

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

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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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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

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Attachment 2 – IDYCA article

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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

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

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

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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

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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

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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

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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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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 _____

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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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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 Page 3

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 _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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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 will 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.