



Our Kids, Idaho's Future

Final Recommendations and Additional Points

November 4, 2019

Statewide Accountability: Focusing Our Efforts on K-3 Literacy



We recommend focusing our statewide accountability efforts on the following components:

- **K-3 literacy as foundation:**
 - Target limited resources on this foundational education component that will positively impact student outcomes throughout their educational careers.
- **Providing boards, communities, and school leadership additional state guidance:**
 - School board orientation on statewide student achievement priorities, beginning with K-3 literacy, so they can work with their school and community leaders to understand where their students are at and where to focus resources.
- **A framework for schools to achieve specific growth targets based on like cohorts of students.**
 - Setting targets based on growth and proficiency expectations for comparable schools and/or districts around the state.
 - An updated dashboard— aligning with these priorities—which allows parents, citizens, school leaders, and state policymakers to compare similar schools and their progress toward their literacy goals.



Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement

- **We recommend additional statewide funding for all-day Kindergarten, creating greater uniformity statewide and recognizing enrolling students in Kindergarten is optional for the parent.**
 - Providing additional all-day K opportunities, focusing efforts on addressing the increasing number of students entering Kindergarten not ready to read, our most at-risk students.
 - Providing resources to expand curriculum to allow for the time and level of intervention at the early grades where it is most effective, reducing the need for higher levels of literacy remediation in grades 2 and 3.
 - Implementation will be based on the availability of state funding and prioritized toward students with greatest need.



Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators

- **We recommend expanding and building out the career ladder, with base appropriations starting at \$40,000, \$50,000, and \$60,000 at full implementation with consideration of additional performance criteria for this build out.**
 - Build on the increased support for early educators and the implementation of a minimum starting salary of \$40,000 by building out the career ladder further to equitably address our more experienced teachers.
 - This increase will be focused on providing resources to school districts for establishing more competitive salaries for retaining and recruiting high quality educators. Many districts that can pay more competitive salaries are currently utilizing supplemental levies and other operational money.
 - Implementation would be phased over several years, based on the availability of funding, with increases targeted to reducing compression of allocations for more experienced educators and creating a continuum for professional growth.



Addressing Social and Emotional Issues to Support Student Learning

- **Standard professional development and access to additional resources around identifying and better serving students facing social and emotional challenges, including trauma and mental illness.**
 - Provide professional development for all district staff statewide aligned with minimum uniform standards and best practices.
 - Professional development targets identifying students in crisis and de-escalating unsafe situations, assisting efforts on school safety while improving conditions for learning in the classroom.

Strategic Alignment and Increased Flexibility in K-12 Funding Formula



- **With the overarching student achievement goals of the task force, retain college and career advisors, Advanced Opportunities, and literacy intervention line-items in the K-12 budget, with the aim of making important updates to improve their effectiveness and accountability.**
 - In addition to the line-items which align with statewide student achievement goals, retain additional line-items that have systemwide benefits and help fulfill state responsibilities for uniformity and thoroughness, such as salary-based apportionment, transportation, and state support for facilities.
- **Collapse some line-items and providing more financial flexibility for local school districts and charter schools.**
 - Consider providing increased flexibility for high performing school districts and charter school in areas of literacy growth and achievement.