall be in compliance with Chapter 19, Title 67, Idaho Code.

2. Defined Terms

As used in this section the following terms shall apply:

- a. Benchmarks are performance targets for each performance measure or at a minimum the next fiscal year. Benchmarks stretch and challenge the institutions and agencies, while being realistic and achievable within the specified time frame.
- b. External factors identify external factors that are beyond the control of the agency that affect the achievement of goals. Key external factors to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.
- c. Goals are a planning element that describes the broad condition or outcome that the agency, institution or program is trying to achieve. Goals are the general ends toward which institutions and agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presenting in both qualitative and quantitative form.
- d. Mission statements specific and institution or agencies purpose. A mission statement concisely identifies what the institution or agency does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the institution or agency.
- e. Objectives are a planning element that describes how the agency plans to achieve a goal. Objectives are clear targets for specific action. They mark quantifiable

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interim steps toward achieving an institution or agencies goals, objectives must be measurable and be time-based statements of intent. Objectives emphasize the results of institution and agency actions at the end of a specific time period.

- f. Performance measures are a quantifiable assessment of the progress the institution or agency is making in achieving a goal. Performance measures are gauges of the actual impact or effect upon a stated condition or problem and are tools to assess the effectiveness of an institution or agencies performance and the public benefit derived.
- g. Strategies are methods to achieve goals and objectives. Strategies are formulated from goals and objectives and is a means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other available resources.
- h. Vision statements are outcome based statements outlining what the institution or agency inspires to be. The vision statement provides the reader with a clear description of how the institution or agency sees the future should their goals and objectives be achieved.

2. Strategic Plans

- a. Each institution and agency will develop and maintain five (5)-year strategic plans. Five year strategic plans will include the current year and four (4) years looking forward.
 - i. Institution, and agency strategic plans shall be aligned with the Board's statewide K-20 education strategic plan and, for institutions, with their accreditation requirements. They are to, be created in accordance with Board guidelines, and must be consistent with Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees. Institution mission statements shall be approved in accordance with Board policy subsection III.I. and may be approved in conjunction with their strategic plan approvals or separately. Only approved mission statements shall be used in the strategic plans.
 - ii. Plans shall be updated annually and submitted to the Board for approval in accordance with the schedule established by the Executive Director.
 - iii. Approved Pplans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.

b. Format

Plans submitted to the Board annually should be as concise as possible and in accordance with the format established by the Executive Director or the Planning, Policy and Government Affairs Committee in the form of a template. The template shall be such that each goal has one (1) or more objective and each objective has

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one (1) or more performance measure with benchmark. Performance measures will be included in such a way as it is clear which objective they are measuring.

Plans shall contain at a minimum:

- i. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the education's interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
- ii. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - 1) Institutions (including Career Technical Education) ~~should~~shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
 - 2) Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - 3) Each objective must include at a minimum one performance measure with a benchmark.
- iii. Performance measures must be quantifiable indicators of progress.
- ~~iii~~.iv. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
- ~~iv~~.v. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- ~~v~~.vi. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
- vii. Institutions and agencies may include strategies at their discretion.

3. Performance Measures

Performance measures will be developed in conjunction with the Board's strategic planning process and will be updated annually for Board approval. ~~Performance measures shall be submitted to the Board annually, and in accordance with a schedule and format established by the Executive Director.~~ Performance measures are approved by the Board through their inclusion in the institution and agency strategic plans. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives. Performance measure reports are submitted annually to the Board in accordance with the schedule and format established by the Executive Director.

- a. In addition to the performance measures developed by the institution or agency ~~The Board may~~ Office of the State Board of Education will develop a set of uniform system wide performance measures for the institutions or agencies that will gauge progress in such areas as enrollment, retention, and graduation or other priority areas identified by the Board. All such performance measures shall be included in the institutions or agencies strategic plan and reported annually with the institution or agencies annual performance measure report. System wide performance measures shall be reported in a consistent manner established by Board staff.
- b. Each institution and agency will develop unique performance measures tied to its strategic plan and clearly aligned to their mission, goals, and objectives.
- c. Only performance measures approved by the Board through the strategic planning process may be included as a performance measure on the annual performance measure report.
- d. The strategic plan shall serve as the basis for the annual performance measure report. Annual performance measure reports shall include at a minimum benchmarks for each measure for, the next fiscal year, and for each year of the four (4) previous years of reported actual results.

4. Progress Reports

Progress reports shall include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations shall be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director. Community colleges and Eastern Idaho Technical College may report biennially. The established format shall include a template of standard areas for reporting.

5. Statewide Reporting

Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report [requested](#).

For the purposes of reporting postsecondary data the census dates shall be October 15th and March 15th of each year.

6. Self-Evaluation

Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution and agency annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The [Executive Planning, Policy and Governmental Affairs](#) Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution and agency performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.

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SUBJECT

Idaho Comprehensive Literacy Plan Addendum

REFERENCE

December 1998	Board adopted the initial Idaho Comprehensive Literacy Plan.
December 2015	Board adopted the 2015 Idaho Comprehensive Literacy Plan

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1207A, 33-1614, 33-1615, and 33-1616, Idaho Code

BACKGROUND/DISCUSSION

The Literacy Committee currently includes thirteen (13) individuals from across Idaho, including representatives from the State Board of Education (Debbie Critchfield), a legislator (Rep. VanOrden), State Department of Education, K-12 education, libraries (Commission and Association), and non-profits (Idaho Business for Education, and Idaho Voices for Children).

In December 2015, the State Board of Education approved an updated Idaho Comprehensive Literacy Plan, as developed by the Literacy Committee. At the time, the Board requested that the Literacy Committee develop an Addendum to the plan that would establish metrics to measure the effectiveness of the Comprehensive Literacy Plan.

The Addendum, called the “Idaho Comprehensive Literacy Plan Educator Guide” is intended to briefly summarize the four Essential Elements outlined in the Comprehensive Literacy Plan; highlight core, essential strategies; and establish metrics for measuring progress of implementation.

The Literacy Committee’s report outlining the Addendum is provided as Attachment 1.

IMPACT

Approval of the new Idaho Comprehensive Literacy Plan Addendum, the “Idaho Comprehensive Literacy Plan Educator Guide”, will supplement the current plan.

ATTACHMENTS

Attachment 1 – Literacy Committee Report: Recommendations	Page 3
Attachment 2 – Idaho Comprehensive Literacy Plan Educator Guide, December 2016 (two-page format)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1207A, Idaho Code, requires the instruction provided by the approved teacher preparation programs be consistent with the Board approved Idaho Comprehensive Literacy Plan. Sections 33-1614 and 33-1616, Idaho Code,

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require district Literacy Intervention Plans and individual student literacy plans be aligned to the Idaho Comprehensive Literacy Plan. Section 33-1615, Idaho Code, requires the state reading assessment use the plan as a reference document.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Comprehensive Literacy Plan Educator Guide as submitted in Attachment 2 and to direct Board staff to incorporate the guide as an addendum to the Idaho Comprehensive Literacy Plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Literacy Committee Report
Recommended Addendum to the Comprehensive Literacy Plan

Members:

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Background and Approach

In December 2015, the State Board of Education approved an updated Idaho Comprehensive Literacy Plan, as developed by the Literacy Committee. At the time, the Board requested that the Literacy Committee develop an Addendum to the plan that would establish metrics to determine the success of the implementation of the Comprehensive Literacy Plan.

Members of the Literacy Committee have long believed that the true measure of our success in implementing the Comprehensive Literacy Plan and associated literacy initiatives will be an improvement in student performance, particularly for students in kindergarten through third grade. On August 11, 2016, the Board approved a temporary, proposed rule outlining state literacy growth targets. The targets set benchmarks for improved student performance on the Idaho Reading Indicator (IRI).

With student outcomes put in place by the Board, the Literacy Committee asked the following questions to guide the development of the Addendum:

1. For each of the Essential Elements outlined in the Comprehensive Literacy Plan, what strategies reflect the core of that element and are critical in its successful implementation?
2. How will we know if these core strategies are being implemented?

Based on the resulting discussions and work, the Literacy Committee identified performance outputs that would indicate that districts and schools are implementing strategies outlined in the Essential Elements of the Comprehensive Literacy Plan. While these outputs will not directly result in improved student performance, the Literacy Committee believes they will act as a key indicator that districts and schools are putting the systems, structures, and practices in place that will support students in developing strong literacy skills.

In developing the Addendum, the Literacy Committee recognized that while the Comprehensive Literacy Plan outlines ways that various stakeholder groups should engage in supporting literacy, district and school leaders and teachers will play the most critical role in its implementation. As a result, the group identify educators as the primary audience for the Addendum.

The Literacy Committee has created the Addendum, called the “Idaho Comprehensive Literacy Plan Educator Guide” in two different formats: a brochure and two-page document. The Literacy Committee recommends that both formats be released and used, as districts, schools, and teachers are likely to find the brochure more effective for printing and the two-page document more useful for electronic distribution.

Overview of the Proposed Addendum

Essential Element 1. Collaborative Leadership

Core / Essential Strategies

- Adjust schedules to ensure that teachers have time to collaborate
- Build connections with the community, including libraries and non-profit agencies

Recommended Measurement of Progress (Output)

- 80% of teachers who respond to a statewide survey will report they have calendared collaboration time.

The Literacy Committee is recommending that the Office of the State Board of Education develop a survey for Idaho teachers that asks them brief questions regarding whether certain practices are taking place at their school. The survey will be designed to have no required open-ended questions (all required questions will be Yes/No or scaled) and will take teachers no more than five minutes to complete.

The survey questions would include whether their district and school leadership have set aside regular, calendared time for teachers to collaborate with each other.

Essential Element 2. Developing Professional Educators

Core / Essential Strategies

- Make connections between schools and educator preparation programs, with an emphasis on supporting teachers for their first 3 years in the classroom
- Ensure educators have opportunities to participate in specific, meaningful, job-embedded professional development

Recommended Measurement of Progress (Output)

- 60% of teachers who respond to a statewide survey will report participation in literacy-focused, job-embedded professional development.

The Literacy Committee is recommending that the Office of the State Board of Education develop a survey for Idaho teachers that asks them brief questions regarding whether certain practices are taking place at their school. The survey will be designed to have no required open-ended questions (all required questions will be Yes/No or scaled) and will take teachers no more than five minutes to complete. The survey questions would include whether the teacher has participated in literacy-focused, job-embedded professional development within the last year.

Essential Element 3. Effective Instruction and Intervention

Core / Essential Strategies

- Engage all educators in an ongoing process to understand and apply current research
- Adjust systems and structures as needed to innovate and apply new knowledge
- Develop systems and processes to ensure effective and timely knowledge transfer, particularly regarding supporting the learning of at-risk students

Recommended Measurement of Progress (Output)

- 100% of districts with governing boards will report their board reviewed their Literacy Intervention Plan prior to its submission.

The members of the Literacy Committee believe it is critical for support for effective instruction and intervention to start at the school district level, particularly with the Board, as the Board is deeply involved in district decision making and resource allocation. Since statute requires districts' Literacy Intervention Plans to be in

alignment with the Comprehensive Literacy Plan, it is essential that school board members review, understand, and support the district's implementation of a strong Literacy Intervention Plan. The Literacy Committee recommends gathering the data to evaluate this measure by adding confirmation that the school board has reviewed the Literacy Intervention Plan to the plan template provided by the Office of the State Board of Education.

Essential Element 4. Assessment and Data

Core / Essential Strategies

- Ensure districts and schools use a comprehensive assessment system (including screeners, diagnostics, formative, and summative assessment)
- Provide professional development on assessment literacy and data usage so data is effectively used to adjust instruction

Recommended Measurement of Progress (Output)

- 100% of districts will report participation in state provided professional development in preparation for the launch of the new Idaho Reading Indicator by August 2019.

The Literacy Committee has recognized a clear need for increased professional development related to assessment and data. Specifically, members believe it is essential for the state to begin providing professional development focused on overall assessment literacy to help educators gain a deeper understanding of the types of assessment, the data that one can expect to receive from those assessments, and how it can effectively be used. However, in recognition of budget limitations (the Assessment Division of the State Department of Education does not have a budget for general professional development), and anticipation of the upcoming change in the Idaho Reading Indicator, the Literacy Committee recommends that the state first focus on ensuring that districts and schools are well prepared to transition to a new assessment. The Literacy Committee recommends that the professional development provided in connection with launching the new Idaho Reading Indicator integrate some general assessment literacy if possible and clearly and distinctly inform educators on how to use the resulting data to improve instruction.



COMPREHENSIVE LITERACY PLAN

EDUCATOR GUIDE

December 2016

WHY IT MATTERS

Reading by third grade is an important milestone for students and is a predictor of later academic achievements, including high school graduation. Unfortunately, each year, some Idaho students do not meet this crucial benchmark. Not only does this impact each of those students, but it has larger consequences for our state. If we seek to improve the state's levels of academic achievement, graduation rates, college completion, and career readiness, we must first ensure that all students have strong literacy skills.

Literacy growth for all Idaho students is the goal of the Idaho Comprehensive Literacy Plan. Achievement of this goal requires a commitment from all of us, from the state, district staff, principals, teachers, parents, and the community. This guide outlines some of the main strategies that will help us work together to achieve this goal.

STATEWIDE LITERACY GROWTH TARGETS

The 2015 Idaho Comprehensive Literacy Plan set a single, simple goal for the state: literacy growth for all students. The State Board of Education has established the following targets for improvement of student performance on the spring Idaho Reading Indicator (IRI).

Year 1 and 2:

Grade	K	1	2	3
% Growth	1.0%	1.0%	1.0%	1.0%

Year 3 through 6:

Grade	K	1	2	3
% Growth	1.8%	2.0%	1.6%	1.2%

The proposed growth targets, if met, would result in the following percentages of students being at grade level in reading by 2022:

Grade	K	1	2	3
% Proficient	88.4%	79.9%	76.7%	80.4%

RECOMMENDED RESOURCES

- Comprehensive Literacy Plan on the State Board of Education's website (boardofed.idaho.gov)
- Visit your local district's website to read your district's literacy plan and learn more about literacy activities
- Idaho Public Libraries: Contact your local library and the public libraries website (libraries.idaho.gov)
- Get resources to support student interventions- Center on Response to Intervention (rti4success.org)
- State Department of Education, ELA/Literacy (sde.idaho.gov/academic/ela-literacy) and ID Reading Indicator (sde.idaho.gov/assessment/iri)
- Idaho Reads
- International Literacy Association (literacyworldwide.org)
- Literacy Statutes: 33-1614 to 33-1616 (legislature.idaho.gov/statutesrules/idstat/Title33)

COLLABORATIVE LEADERSHIP

This essential element is focused on strategies designed to create a thriving culture of collaboration in schools and among educational agencies and organizations across the state. The following are key strategies to be implemented by school leaders:

- Adjust schedules to ensure that teachers have time to collaborate
- Build connections with the community, including libraries and non-profit agencies

Measuring Progress

80% of teachers who respond to a statewide survey will report they have calendared collaboration time.

DEVELOPING PROFESSIONAL EDUCATORS

Students are deeply impacted by the quality of our teachers and school leaders. The implementation of the following strategies will aid in the development of a systematic continuum of support for educators:

- Make connections between schools and educator preparation programs, with an emphasis on supporting teachers for their first 3 yrs in the classroom
- Ensure educators have opportunities to participate in specific, meaningful, job-embedded professional development

Measuring Progress

60% of teachers who respond to a statewide survey will report participation in literacy-focused, job-embedded professional development.

EFFECTIVE INSTRUCTION & INTERVENTIONS

We must ensure that all students have access to effective literacy instruction, and when needed, appropriate interventions and supports. School leaders are critical in this effort and should implement the following key strategies:

- Engage all educators in an ongoing process to understand and apply current research
- Adjust systems and structures as needed to innovate and apply new knowledge
- Develop systems and processes to ensure effective and timely knowledge transfer, particularly regarding supporting the learning of at-risk students

Measuring Progress

100% of districts with governing boards will report their board reviewed their Literacy Intervention Plan prior to its submission.

ASSESSMENT & DATA

Effective use of data is essential for educators to individualize instruction. School leaders should implement the following strategies:

- Ensure districts and schools use a comprehensive assessment system (including screeners, diagnostics, formative, and summative assessment)
- Provide professional development on assessment literacy and data usage so data is effectively used to adjust instruction

Measuring Progress

100% of districts will report participation in state provided professional development in preparation for the launch of the new Idaho Reading Indicator by August 2019.

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SUBJECT

Idaho State Board of Education 2018-2022 K-20 Strategic Plan

REFERENCE

December 2012	Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012	Board approved 2013-2017 State Board of Education K-20 Statewide Strategic Plan
December 2013	Board reviewed and discussed changes to the State Board of Education K-20 Statewide Strategic Plan
February 2014	Board reviewed and approved the updated 2014-2018 State Board of Education K-20 Statewide Strategic Plan
February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan.
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
August 2016	Board discussed higher education operational plan.
December 2016	Board reviewed and discussed Education K-20 Strategic Plan and requested amendments for the February 2017 Board meeting

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Chapter 19, Title 67, Idaho Code.

BACKGROUND/ DISCUSSION

The Board's strategic plan is a forward looking roadmap used to guide future actions and define the vision and mission of Idaho's K-20 educational system; to guide growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October Regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. The performance measure review is a backward look at progress made during the previous four years toward reaching the various plan goals and objectives.

In addition to requirements in Board policy, all agencies (including institutions) must develop a strategic plan and review it annually. Pursuant to Section 67-1903, Idaho Code, all strategic plans must include:

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- a) A comprehensive outcome-based vision or mission statement;
- b) Goals;
- c) Objectives and/or tasks that indicate how the goals are to be achieved;
- d) Performance measures, developed in accordance with section [67-1904](#), Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
- e) Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
- f) An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – 2018–2022 State Board Education Strategic Plan

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STAFF COMMENTS AND RECOMMENDATIONS

During the strategic plan review and discussion at the December 2016 Board meeting, a number of edits to the strategic plan were discussed. These amendments have been incorporated into the strategic for the Board's consideration.

During the February Board meeting the Board will have the opportunity to review and approve these edits and or request additional edits.

BOARD ACTION

I move to approve the 2018-2022 (FY19-FY23) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



**FY2019-2023
Strategic Plan**

An Idaho Education: High Potential – High Achievement

VISION

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed
Agencies and Institutions:**

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Career-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

GOAL 1: A WELL EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

- Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 10,000, \$16M ^{1, 2}

2013	2014	2015	2016	Benchmark
8,225	7,864	1,787	1,798	10,000
\$6,671,809	\$6,187,700	\$6,369,276	\$6,528,700	16,000,000

- Proportion of graduates with debt.

Benchmark: 50% or less ⁴

2013	2014	2015	2016	Benchmark
68.1%	71.3%			<50%

~~**Benchmark:** 85% graduating student debt of peers ^{3, 4}~~

2013	2014	2015	2016	Benchmark
108.5%	109.1%			85%

~~**Benchmark:** 10% reduction of average default rate in 5 years (3yr default rate 4yr/2yr institutions) ^{1, 4}~~

2013	2014	2015	2016	Benchmark
8.4%				10% reduction
20.9%				10% reduction

- Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

Benchmark: SAT – 60% ⁵

ACT – 60% ⁵

2013	2014	2015	2016	Benchmark
	25.7%	25.2%	33.0%	60%
32.0%	34.0%	37.0%	36.8%	60%

- ~~Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP):~~

- ~~Dual credit~~

~~**Benchmark:** 30% students per year ^{1, 4}~~

2013	2014	2015	2016	Benchmark
18.4%	20.3%	23.9%	27.7%	30%

~~**Benchmark:** 180,000 credits per year ^{1, 4}~~

2013	2014	2015	2016	Benchmark
62,248	68,950	87,684	95,337	180,000

- ~~Technical Competency Credit~~

~~**Benchmark:** 27% students per year enrolled ^{1, 4}~~

2013	2014	2015	2016	Benchmark
24.2%	20.0%	17.6%		27%

- ~~Advanced Placement (AP) exams taken each year.~~

~~**Benchmark:** 10% students per year ^{1, 4}~~

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<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>Benchmark</u>
9.0%	8.9%	9.2%		10%

Benchmark: ~~10,000 exams taken per year~~^{1, 4}

<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>Benchmark</u>
9,463	9,149	9,980		10,000

- Percent of high school graduates who have participated in one or more advanced opportunities.

Benchmark: 80%^{1, 4}

2013	2014	2015	2016	Benchmark
				80%

- Percent of dual credit students who graduate high school with an Associate's Degree

Benchmark: 10%^{1, 4, 5}

<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>Benchmark</u>
0.2%	0.2%	0.3%		10%

- Percent of high school graduates who enroll in postsecondary institutions:
 - Within 12 months of graduation

Benchmark: 60%^{1, 4, 5}

2013	2014	2015	2016	Benchmark
54.5%	52.2%	45.8%		60%

- Within 36 months of graduation

Benchmark: 80%^{1, 4, 5}

2013	2014	2015	2016	Benchmark
64.1%				80%

- Limit ~~increase~~ in cost of attendance (to the student)

Benchmark: less than 4%^{1, 4}

2013	2014	2015	2016	Benchmark
0.6%	1.9%	2.8%	-1.1%	<4%

- Average net cost to attend public institution.

Benchmark: 4 year - 90% of peers (using IPEDS calculation)³

<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>Benchmark</u>
103.1%	107.0%	98.6%		90% of peers

- Expense per student FTE

Benchmark: \$12,000 or less^{1, 4}

<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>Benchmark</u>
\$20,303	\$21,438	\$22,140		\$12,000 or less

- Number of degrees produced

Benchmark: 14,000^{1, 4, 5}

<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>Benchmark</u>
13,491	13,778	14,026		14,000 or more

- Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective B: Adult Learner Re-integration – Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.

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Performance Measures:

- Percent of Idahoans ages 35-64 who have a college degree.

Benchmark: 37% ^{1, 5}

2013	2014	2015	2016	Benchmark
35.3%	34.4%	35.9%		37%

- Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)

Benchmark: 20 ^{1, 4}

2013	2014	2015	2016	Benchmark
6	15	15		20

- Number of [GEDs awarded per population first-time postsecondary students with a GED](#)

Benchmark: ~~5,000~~ ^{1, 5} [TBD](#)

2013	2014	2015	2016	Benchmark
4,829	879	1,653		5,000

- Number of non-traditional college graduates (age>39)

Benchmark: 2,000 ^{1, 5}

2013	2014	2015	2016	Benchmark
1,801	1,863	1,811	1,806	2,000

- Number of veterans enrolled at public institutions (broken out by full-time and part time status)

Benchmark: 2,000 ^{1, 4}

2013	2014	2015	2016	Benchmark
				2,000

- Gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

Performance Measures:

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60% ^{1, 5}

2013	2014	2015	2016	Benchmark
41.0%	40.0%	42.0%		60%

- High School Cohort Graduation rate.

Benchmark: 95% ^{1, 4}

2013	2014	2015	2016	Benchmark
84.1%	77.3%	78.9%		95%

- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)

2-year Institution Benchmark: 75% ^{1, 4}

2013	2014	2015	2016	Benchmark
55.2%	56.2%	56.3%	57.4%	75%

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4-year Institution Benchmark: 85% ^{1, 4}

2013	2014	2015	2016	Benchmark
70.9%	75.2%	75.0%	74.7%	85%

- Unduplicated percent of graduates as a percent of degree-seeking student FTE.

Benchmark: 20%⁴

2013	2014	2015	2016	Benchmark
				20%

- Percent of graduates at each level relative to Board target numbers.

Benchmark: Certificates — 5% by 2020⁵

2013	2014	2015	2016	Benchmark
5.8%	5.8%	6.5%	7.0%	5%

Benchmark: Associate's — 25% by 2020⁵

2013	2014	2015	2016	Benchmark
21.4%	21.9%	21.3%	23.1%	25%

Benchmark: Bachelor's — 55% by 2020⁵

2013	2014	2015	2016	Benchmark
43.5%	44.1%	44.3%	23.1%	55%

Benchmark: Graduate degree — 15% by 2020⁵

2013	2014	2015	2016	Benchmark
15.1%	14.1%	14.0%	13.4%	15%

- Percent of full-time first-time freshman graduating within 150% of time (2yr and 4yr).

Benchmark: 50% (2yr/4yr) ¹

2013 (cohort)	2014 (cohort)	2015	2016	Benchmark
18.1%	16.2%			50%
41.4%	41.5%			50%

- Gap in educational attainment measures between groups with traditionally low educational attainment. Broken out by minority populations, disadvantaged students, and gender in addition to traditionally underrepresented groups and the general populace.

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.

Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science) ¹

Grade	Subject	2013	2014	2015	2016	Benchmark
5 th	ELA			60.00%	62.00%	100%
5 th	Math			30.00%	31.00%	100%
5 th	Science			N/A	66.00%	100%
10 th	ELA			52.00%	54.00%	100%
10 th	Math			38.00%	50.00%	100%
10 th	Science			62.90%	63.00%	100%

- Average composite college placement score of graduating secondary students.

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Benchmark: ACT – 24 ⁶

2013	2014	2015	2016	Benchmark
22.1	22.4	22.7	22.7	24

Benchmark: SAT – 1010 ⁶

2013	2014	2015	2016	Benchmark
1,356	1,357	1,366	999	1010

- Percent of students meeting college readiness benchmark on SAT in Mathematics.

Benchmark: 60% ⁶

2013	2014	2015	2016	Benchmark
35.2%	33.0%	36.1%		60%

- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

~~**Objective E: Education to Workforce Alignment** – Deliver relevant education that meets the needs of Idaho and the region.~~

~~**Performance Measures:**~~

- ~~Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).~~

~~**Benchmark:** 1:0.25 ^{1, 2}~~

2013	2014	2015	2016	Benchmark
1:0.24	1:0.25	1:0.24	1:0.24	1:0.25

- ~~Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.~~

~~**Benchmark:** 8 graduates at any one time ¹~~

2013	2014	2015	2016	Benchmark
8	8	8	8	8

- ~~Number of Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.~~

~~**Benchmark:** 60% ¹~~

2013	2014	2015	2016	Benchmark
				60%

- ~~Percentage of Family Medicine Residency graduates practicing in Idaho.~~

~~**Benchmark:** 60% ¹~~

Program	2013	2014	2015	2016	Benchmark
Boise	54%	54%	53%	53%	60%
ISU	48%	48%	50%	50%	60%
CUA					60%

- ~~Percentage of Psychiatry Residency Program graduates practicing in Idaho.~~

~~**Benchmark:** 50% ¹~~

2013	2014	2015	2016	Benchmark
100% (3)	100% (2)	100% (1)		50%

- Percent of graduates (baccalaureate and above) in high paying jobs three years after graduation.

Benchmark: 80% ¹

2013	2014	2015	2016	Benchmark
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				80%
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GOAL 2: Innovation and Economic Development

The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

- Percentage of students participating in internships.

Benchmark: 30% ^{1, 4}

2013	2014	2015	2016	Benchmark
4.1%	3.5%	3.4%		30%

- Percentage of undergraduate students participating in undergraduate research.

Benchmark: 30% ^{1, 4}

2013	2014	2015	2016	Benchmark
				30%

Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

Performance Measures:

- ~~Institution expenditures from competitive Federally funded grants~~

~~**Benchmark:** \$112M ^{1, 4}~~

2013	2014	2015	2016	Benchmark
\$89,099,167	\$81,951,549	\$106,047,448	104,850,624	\$112,000,000

- ~~Institution expenditures from competitive industry funded grants~~

~~**Benchmark:** \$7.2M ^{1, 4}~~

2013	2014	2015	2016	Benchmark
\$9,253,841	\$7,748,543	\$7,748,543	\$7,389,074	\$7,200,000

- ~~Funding of sponsored projects involving the private sector.~~

~~**Benchmark:** 10% increase ^{1, 4}~~

2013	2014	2015	2016	Benchmark
108	69.4% (183)	-27.3% (133)	24.1% (24.1)	10% increase

- Total amount of research expenditures

Benchmark: 20% increase ^{1, 4}

2013	2014	2015	2016	Benchmark
(\$121,580,993)	17.4% (\$142,771,851)	2.8% (\$146,699,825)		20% increase

- ~~Number of startups, number of patents, and number of disclosures.~~

~~**Benchmark:** 10% increase ^{1, 4}~~

	2013	2014	2015	2016	Benchmark
Startups	5	-100% (0)	0% (0)	8	10% increase
Patents	540% (32)	-59.4% (13)	-23.1% (10)	80% (18)	10% increase
Disclosures	-21.8% (43)	9.3% (47)	-38.3% (29)	39% (40)	10% increase

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Objective C: Economic Growth – New objective currently under development.

Performance Measures:

- Percentage of graduates employed in Idaho 1 and 3 years after graduation

Benchmark: 1 year - 75% ^{1, 4}

2013	2014	2015	2016	Benchmark
				75%

Benchmark: 3 years - 80% ^{1, 4}

2013	2014	2015	2016	Benchmark
				80%

- Increase in gross state product (GSP)

Benchmark: 3% or more annual growth ⁴

2013	2014	2015	2016	Benchmark
2.6%	2.1%	1.9%		3% or more annual growth

Objective ED: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Performance Measures:

- Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

Benchmark: 1:0.25 ^{1, 2}

2013	2014	2015	2016	Benchmark
1:0.24	1:0.25	1:0.24	1:0.24	1:0.25

- Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.

Benchmark: 8 graduates at any one time ¹

2013	2014	2015	2016	Benchmark
8	8	8	8	8

- Number of Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

Benchmark: 60% ¹

2013	2014	2015	2016	Benchmark
				60%

- Percentage of Family Medicine Residency graduates practicing in Idaho.

Benchmark: 60% ¹

Program	2013	2014	2015	2016	Benchmark
Boise	54%	54%	53%	53%	60%
ISU	48%	48%	50%	50%	60%
CDA					60%

- Percentage of Psychiatry Residency Program graduates practicing in Idaho.

Benchmark: 50% ¹

2013	2014	2015	2016	Benchmark
100% (3)	100% (2)	100% (1)		50%

- Increase in postsecondary programs tied to workforce needs.

Nursing programs

Medical related programs (other than nursing)

Objective A GOAL 3: Data-informed Decision Making - Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.

Performance Measures:

- Develop a single K-20 data dashboard and timeline for implementation.

GOAL 34: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

~~**Objective A: Data-informed Decision Making** – Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.~~

~~**Performance Measures:**~~

- ~~Number of publicly available data dashboards~~

~~**Benchmark:** 10 or more annually⁴~~

2013	2014	2015	2016	Benchmark
		5		10 or more

- ~~Number of data requests from school districts~~

~~**Benchmark:** 20 or more annually⁴~~

2013	2014	2015	2016	Benchmark
				20 or more

Objective BA: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:

- Median SAT/ACT scores of students in public institution teacher training programs.

Benchmark: ACT – 24⁶

2013	2014	2015	2016	Benchmark
				24

Benchmark: SAT – 1010⁶

2013	2014	2015	2016	Benchmark
				1010

- Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis Subject Assessments (formerly the Praxis II).

Benchmark: 90%^{1, 4}

2013	2014	2015	2016	Benchmark
				90%

Objective CB: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

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Performance Measures:

- Percent of Idaho community college transfers who graduate from four year institutions.

Benchmark: 50% 1, 4, 5

2013	2014	2015	2016	Benchmark
		49.4%		50%

- ~~Percent of dual credit students who go on to postsecondary education within 12 months of graduating from high school.~~

~~**Benchmark:** 80% 1, 4, 5~~

2013	2014	2015	2016	Benchmark
71%				80%

- ~~Percent of dual credit students who graduate high school with an Associate's Degree~~

~~**Benchmark:** 10% 1, 4, 5~~

2013	2014	2015	2016	Benchmark
0.2%	0.2%	0.3%		10%

- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

Benchmark: 2 year – less than 55% 1, 4

2013	2014	2015	2016	Benchmark
62.8%	62.9%	60.7%		<55%

Benchmark: 4 year – less than 20% 1, 4

2013	2014	2015	2016	Benchmark
21.5%	23.2%	23.5%		<20

- Percent of postsecondary students participating in a remedial program who completed the program or course

Benchmark: 95% 1, 4

2013	2014	2015	2016	Benchmark
				95%

Objective DC: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

Performance Measures:

- ~~Expense per student FTE~~

~~**Benchmark:** \$12,000 or less 1, 4~~

2013	2014	2015	2016	Benchmark
\$20,303	\$21,438	\$22,140		\$12,000 or less

- Graduates per \$100,000

Benchmark: 1.7 or more 1, 4

2013	2014	2015	2016	Benchmark
1.5	1.5	1.5		1.7 or more

- ~~Number of degrees produced~~

~~**Benchmark:** 14,000 1, 4, 5~~

2013	2014	2015	2016	Benchmark
13,491	13,778	14,026		14,000 or more

- Number of graduates

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Benchmark: 13,000 ^{1, 4, 5}

2013	2014	2015	2016	Benchmark
12,216	12,335	12,431		13,000 or more

- Cost per undergraduate weighted student credit hour

Benchmark: no more than \$320 ^{1, 4}

2013	2014	2015	2016	Benchmark
\$493	\$519	\$537		<\$320

- ~~Average net cost to attend public institution.~~

~~**Benchmark:** 4 year – 90% of peers (using IPEDS calculation).³~~

2013	2014	2015	2016	Benchmark
103.1%	107.0%	98.6%		90% of peers

Benchmark: 2 year – 90% of public 2-year institutions from WICHE states ²

2013	2014	2015	2016	Benchmark
94.4%	98.6%	99.4%		90% of WICHE peers

- Median number of credits earned at completion of Associate's or Baccalaureate degree program.

Benchmark: 115% of required for transfer students ^{1, 4}

	2013	2014	2015	2016	Benchmark
Associates					115%
Baccalaureate	Transfer = 108.9 (31 to 59 credits)				115%

Benchmark: 115% of required for non-transfer students ^{1, 4}

	2013	2014	2015	2016	Benchmark
Associates	Full-time = 89.5; Part-time = 89.9;				115%
Baccalaureate	Full-time = 140.8; Part-time = 135.1;				115%

- Institutional reserves comparable to best practice.

Benchmark: A minimum target reserve of 5% of operating expenditures ^{1, 4, 6}

2013	2014	2015	2016	Benchmark
BSU = 5.0%; ISU = 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU = 16.2%; UI = 4.2%; LCSC = 6.5%			5%
BSU = 5.0%; ISU = 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU = 16.2%; UI = 4.2%; LCSC = 6.5%			5%

Objective ED: Advocacy and Communication – Educate the public and their elected representatives by advocating the value and impact of the educational system.

Performance Measures:

- ~~Next Steps Idaho usage~~

~~**Benchmark:** 10% annual increase per year.⁴~~

2013	2014	2015	2016	Benchmark
		10,930	105.8%	10% increase

1 – Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

- 2 – Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.
- 3 – Benchmarks are set based on performance of their IPEDS peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.
- 4 – Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.
- 5 – Benchmarks are set based on the 60% goal.
- 6 – Benchmarks are set based on industry standards.

Key External Factors

Accreditation

Idaho public universities are regionally accredited by the Northwest Commission on Colleges & Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

Current Initiatives

1. Support and facilitate the implementation of the Governor's Task Force for Improving Education 20 recommendations.
2. Ensure college and career readiness of all students
3. Development of intentional advising along the K-20 education continuum that links education with careers
4. Support accelerated high school to postsecondary education and career pathways
5. Develop a statewide model for remedial placement and education
6. Provide clear statewide articulation and transfer options
7. Establish metrics and accountability for all components of the public education system
8. Strengthen collaborations between education and business/industry partners
9. Provide meaningful financial aid/support to students
10. Develop transfer coordinated admission policies between community colleges and four year institutions to create pathways from 2 year to 4 year institutions.

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SUBJECT

Certificated Staff Evaluation Review for the 2015-2016 Academic Year – Phase One Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1004B(14).

BACKGROUND/DISCUSSION

Effective July 1, 2015, Idaho Code § 33-1004B(14), specifically requires a review of a sample of teacher evaluations, conducted annually:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The 2015-16 evaluation review is being conducted in two parts. The first portion of the annual review, *Phase One*, was completed on February 10, 2017. This phase focused on the requirements called out in IDAPA 08.02.02.120, and whether or not the review was conducted with fidelity to the state framework.

The Office of the State Board of Education staff randomly selected approximately 200 administrators who were active in the 2015-2016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district uploaded to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. All materials were redacted of identifying information prior to being disseminated among reviewers. Timeline for the process was as follows:

- Board staff informed districts of randomly chosen administrators and requested a list of all the teachers and pupil service staff that the selected administrator evaluated during the 2015-2016 school year.
- Board staff randomly selected at least two teachers and one pupil service staff person, as applicable, per administrator.
- Prior to January 12, 2017, Board staff informed districts of the randomly selected staff members and requested the following documents be submitted for each, via a secure portal, no later than January 26, 2017:
 - Observations used to inform the staff members' summative evaluation
 - Completed, summative annual evaluation to include the professional practice portion as well as the student achievement section
- On February 9-10, 2017, twenty education leaders, certified for proficiency in the state evaluation system, met at the Office of the State Board of Education. The team reviewed evaluations for compliance with Code and Rule and supplied comments and recommendations at the end of the two-day session.

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The second part of the review, *Phase Two*, will be underway prior to the end of February. From the administrators/evaluations selected in *Phase One*, approximately 10% will be subject to a more in-depth review that will focus on district evaluation practices. Reviewers will examine the evidence and artifacts that were used to determine the ratings assigned to each educator as well as document information on district implementation of the evaluation system. Reviewers will also solicit feedback from administrators regarding the process to better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations. This phase will provide a deeper, formative assessment of evaluation policy and implementation consistent with IDAPA 08.02.02.120.

The goal of the onsite reviews is to produce data that will ultimately assist stakeholders in further understanding the practices that shape and support teacher evaluation, as well provide targeted information to state agencies and universities to better prepare and support teachers and administrators in the state of Idaho.

The report will provide the findings and review panel recommendations from the first phase of the evaluation review process.

IMPACT

Upon completion of the entire review, recommendations will be made for administrator professional development and clarifications in rule as necessary.

ATTACHMENTS

Attachment 1 – 2015-2015 Evaluation Review Process	Page 3
Attachment 2 – 2015-2016 Evaluation Review – FAQ's	Page 4
Attachment 3 – 2015-2016 Certified Staff Evaluation Review Report of Findings – Phase One	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At the time of agenda production Phase One of the review was still being conducted. At the February 2017 Board meeting staff will provide the Board with a full report on the findings of the initial review and preliminary recommendations based on that review. Based on the discussion at the Board meeting, staff will bring back specific recommendations for Board approval. This may include proposed Board policy, amendments to administrative rules, and types of training that may need to be developed.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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CERTIFICATED STAFF EVALUATION REVIEW PROCESS: 2015-2016 SCHOOL YEAR

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations shall be conducted annually. Effective July 1, 2015, the legislation specifically requires the following:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The review will be conducted in two parts. The first portion of the annual review, *Phase One*, will focus on the requirements called out in IDAPA 08.02.02.120, and whether or not the review was conducted with fidelity to the state framework as required by state law. The Office of the State Board of Education (OSBE) will randomly select approximately 200 administrators who were active in the 2015- 2016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district will be required to upload to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. This part of the review process is expected to be completed prior to February 15, 2017, and the aggregate data will be presented to the legislature, State Board of Education, and deans of Idaho's educator preparation programs. The process is as follows:

- OSBE will inform districts of the administrators randomly chosen and request a list of all the teachers and pupil service staff that the randomly selected administrator evaluated during the 2015- 2016 school year. This list will be due back to OSBE not later than January 9, 2017.
- OSBE will randomly select at least two teachers and one pupil service staff person, as applicable, per administrator.
- On or before January 12, 2017, OSBE will inform districts of the randomly selected staff members and request the following documents be submitted for each, via a secure portal, **no later than January 26, 2017:**
 - Observations used to inform the staff members' summative evaluation
 - Completed, summative annual evaluation to include the professional practice portion as well as the student achievement section

The second part of the review, *Phase Two*, will be focused as a formative assessment of evaluation policy and implementation consistent with IDAPA 08.02.02.120. To better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations, this portion of the process will require onsite visits to randomly selected districts.

Of the evaluations reviewed in *Phase One*, approximately 10% of those will be subject to more in-depth focus on district evaluation practices. Reviewers will examine the evidence and artifacts that were used to determine the ratings assigned to each educator, by component, as well as document information on district implementation of the evaluation system. Reviewers will also solicit feedback from administrators regarding the process. The goal of the onsite reviews is to produce data that will ultimately assist stakeholders in further understanding the practices that shape and support teacher evaluation, as well provide targeted information to state agencies and universities to better prepare and support teachers and administrators in the state of Idaho. Districts will be notified of selection for an onsite review no later than January 31, 2017.

For further information, please contact Christina Linder at (208) 332-1593 or christina.linder@osbe.idaho.gov

2015-16 EVALUATION REVIEW

Frequently Asked Questions

Q: What if my district does not use the Danielson Framework, but instead another State Department of Education-approved instrument?

A: Though a district may have an approved instrument other than the Danielson Framework, the data from that instrument must be aligned to Idaho's model which requires reporting instructional practice according to a minimum of four domains consisting of 22 components. If for some reason your district does not report the 22 components as part of the summative evaluation, please include the documents that were submitted to the Idaho State Department of Education providing evidence of alignment.

Alignment is typically shown through a crosswalk showing how each of the district's evaluation components align to each of the Danielson components within the four domains of practice.

Q: What if my district does not retain notes and evidence of the two observations that are required by IDAPA to be documented?

A: Pursuant to Idaho Code § 33-518, "Each personnel file shall contain any and all material relevant to the evaluation of the employee." It is therefore expected that supporting documents and/or records from staff observations would be kept on file for a reasonable period of time. If this is not the case, please include a copy of your district's policy specifically related to the destruction of evaluation evidence. Also include the dates the observations took place, even if evidence of observations cannot be submitted.

Q: Will a copy of district evaluation policy and Individualized Professional Learning Plans (IPLP) be included in the 2015-16 review?

A: The focus of Phase One is on compliance, related to the required elements of professional practice and student achievement that inform a summative evaluation. Phase Two of the review – onsite visits – will broaden in scope. Reviewers will be collecting information on district policy, the use of evaluation data, training needs, IPLP implementation, and other issues related to evaluation found in Administrative Rule.

While districts are not specifically required to implement IPLPs as part of their evaluation policies, pursuant to Idaho Code §33-1201(a), not doing so will prevent teachers on the *Residency rung* of the Career Ladder from being advanced to the *Professional rung*. Likewise, without an IPLPs on file that documents a teacher's growth over three years of professional learning, teachers will not be eligible for Master Teacher Premiums pursuant to Idaho Code and §33-1004I.

Q: Who will conduct these reviews?

A: Reviewers are being recruited from across the state from a pool of trained evaluators spanning the K-20 education system. They will review both instructional staff evaluations and pupil service evaluations. Each will sign a confidentiality agreement, and to further ensure privacy and control bias, identifying information will be redacted from all materials submitted for review.

Q: Will my district get the results this year?

A: Absolutely. While the Phase One is driven by statute related to the Career Ladder, the goal of the entire review is to identify strong practices in evaluation across the state, as well as opportunities for improvement to better support educators.