# Table of Contents

## VI. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

### (A) State Success Factors (125 total points)

**(A)(1) Articulating State's education reform agenda and LEAs' participation in it** *(65 points)*

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—*(15 points)*

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and

the assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

*Recommended maximum response length: Ten pages (excluding tables)*

**Summary Table for (A)(1)(ii)(b)**

| Elements of State Reform Plans | Number of LEAs Participating (#) | Percentage of Total Participating LEAs (%) |
|---|---|---|
| **B. Standards and Assessments** | | |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments | 79 | 100 |
| **C. Data Systems to Support Instruction** | | |
| (C)(3) Using data to improve instruction: | | |
| (i) Use of local instructional improvement systems | 79 | 100 |
| (ii) Professional development on use of data | 79 | 100 |
| (iii) Availability and accessibility of data to researchers | 79 | 100 |
| **D. Great Teachers and Leaders** | | |
| (D)(2) Improving teacher and principal effectiveness based on performance: | | |
| (i) Measure student growth | 79 | 100 |
| (ii) Design and implement evaluation systems | 79 | 100 |
| (iii) Conduct annual evaluations | 79 | 100 |
| (iv)(a) Use evaluations to inform professional development | 79 | 100 |
| (iv)(b) Use evaluations to inform compensation, promotion and retention | 79 | 100 |
| (iv)(c) Use evaluations to inform tenure and/or full certification | 79 | 100 |
| (iv)(d) Use evaluations to inform removal | 79 | 100 |
| (D)(3) Ensuring equitable distribution of effective teachers and principals: | | |
| (i) High-poverty and/or high-minority schools | 79 | 100 |
| (ii) Hard-to-staff subjects and specialty areas | 79 | 100 |
| (D)(5) Providing effective support to teachers and principals: | | |
| (i) Quality professional development | 79 | 100 |
| (ii) Measure effectiveness of professional development | 79 | 100 |
| **E. Turning Around the Lowest-Achieving Schools** | | |
| (E)(2) Turning around the lowest-achieving schools | 58 | 73 |

[Optional: Enter text here to clarify or explain any of the data]

**Summary Table for (A)(1)(ii)(c)**

| **Signatures acquired from participating LEAs:** | | | |
|---|---|---|---|
| Number of Participating LEAs with all applicable signatures | | | |
| | **Number of Signatures Obtained (#)** | **Number of Signatures Applicable (#)** | **Percentage (%)** (Obtained / Applicable) |
| LEA Superintendent (or equivalent) | 79 | 79 | 100 |
| President of Local School Board (or equivalent, if applicable) | 79 | 79 | 100 |
| Local Teachers' Union Leader (if applicable) | 52 | 52 | 100 |

[Optional: Enter text here to clarify or explain any of the data]

**Summary Table for (A)(1)(iii)**

| | **Participating LEAs (#)** | **Statewide (#)** | **Percentage of Total Statewide (%)** (Participating LEAs / Statewide) |
|---|---|---|---|
| **LEAs** | 79 | 115 districts, 25 charter | 56 |
| **Schools** | 285 | 659 | 44 |
| **K-12 Students** | 106,599 | 272,787 | 39 |
| **Students in poverty** | 51,693 | 120,183 | 43 |

[Optional: Enter text here to clarify or explain any of the data]
Enrollment numbers are from State Department of Education fall enrollment 2008. Fall enrollment data 2009 is not available until February 2010. Students in poverty numbers are based on free and reduced lunch count March 2009.

***(A)(1) Articulating State's education reform agenda and LEAs' participation in it***

Idaho is a frontier and forward-thinking state that has often led the nation in social and educational reforms. Inhabited by Native Americans and settled by adventurous pioneers, Idaho has a vast and fascinating history representative of the characteristics Idahoans still manifest today. Sacajawea, who lived in the area now called Idaho, led Lewis and Clark through the wilderness of the Western United States. Idaho became the fourth state in the Union to give women the right to vote. It was a farm boy from Idaho who revolutionized the world by inventing the television. Idaho has also been home to numerous artists and writers, including world-renowned novelist Ernest Hemingway.

Idaho's geography is as vast as its history. The Gem State ranks as the thirteenth-largest state in the nation geographically, spanning 83,557 square miles and two time zones. Yet, Idaho has a small population with only 18.1 residents per square mile; an estimated 1.5 million people live on Idaho's beautiful, rugged land. All but nine of Idaho's forty-four counties are defined as rural; many areas are isolated by the Rocky Mountain range. Sixty-three percent of Idaho lands are federal, most inaccessible. When you consider the vast wilderness and limited highway access that separates northern and southern Idaho, many Idaho communities and schools would be better defined as remote, not just rural. Boise is the only Idaho city with more than 100,000 residents. Idaho's rugged, rural landscape creates unique, yet not insurmountable, challenges for Idaho's public education system as we work to meet the needs of all students.

To this day, Idahoans embody the independent pioneer spirit. To survive the frozen winters, blistering wind and spring storms, Idahoans had to be tough. They had to possess a rugged individualism to make it through year after year. Still, Idahoans were always willing to lend a hand to their neighbors in need. Throughout Idaho's history, neighbors helped neighbors. In the largely agrarian society, they shared farming ideas and best practices. The roots of this community spirit, coupled with individualism, still run deep in our state and are evident in our public school system today.

Historically, Idahoans have valued local control and limited government but have always strived to create a public education system that meets the needs of all students. When crafting the Idaho Constitution, our state's founding fathers made public education a clear priority:

*"The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature of Idaho, to establish and maintain a general, uniform and thorough system of public, free common schools" (SECTION 1.LEGISLATURE TO ESTABLISH SYSTEM OF FREE SCHOOLS)*

Public education still plays a critical role in every Idaho community. In rural Idaho, the school is the center of the community. It is usually the largest employer, and the place everyone gathers for community events.

Almost all Idaho school-age children attend public schools. In most parts of Idaho, the neighborhood school is the only school. Limited private school options exist. Still, many children have taken advantage of Idaho's progressive approach to expanding choices within public education, such as magnet schools, public charter schools or virtual charter schools.

While Idaho remains a small, rural state, our population is growing rapidly. In 2007, the U.S. Census Bureau named Idaho the fourth fastest-growing state. Currently, more than 275,000 students attend nearly 700 public schools operating in 115 school districts and 36 public charter schools. Student enrollment continues to grow every year. Over the last decade, Idaho's student population has grown 12 percent.

**(A)(1)(i) <u>Comprehensive and Coherent Reform Agenda</u>**

It is our responsibility at the state to foster the innovation and reform necessary to meet the individual needs of all Idaho students and ensure they have the skills and knowledge to be successful in the 21st century and beyond. In 2007, newly elected Governor C.L. "Butch" Otter and Superintendent of Public Instruction Tom Luna called all educational stakeholders to meet regularly and agree upon a vision, mission and goals for a public education system that meets the needs of students today and tomorrow. The stakeholders included representatives from the education and business communities, specifically the Idaho State Department of Education (SDE), the Idaho State Board of Education (SBOE), Idaho Education Association, Idaho School Boards Association, Idaho Association of School Administrators, Idaho Parent-Teacher Association, the J.A. and Kathryn Albertson Foundation and the Idaho Business Coalition for Educational Excellence.

After two years of working together, the stakeholder groups agreed on a vision to make Idaho a global leader, providing high-quality, cost-effective education to its citizens; and a mission to make Idaho's public education system accountable for the necessary

leadership, resources, capacity and instruction to guarantee high achievement for all students[1]. Along with the mission and vision, the group established four goals: 1) Transparent Accountability, 2) High Standards, 3) Postsecondary Credit in High School, and 4) Postsecondary: Preparation, Participation and Completion. Each goal includes measurable performance indicators and timelines. To implement the statewide plan, the stakeholders formed the Education Alliance of Idaho[2] to promote and sustain a single, collaborative approach to increasing college and career readiness in Idaho.

Currently, Idaho has a relatively high graduation rate – 89.7% in 2007-2008 – but a low college attendance rate – 31% of 18-24 year olds – and completion rate – 43% of college students complete a bachelor's degree within six years. Thirty-one percent of Hispanic students graduate within six years, compared with 45% of white students.[3] Our ultimate goal, detailed throughout our grant, is to improve the instructional core in middle and high school to ultimately raise student achievement and increase our college attendance and completion. We define the instructional core as the interaction of teachers and students in the presence of high-quality content. Our goals for the four areas:

**Standards and Assessments:** Adopt common core standards; ensure schools are prepared and capable of successfully implementing the new standards in the instructional core. In addition, offer formative and interim assessments for learning via a national consortium.

**Data Systems to Support Instruction:** Employ a P-20 longitudinal data system that supports data-driven decision making in the classroom with the ultimate impact to improve student achievement.

**Great Teachers and Leaders:** Provide high-quality pathways and remove barriers to entry for teachers and leaders while improving teacher and principal effectiveness through high-quality evaluations and incentive pay.

**Turning Around Lowest-Achieving Schools:** Build on Idaho's successful strategy of school transformation by changing the culture of stakeholders within the community.

We have the plan; now, we need the resources.

---

[1] *A Transformational Education Agenda for the State of Idaho*, http://www.ibcee.org/data/Education-Alliance-Final-Recommendations.pdf
[2] Press Release, *Governor Otter Lauds Education Alliance of Idaho's Collaboration, Goals*, http://gov.idaho.gov/mediacenter/press/pr2009/prnov09/pr_080.html
[3] *Measuring Up 2008: The National Report Card on Higher Education*, http://measuringup2008.highereducation.org/states/report_cards/index.php?state=ID

Idaho has already made significant progress in recent years by working closely with educational stakeholders to develop programs and secure targeted funding to address long-standing issues in Idaho public schools. Here is a brief overview of several ways in which Idaho has implemented successful programs that we will build upon with funding through Race to the Top (RT3).

***Standards and Assessments;***

- **Common Core Standards**: Since 2007, the state has worked with the national organization Achieve, Inc. to raise state standards and ensure relevant, rigorous standards are in place. In 2009, Idaho was one of 48 states and territories to join the state-led Common Core State Standards Initiative to develop common, internationally benchmarked standards in English language arts and mathematics[4]. Idaho has actively participated in this state-led effort and collaborated with educational stakeholders throughout the process.
- **Statewide Assessments:** Idaho has been a pioneer in assessments. Idaho was one of the first states to implement standards-referenced testing via computer. In recent years, Idaho has evaluated its current assessments and determined ways to better align assessment efforts and create a plan of action to move toward the future generation of assessments. Through RT3, the State will have the funding to create formative and interim assessments.
- **High School Graduation Requirements**: Idaho adopted new high school graduation requirements, beginning with the class of 2013, to raise requirements for math and science. Under the new requirements, students must take three years of math, including algebra and geometry courses, with at least one course during the senior year, and three years of science, including two laboratory-based courses. Districts are also required to offer advanced student learning opportunities such as dual credit, International Baccalaureate or Advanced Placement courses. In addition, students must complete a senior project and take a college entrance exam, such as the ACT or SAT, by the end of their junior year.
- **Idaho Math Initiative**: Currently, Idaho's public schools do not have a quality assessment available to evaluate student progress in mathematics in the early grades. As part of the Math Initiative, the state is currently developing the Primary Math Assessment to measure math skills and guide instruction for students in grades K-2.

[4] Appendix B1.2- Memorandum of Agreement: Common Core Standards

- **Idaho Middle Level Credit System**: Based on a recommendation from the Idaho Middle Level Task Force, the SBOE adopted a Middle Level Credit System, requiring Idaho students in grades 7-8 to earn credits before advancing and to increase accountability in the middle grades.

***Data Systems to Support Instruction***

Idaho is one of two states without a statewide longitudinal data system (SLDS). The Data Quality Campaign *2009 Survey Results* ranked Idaho last in the nation for implementation of the SLDS. Superintendent Luna initially secured state and federal grant funding to develop and implement the SLDS. Idaho's SLDS will house data for research and federal reporting requirements and will also make data accessible to those who work to raise student achievement every day: Idaho educators and parents. Through RT3, Idaho will request additional funds to purchase a learning management system to help guide instruction and better measure student performance, and provide the necessary professional development to participating local education agencies (LEAs).

***Great Teachers and Leaders***

- **Teacher Certification:** Idaho has raised the bar on teacher certification and removed barriers to entering the profession. Among our successes, the SDE passed rules requiring teachers to take professional development courses directly related to their subject area, allowing college professors the flexibility to teach grades K-12, and removing unnecessary barriers that previously prevented qualified out-of-state teachers from teaching in Idaho. Idaho has been progressive in developing alternative routes to certification for teachers. In 2004, Idaho became the second state in the nation to adopt the American Board for Teacher Certification Excellence (ABCTE). Through RT3, Idaho will request funding to research alternative routes to administrator certification.
- **Teacher Performance Evaluations**: The state developed statewide standards for fair, consistent teacher performance evaluations, adopting the Charlotte Danielson Framework for Teaching as a statewide model. Idaho is one of only four states to implement statewide teacher evaluation standards. Through RT3, Idaho will take a similar approach to develop standards for principal evaluations.
- **Principal Academy of Leadership**: Idaho developed the Principal Academy of Leadership (PALS) in 2005 to offer targeted professional development for building administrators. The three-year program aims to raise student achievement by increasing the

leadership capacity of principals. Through RT3, Idaho will expand this program to all schools and districts identified in the bottom five percent of achievement.

- **Idaho Superintendents' Network**: The state created a professional learning community for superintendents. Thirty self-selected superintendents meet four times a year to discuss improving student achievement and share challenges and success stories. Through RT3, Idaho will expand these opportunities for superintendents and offer leadership training for school board trustees.
- **Idaho Math Initiative**: As part of the Math Initiative, every teacher is required to take a three-credit Mathematical Thinking for Instruction course to learn the content knowledge and teaching strategies necessary to meet the needs of all learners. This course is required for every elementary, secondary mathematics and special education teacher and every administrator to recertify.

***Turning Around Lowest-Achieving Schools***

- **Idaho Building Capacity Project**: As a major part of Idaho's Statewide System of Support, Idaho designed and implemented the Idaho Building Capacity (IBC) Project. IBC was piloted in January 2008 and launched statewide in 2009 after seeing significant growth in student achievement. Our project is being used as a national model throughout the country.[5] Through RT3, Idaho will expand IBC to assist all high-need schools.
- **LEP Enhancement Grants**: In 2007, the Idaho Legislature appropriated $700,000 annually to provide additional support to help school districts with large Limited English Proficient (LEP) student populations close and eliminate the achievement gaps. The three-year grants fund afterschool programs, professional development and other supports for these at-risk students.
- **Idaho Education Network**: To eliminate the digital divide between rural and urban schools in Idaho, the state created the Idaho Education Network (IEN). IEN ensures every student, no matter where they live, has access to a highly effective teacher and rigorous coursework through a secure broadband intranet connecting every public school, library and institution of higher education. With RT3 funding, the state will expand the IEN more quickly and develop additional courses for the IEN.

[5] See Section (E)(2)(i)

**(A)(1)(ii) Strong Commitment from Participating LEAs**

Idaho took a collaborative approach throughout the RT3 application process. After President Barack Obama announced RT3 criteria in August, Superintendent Luna called representatives of stakeholder groups together to work on a plan that builds on current successes and creates new opportunities for students and educators. Using the Education Alliance of Idaho's plan, representatives of the Idaho Education Association, Idaho School Boards Association, Idaho Association of School Administrators, Idaho State Superintendents' Association, Governor's Office, SBOE and SDE met at least once a week to discuss ideas for the RT3 grant, particularly for incentive pay for educators. Once the group established a draft proposal, the group hosted six regional community meetings and a webinar presentation to educate the public and gather feedback. The state also developed an RT3 website so people had the opportunity to submit comments and questions electronically. The state clearly established timelines and deadlines for LEAs to submit signed memorandums of understanding (MOUs) and strongly encouraged LEAs to work closely with their local stakeholders to gauge interest in RT3.

**(A)(1)(iii) Participating LEAs Represent Reform in Idaho**

Participating LEAs have proven they are ready and willing to benefit from RT3 by signing an MOU with the state, detailing their participation and commitment.[6] The state determined only districts with three signatures from the superintendent, school board chair and teacher association representative, if applicable, would be eligible to participate in Idaho's plan. While many districts obtained two signatures, our stakeholder group agreed districts who gained commitments from all three stakeholder groups were the most "ready and willing" to engage in and benefit from true reform. The MOU scope of work required every participating LEA to commit to participate in every portion of Idaho's RT3 application, except the Turning Around Lowest-Achieving Schools section. Participating LEAs have committed to participate in the Lowest-Achieving Schools section if the state identifies them as such.

We are proud that 79 schools districts and public charter school LEAs have committed to participate in Idaho's RT3 grant. This cross-section of Idaho public schools is representative of Idaho's regions, including our most rural and remote areas as well as the demographics of Idaho students and the challenges Idaho schools face. (See **Figure A1** below.) With the participation of these

[6] Appendix A1.1- Idaho Race to the Top Memorandum of Understanding

specific districts and charter schools, Idaho will be able to institute widespread reforms and sustainable changes. Our participating LEAs represent 285 schools with 106,599 students, 40% of the student population. Of those students, 51,693 are considered students in poverty. In participating LEAs, 16% of students are Hispanic and 1.5% are Native American, which is representative of the statewide total of 14% Hispanic students and 1.7% Native American students. With the support of these LEAs, Idaho now has an amazing opportunity to improve the instructional core and learning for all students.

# Race to the Top
## Idaho Schools District Map

| | |
|---|---|
| 1 | Falcon Ridge Charter School |
| 2 | Palouse Prairie Charter School |
| 3 | White Pine Charter School |
| 4 | Wings Charter Middle School |
| 5 | Idaho Virtual Academy |
| 6 | iSucceed Virtual High School |
| 7 | Inspire Virtual Charter School |
| 8 | Vision Charter School |
| 9 | North Valley Academy |
| 10 | Bear Lake County District #33 |
| 11 | Gooding Joint District #231 |
| 12 | Kuna Joint District #3 |
| 13 | American Falls Joint District #381 |
| 14 | Blackfoot District #55 |
| 15 | Bliss Joint District #234 |
| 16 | Boundary County District #101 |
| 17 | Buhl Joint District #412 |
| 18 | Camas County District #121 |
| 19 | Cassia County Joint District #151 |
| 20 | Challis Joint District #181 |
| 21 | Council District #13 |
| 22 | Dietrich District #314 |
| 23 | Fruitland District #373 |
| 24 | Garden Valley District #71 |
| 25 | Homedale Joint District #370 |
| 26 | Kimberly District #414 |
| 27 | Lake Pend Oreille District #84 |
| 28 | Lakeland Joint District #272 |
| 29 | Mackay Joint District #182 |
| 30 | Melba Joint District #136 |
| 31 | Mullan District #392 |
| 32 | Murtaugh Joint District #418 |
| 33 | Nezperce Joint District #302 |
| 34 | Notus District #135 |
| 35 | Oneida County District #351 |
| 36 | Payette County District #371 |
| 37 | Pleasant Valley Elementary District #364 |
| 38 | Post Falls District #273 |
| 39 | Preston Joint District #201 |
| 40 | Another Choice Virtual Charter |
| 41 | Shelley Joint District #60 |
| 42 | St. Maries Joint District #41 |
| 43 | Sugar-Salem Joint District #322 |
| 44 | Twin Falls District #411 |
| 45 | Valley District #262 |
| 46 | Wallace District #393 |
| 47 | Weiser District #431 |

| | |
|---|---|
| 48 | Wendell District #232 |
| 49 | West Jefferson District #253 |
| 50 | West Side Joint District #202 |
| 51 | Bruneau-Grand View Joint District #365 |
| 52 | Castleford Joint District #417 |
| 53 | Clark County Joint District #161 |
| 54 | Marsing Joint District #363 |
| 55 | Midvale District #433 |
| 56 | North Gem District #149 |
| 57 | Soda Springs Joint District #150 |
| 58 | Minidoka County Joint District #331 |
| 59 | Vallivue District #139 |
| 60 | Kellogg Joint District #391 |
| 61 | West Bonner County District #83 |
| 62 | New Plymouth District #372 |
| 63 | Teton County District #401 |
| 64 | Coeur d'Alene District #271 |

| | |
|---|---|
| 65 | Jerome Joint District #261 |
| 66 | Cambridge District #432 |
| 67 | Liberty Charter |
| 68 | Garden City Community Charter |
| 69 | Compass Charter |
| 70 | The Academy at Roosevelt Center |
| 71 | Victory Charter |
| 72 | Xavier Charter |
| 73 | Rolling Hills Charter |
| 74 | Aberdeen District |
| 75 | Sage International Charter School |
| 76 | Taylors Crossing Charter |
| 77 | Kaplan Academy |
| 78 | Nampa Classical Charter Academy |
| 79 | Hagerman Joint District |

**Figure A1**

Idaho is a rural state filled with diverse populations and different school demographic make-ups that will not be found in a more traditional (urban) model. Only 21% of our schools are considered low-poverty and low-minority as defined in Section D3 of "Equitable Distribution of Teachers/Principals". The remaining 79% of all Idaho schools are high-poverty, high-minority or both. The SDE has applied a multiple-layered criteria which extends deeper analysis into identifying not only schools but also LEAs. Our Statewide System of Support criteria includes: academic achievement analysis of sub-populations, graduation rate, available local resources, and disproportional subgroup representation of special education students. For this reason, we believe that our holistic approach of identifying LEAs rather than individual schools fits within our system wide approach to reform. Our system of identifying schools and possible inequities in the distribution of highly effective teachers is both cohesive and consistent. And it provides a more equitable distribution of teachers and principals in Idaho.

To create "ambitious yet reachable goals," the SDE reviewed the previous three years of ESEA data to determine annual goals based on the 2014 deadline for all students to reach proficient status. **Table A1** delineates the gains needed in reading for each subgroup and the "all" group to either increase the historical rate of gain or set a new rate that, in either case, will allow all subgroups to incrementally achieve 100% proficiency by school year 2013-14. Thus, the percent of proficient and advanced needed to close the gap completely by 2014 is seen in the column titled "Annual % Gain Goal." (See **Table A1**.)

**Table A1**

| **Reading** | **2006-2007** | **2007-2008** | **2008-2009** | | | | |
|---|---|---|---|---|---|---|---|
| | **% Proficient and Advanced** | **% Proficient and Advanced** | **% Proficient and Advanced** | **Average Annual Gain** | **Annual % Gain Goal** | **Achievement Gap %** | **Annual Achievement Gap Decrease Goal** |
| **All group** | 79.92% | 83.74% | 87.06% | 3.57% | 2.59% | NA | NA |
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Female** | 82.30% | 86.09% | 89.12% | 3.41% | 2.18% | NA | NA |
| **Male** | 77.66% | 81.53% | 85.12% | 3.73% | 2.98% | 1% | .80% |
| **American Indian/Native. Alaskan** | 64.31% | 68.82% | 74.39% | 5.04% | 5.12% | 15.59% | 3.12% |
| **Asian** | 84.94% | 87.30% | 90.56% | 2.81% | 1.89% | NA | NA |
| **Black** | 70.90% | 75.28% | 73.10% | 1.10% | 5.38% | 16.88% | 3.27% |
| **Native Hawaiian/ PI** | 80.11% | 82.29% | 86.55% | 3.22% | 2.69% | 3.43% | 2.69% |
| **White** | 83.65% | 87.08% | 89.98% | 3.17% | 2.00% | NA | NA |
| **Hispanic** | 59.35% | 66.55% | 73.62% | 7.14% | 5.28% | 16.36% | 3.27% |
| **Economically Disadvantaged** | 70.24% | 75.23% | 80.20% | 4.98% | 3.96% | 12.19% | 2.43% |
| **Non-Economically Disadvantaged.** | 86.91% | 89.58% | 92.39% | 2.74% | 1.52% | NA | NA |
| **LEP** | 40.93% | 45.28% | 53.34% | 6.21% | 9.33% | 35.68% | 7.14% |
| **Non LEP** | 82.44% | 85.98% | 89.02% | 3.29% | 2.20% | NA | NA |
| **SWD** | 42.25% | 45.35% | 50.59% | 4.17% | 9.88% | 40.44% | 8.10% |
| **Non SWD** | 84.11% | 87.73% | 90.81% | 3.35% | 1.84% | NA | NA |

**Table A2** details the student achievement data for the past three years in mathematics, and goals the state has set for participating LEAs through the Race to the Top grant.

**Table A2**

| Mathematics | 2006-2007 | 2007-2008 | 2008-2009 | | | | |
|---|---|---|---|---|---|---|---|
| | % Proficient and Advanced | % Proficient and Advanced | % Proficient and Advanced | Average Annual Gain | Annual % Gain Goal | Achievement Gap % | Annual Achievement Gap Decrease Goal |
| **All group** | 75.89% | 79.70% | 80.11% | 2.11% | 3.98% | NA | NA |
| **Female** | 75.98% | 80.02% | 80.28% | 2.15% | 3.94% | NA | NA |
| **Male** | 75.81% | 79.39% | 79.94% | 2.07% | 4.01% | NA | NA |
| **American Indian/Native. Alaskan** | 58.68% | 62.75% | 62.46% | 1.89% | 7.51% | 21.1% | 4.22% |
| **Asian** | 85.29% | 85.78% | 84.59% | -0.35% | 3.08% | NA | NA |
| **Black** | 61.68% | 64.09% | 62.12% | 0.22% | 7.58% | 21.42% | 4.28% |
| **Native Hawaiian/ PI** | 73.97% | 81.01% | 77.89% | 1.96% | 4.42% | 5.65% | 1.13% |
| **White** | 79.45% | 83.06% | 83.54% | 2.04% | 3.29% | NA | NA |
| **Hispanic** | 56.82% | 63.13% | 64.22% | 3.70% | 7.16% | 19.32% | 3.86% |
| **Economically Disadvantaged** | 66.42% | 70.61% | 71.73% | 2.65% | 5.65% | 14.87% | 2.97% |
| **Non Econ. Disadvantaged** | 82.76% | 85.94% | 86.60% | 1.92% | 2.68% | NA | NA |
| **LEP** | 43.45% | 46.50% | 44.02% | 0.29% | 11.20% | 38.32% | 7.66% |
| **Non LEP** | 78.06% | 81.62% | 82.34% | 2.14% | 3.53% | NA | NA |
| **SWD** | 41.72% | 40.98% | 41.01% | -0.35% | 11.80% | 43.12% | 8.62% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Non SWD** | 79.69% | 83.70% | 84.13% | 2.22% | 3.17% | NA | NA |

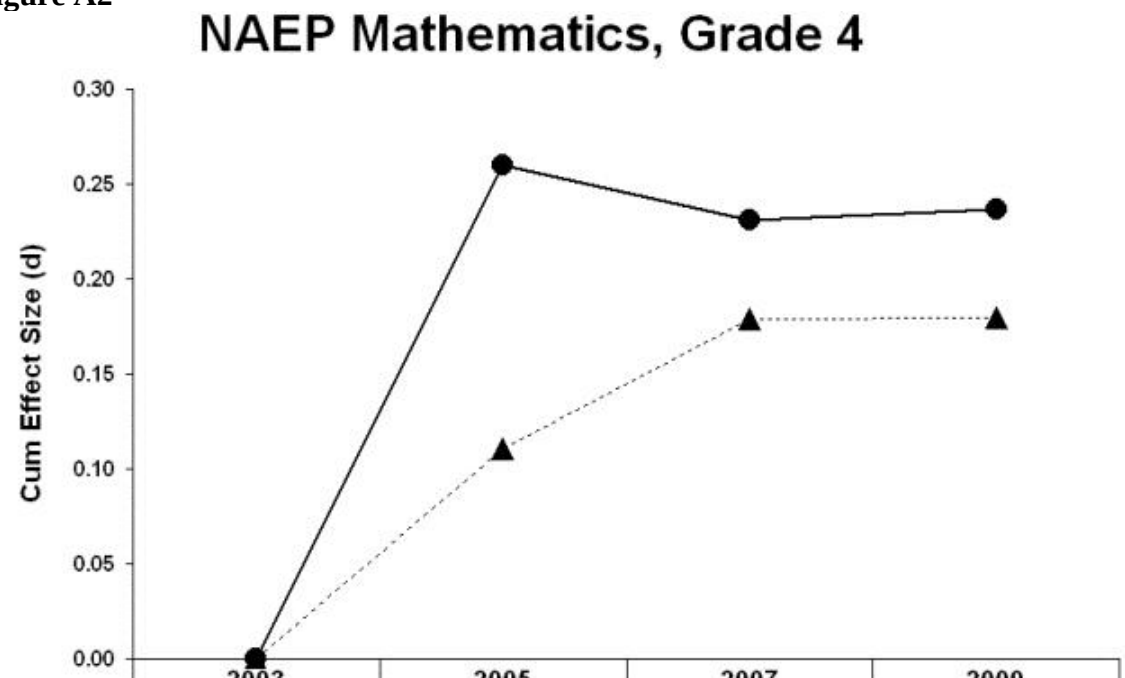
While our state recognizes the difficulty of maintaining these increases as the percent proficient nears or exceeds the 90% proficient mark, Idaho believes these are targets are realistic and attainable. Idaho can reach these goals with the concerted efforts of Idaho students, parents and educators and through targeted interventions and supplemental educational services provided in Idaho's RT3 application. With funding from RT3, Idaho can not only bolster those participating LEAs but also enhance student achievement statewide by sharing proven best practices.

In addition to the need to increase achievement among all students and in all groups, the data show significant achievement gaps existing between white students and other racial and ethnic groups: Limited English Proficient [LEP] and non-LEP students, Students With Disabilities [SWD] and non-SWD, and Economically Disadvantaged and non-Economically Disadvantaged. Recognizing the urgency to address these disparities, Idaho will make a concerted effort to eliminate these gaps by providing annual goals that in every case exceed the gains made since 2007. As shown in the column titled "Annual Achievement Gap Decrease Goal," the annual shrinkage in the various achievement gaps depends upon the size of the starting gap as of 2008-09. Calculation of proficient/advanced status in equal annual increments will result in all achievement gaps disappearing by 2014. Special programs intended to increase student achievement made possible by the RT3 grant will target these particular groups, providing a much-needed acceleration in the narrowing of these achievement gaps.[7,8]

In terms of NAEP goals, beginning with a baseline in 2009, Idaho students will maintain a cumulative effect size (Cohen d) that is currently larger than "national public education" peers on the reading and mathematics NAEP assessments in grades 4 and 8. **Figure A2** is an example of what Idaho would have seen if this were the goal with 2003 as the baseline. Effect size (Cohen d) quantifies the "magnitude of growth." However, we also understand because NAEP is a random sample assessment, it is likely some of the students assessed by NAEP may not be in participating LEAs.

[7] Appendix A1.22- NAEP Data on Subgroups
[8] Appendix A1.24 – Math and Reading ESEA Results by Subgroup

**Figure A2**




| | 2003 | 2005 | 2007 | 2009 |
|---|---|---|---|---|
| Idaho | 0.000 | 0.260 | 0.231 | 0.237 |
| USA | 0.000 | 0.110 | 0.179 | 0.180 |

Idaho's graduation rate is 89.76%. Idaho uses the National Center for Education Statistics formula to calculate high school graduation rates. In January 2010, Idaho implemented the first phase of its statewide longitudinal data system (SLDS) so the state is now able to begin calculating the four-year adjusted cohort graduation rate for the 2009-2010 school year. This adjusted cohort graduation rate will be calculated through the use of individual student data and using the formula as defined in 34 C.F.R. §200.19(b)(1)(i)-(iv). However, as outlined in the guidance, it will take four years (until 2013-2014) before Idaho is able to report this rate for AYP calculations. Given this change in how Idaho will calculate its graduation rate, the goals would have to be set without data using the new formula; therefore, it would be difficult to set goals for the state until we know what Idaho's graduation rate is

under the new guidance. For the purposes of the RT3 grant, our goals will be based on the current graduation rate formula and our goal of 90% will be increased by 1.5 percent per year. See **Table A3** below.

**Table A3**

| **High School Completion Rate (Statewide %)** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **1998-99** | **1999-00** | **2000-01** | **2001-02** | **2002-03** | **2003-04** | **2004-05** | **2005-06** | **2006-07** | **2007-08** |
| 74.65 | 76.03 | 77.05 | 79.10 | 80.82 | 83.98 | 86.63 | 88.04 | 88.29 | 89.70 |

Because Idaho is still implementing its SLDS, we cannot accurately measure college enrollment as a cohort of recent high school graduates. Once the SLDS is complete and the system extends to higher education, Idaho will have this number more readily available. According to National Center for Higher Education Management Systems (NCHEMS), Idaho's 2006 data for students who go directly to college is 45.7%, compared to a national rate of 61.6%. This is based on the number of first-time freshmen who graduated from a public or private high school in Idaho over the past year and enrolled anywhere in the U.S. Obviously, we can and should do better. Much of our grant is focused on efforts at the middle and high school levels to improve our college-going rate and students' career readiness. Idaho's RT3 application includes funding for a robust dual credit program, and we will base our evaluation on how many students complete dual credit courses with this additional funding. Because we cannot currently collect cohort data on college attendance, we will work with participating LEAs once the grant is awarded to determine an accurate method for collecting this data.

**Detailed Table for (A)(1)**

| | LEA Demographics | | | Signatures on MOUs | | | MOU Terms | Preliminary Scope of Work – Participation in each applicable Plan Criterion | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Participating LEAs** | # of Schools | # of K-12 Students | # of K-12 Students in Poverty | LEA Supt. (or equivalent) | President of local school board (if applicable) | President of Local Teachers Union (if applicable) | Uses Standard Terms & Conditions? | (B)(3) | (C)(3)(i) | (C)(3)(ii) | (C)(3) (iii) | (D)(2) (i) | (D)(2) (ii) | (D)(2) (iii) | (D)(2)(iv)(a) | (D)(2)(iv)(b) | (D)(2)(iv)(c) | (D)(2) (iv)(d) | (D)(3)(i) | (D)(3)(ii) | (D)(5)(i) | (D)(5)(ii) | (E)(2) |
| Name of LEA here | | | | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Yes/ No | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA | Y/ N/ NA |
| Aberdeen Dist. #58 | 3 | 781 | 538 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| American Falls Dist. #381 | 4 | 1,500 | 952 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Another Choice Virtual Charter | 1 | | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bear Lake County Dist. #33 | 6 | 1,113 | 471 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Blackfoot Dist. #55 | 11 | 4,401 | 2430 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bliss Dist. #234 | 1 | 170 | 131 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Boundary County Dist. #101 | 7 | 1,576 | 881 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bruneau-Grand View Dist. #365 | 3 | 403 | 306 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Buhl Dist. #412 | 3 | 1,283 | 765 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Camas County Dist. #121 | 2 | 162 | 68 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cambridge Dist. #432 | 2 | 138 | 63 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cassia County Dist. #151 | 16 | 5,086 | 2865 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Castleford Dist. #417 | 1 | 287 | 145 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Challis Dist. #181 | 5 | 439 | 167 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Clark County Dist. #161 | 2 | 210 | 158 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Coeur d'Alene Dist. #271 | 17 | 10,703 | 4312 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Compass Public Charter | 1 | 420 | 125 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Council Dist. #13 | 2 | 243 | 120 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dietrich Dist. #314 | 1 | 212 | 144 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Falcon Ridge Charter | 1 | 265 | 83 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fruitland Dist. #373 | 5 | 1,720 | 756 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Garden City Community Charter | 1 | 142 | 58 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Garden Valley Dist. #71 | 2 | 246 | 144 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gooding Dist. #231 | 4 | 1,141 | 691 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hagerman Dist. #233 | 1 | 399 | 206 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Homedale Dist. #370 | 3 | 1,335 | 926 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Idaho Virtual Academy | 1 | 2,425 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Inspire Virtual Charter | 1 | 488 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| iSucceed Virtual High | 1 | 337 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jerome Dist. #261 | 5 | 3,565 | 2182 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kaplan Academy of Idaho | 1 | | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kellogg Dist. #391 | 6 | 1,344 | 639 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kimberly Dist. #414 | 3 | 1,416 | 523 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kuna Dist. #3 | 8 | 4,683 | 1723 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lake Pend Oreille Dist. #84 | 12 | 3,890 | 1794 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lakeland Dist. #272 | 11 | 4,402 | 1878 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Liberty Charter | 1 | 404 | 134 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mackay Dist. #182 | 2 | 195 | 64 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marsing Dist. #363 | 3 | 865 | 591 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Melba Dist. #136 | 3 | 743 | 347 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Midvale Dist. #433 | 1 | 130 | 82 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Minidoka County Dist. #331 | 9 | 4,097 | 2567 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mullan Dist. #392 | 2 | 115 | 17 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Murtaugh Dist. #418 | 3 | 214 | 157 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Nampa Classical Charter Academy | 1 | 500 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| New Plymouth Dist. #372 | 3 | 902 | 419 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Nezperce Dist. #302 | 1 | 141 | 49 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Gem Dist. #149 | 2 | 180 | 86 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Valley Academy | 1 | 161 | 83 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Notus Dist. #135 | 2 | 363 | 258 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oneida County Dist. #351 | 3 | 884 | 367 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Palouse Prairie Charter | 1 | | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Payette County Dist. #371 | 4 | 1,717 | 979 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pleasant Valley Elementary Dist. #364 | 1 | 13 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Post Falls Dist. #273 | 8 | 5,488 | 2674 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Preston Dist. #201 | 4 | 2,470 | 1119 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rolling Hills Charter | 1 | 245 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sage International of Boise | 1 | | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Shelley Dist. #60 | 4 | 2,138 | 907 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Soda Springs Dist. #150 | 3 | 866 | 288 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| St. Maries Dist. #41 | 4 | 1,093 | 670 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sugar-Salem Dist. #322 | 5 | 1,402 | 655 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Taylors Crossing Charter | 1 | 335 | 154 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Teton County Dist. #401 | 6 | 1,589 | 632 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| The Academy (ARC) Charter | 1 | 272 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Twin Falls Dist. #411 | 12 | 7,394 | 4059 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Valley Dist. #262 | 1 | 649 | 412 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Vallivue Dist. #139 | 11 | 6,998 | 4180 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Victory Charter | 1 | 367 | 155 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Vision Charter | 1 | 254 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Wallace Dist. #393 | 2 | 545 | 221 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Weiser Dist. #431 | 4 | 1,589 | 887 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wendell Dist. #232 | 3 | 1,079 | 702 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Bonner County Dist. #83 | 6 | 1,410 | 862 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Jefferson Dist. #253 | 3 | 628 | 355 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Side Dist. #202 | 3 | 591 | 317 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| White Pine Charter | 1 | 361 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wings Charter Middle | 1 | | | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Xavier Charter | 1 | 287 | 0 | Y | Y | NA | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| | 285 | 106,599 | 51,693 | | | | | | | | | | | | | | | | | | | | | |

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans** *(30 points)*

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— *(20 points)*

(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;

(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;

(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;

(d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds

from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and

(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

(b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

*Recommended maximum response length: Five pages (excluding budget and budget narrative)*

***(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans***

**(A)(2)(i) <u>Capacity to implement RT3</u>**

The SDE has a proven track record of successfully implementing state and federal grant programs. For example, Idaho improved reading skills with state funding for the Idaho Reading Initiative and the federal Reading First program. For more than a decade, the Idaho Reading Initiative has focused on ensuring students are reading at grade level before they leave third grade. When the Reading Initiative began in 2001, 49% of students read at grade level by the end of third grade. Now, more than 75% of third-graders are reading at grade level. Idaho saw similar results through Reading First, which served the lowest 25% of achieving schools. In 2003, 63% of students in grades K-3 were proficient in reading throughout the state; only 56% of third-grade students read at grade level in Reading First schools. Now, both statewide and in participating Reading First schools, students are performing equally at the 75% mark.

Idaho has also successfully implemented the Idaho Math Initiative statewide. In 2007, at the request of Superintendent Luna, the Idaho Legislature appropriated $350,000 to create the Idaho Math Initiative. The SDE collaborated with educational stakeholders and industry experts to evaluate student achievement data in mathematics and determine the needs of students before developing a statewide plan. In 2008, the Legislature appropriated $3.8 million to implement the Idaho Math Initiative, a multi-year initiative to train teachers, provide remediation and advanced opportunities for students, and to create quality assessments across all grades. After the first two years, an estimated 4,500 teachers will have completed the three-credit professional development course. More than 26,000 students have received additional assistance in mathematics over the past two years, equivalent to 2,000 additional days of instruction. The state has hired three regional math specialists to provide initial training and ongoing support to districts and schools. Most importantly, student achievement in mathematics is on the rise statewide not only on our ESEA test, but on NAEP. Idaho was one of the few states that showed significant improvement in math on NAEP 2009. Through the Reading Initiative, Reading First, Math Initiative and several other programs, Idaho has demonstrated its ability to implement large-scale reforms by building capacity, scaling up reform efforts and showing real results. Through these initiatives, Idaho has honed a successful model for developing and implementing reforms statewide.

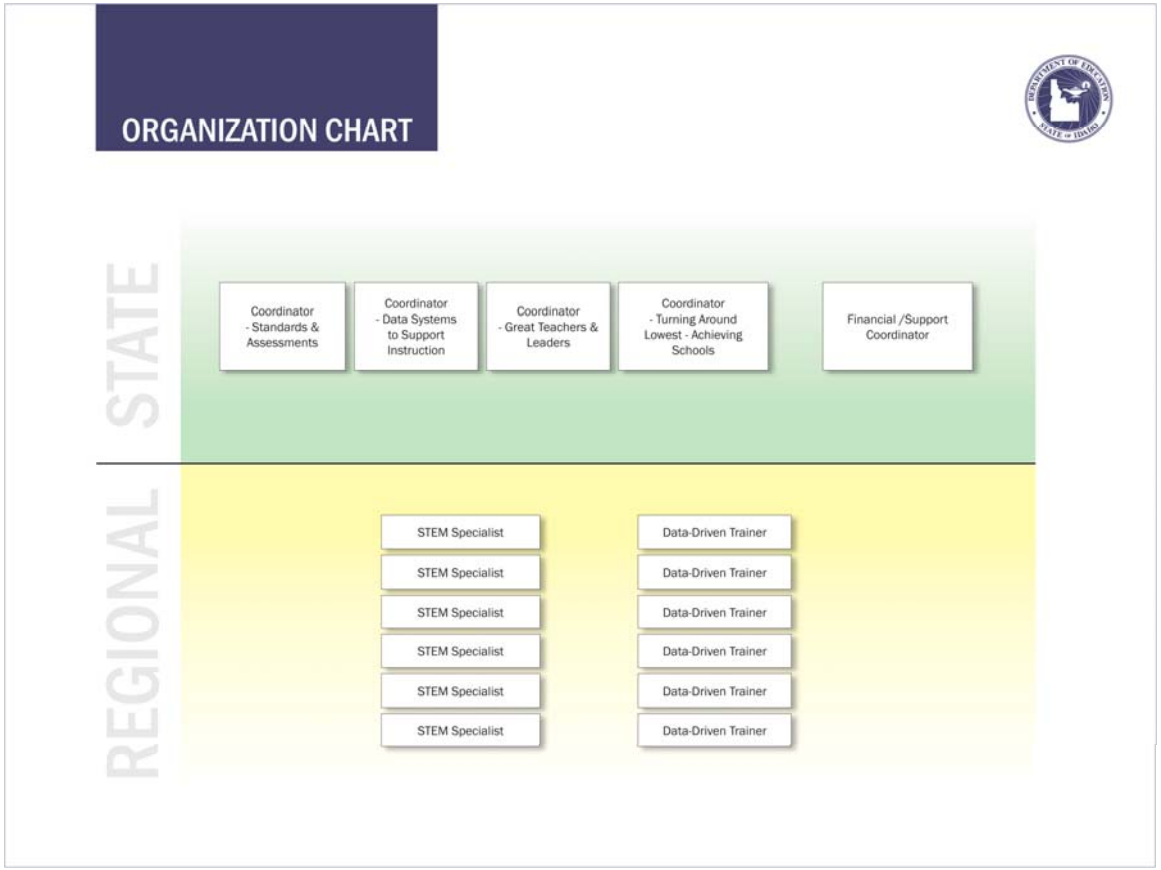
Idaho is also at an advantage because it has a small population of students. Our small student population makes us nimble enough to scale-up efforts quickly and show real improvement in a short amount of time. While other states may take years to implement statewide reforms due to their size, Idaho is like a speedboat. As a state, we can adapt quickly to change.

If awarded RT3, we will use the same collaborative, effective implementation process to ensure success. Throughout Idaho's grant application, we have set aggressive yet measurable and attainable goals and objectives in each area. Idaho's educational stakeholders have already developed a vision and strategic plan for implementing RT3 funds, and we have widespread support from a representative cross-section of Idaho public schools. Even before RT3 was announced, stakeholders from every sector and all levels agreed to a vision, mission, goals and performance indicators for implementing real reform focused on raising student achievement across Idaho. Now, we need the resources.

To keep our fidelity to the RT3 plan, the SDE will use existing management to build an RT3 team tasked with managing and implementing RT3.[9] The SDE will embed RT3 staff within the Department. We will create four coordinator level positions to manage each major priority in the grant and provide governance guidance: 1) Standards and Assessments, 2) Data Systems to Support Instruction, 3) Great Teachers and Leaders, and 4) Turning Around Lowest-Achieving Schools. These coordinators will report to current Deputy Superintendents at the SDE, who wrote each grant section and who currently manage each reform area. This will ensure coordination of current SDE efforts as well as those driven by RT3. The state will also hire one financial coordinator to track grant funds and assist in compliance. Current SDE staff will act as the coordinators to ensure immediate implementation and a smooth transition until qualified staff can be hired. It is expected the four coordinators will travel to participating LEAs as needed and will act as experts in each area to ensure we as a state provide a high level of customer service and technical assistance for participating LEAs. Because Idaho does not currently operate educational service centers and Boise is far removed from many of our remote districts, the state will hire regional specialists to work directly with LEAs on the science, technology, engineering and mathematics (STEM) and data efforts in RT3. See **Figure A3**.

[9] Appendix A1.23- Race to the Top Transition Team Biographies

**Figure A3**


ORGANIZATION CHART
STATE
Coordinator - Standards & Assessments
Coordinator - Data Systems to Support Instruction
Coordinator - Great Teachers & Leaders
Coordinator - Turning Around Lowest - Achieving Schools
Financial /Support Coordinator
REGIONAL
STEM Specialist
STEM Specialist
STEM Specialist
STEM Specialist
STEM Specialist
STEM Specialist
Data-Driven Trainer
Data-Driven Trainer
Data-Driven Trainer
Data-Driven Trainer
Data-Driven Trainer
Data-Driven Trainer

**(A)(2)(ii) <u>Support from Broad Group of Stakeholders</u>**

Idaho has widespread support from stakeholders at all levels across Idaho. Our application is signed by Idaho's Governor C.L. "Butch" Otter and State Board of Education President Paul Agidius. Idaho has gathered signed letters of support from statewide educational stakeholders: Idaho Education Association, Idaho Association of School Administrators, Idaho School Boards Association, Idaho Charter School Network, and Idaho Indian Education Committee. In addition, the RT3 application includes letters of support from House and Senate Education Committee Chairmen, Idaho's Congressional Delegation, Idaho Business Coalition for Education Excellence, Idaho Workforce Development Council, J.A. and Kathryn Albertson Foundation, and representatives of the institutes of higher education. With this broad level of commitment, including every major educational stakeholder, government and policy leaders as well as business and workforce groups, Idaho has the support necessary to maintain the vision and implementation of the RT3 grant award. In addition, Idaho has gained letters of support from Charlotte Danielson, a renowned expert on teacher evaluations; Dr. Sam Redding, the well-respected director of the Center for Innovation and Improvement; and Astronaut and Boise State University Distinguished Educator in Residence Barbara Morgan.[10]

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps** *(30 points)*

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; *(5 points)*

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — *(25 points)*

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

[10] Appendices A1.2-A1.19- Letters of Support

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

*Recommended maximum response length: Six pages*

**(A)(3)** ***Demonstrating Significant Progress in Raising Student Achievement and Closing Gaps***

**(A)(3)(i) <u>Progress in Four Areas of Reform</u>**

As previously described, Idaho has made great strides in the four educational reform areas. We have made progress through these areas utilizing a combination of state and federal funds.

- **Standards and Assessment:** As a leader in computerized testing, the state contributes 37% and Title VI contributes 63% to pay for ESEA testing and support. The state standards development and adoption are currently paid using state funds.
- **Data Systems to Support Instruction:** The state of Idaho made an initial $2.5 million investment to develop a statewide longitudinal data system in FY 2009. Idaho was then awarded a federal grant for $6 million to continue development and implementation. We recently partnered with the SBOE and institutions of higher education to apply for the Statewide Longitudinal Data Systems Recovery Act Grants – CFDA # 84.384A grant which would finish the K-12 system and extend it to higher education and the workforce.

- **Great Teachers and Leaders:** The state funds teacher salaries. Through a combination of reallocation of Department funds, utilizing Title II dollars and teacher licensure fees, SDE has leveraged dollars to roll out our Statewide Framework for Teacher Performance Evaluations. Title II dollars have also been utilized to create our Principal of Leadership (PALS) program.
- **Turning Around Lowest-Achieving Schools:** To improve student achievement in our lowest-performing schools, the SDE has utilized Titled funds, including Title I and Special Education staff, to perform curriculum audits and on-site visits. We also utilized federal School Improvement funds to implement the Idaho Building Capacity (IBC) Project. In addition to our targeted state-funded initiatives, these efforts have made a real difference for Idaho students. Idaho now leads the nation in the rate of schools making AYP, increasing the number from 26% of schools in 2007 to 66% in 2009. This is also a great mark of success considering Idaho holds all schools accountable, not just Title I schools.

Idaho used funding from the American Recovery and Reinvestment Act of 2009 (ARRA) to avoid draconian cuts to public education in FY 2010. The state used $145,733,000 in ARRA State Fiscal Stabilization Funds to prop up the education budget in FY 2010, leaving $33,073,600 to fill further budget shortfalls anticipated in the FY 2011 public schools budget. Utilizing ARRA funding allowed the state to continue its most effective programs including the Idaho Math Initiative, Idaho Reading Initiative, funding for remediation, textbooks and classroom supplies, and LEP enhancement grants.

**(A)(3)(ii) Improved Student Outcomes and Data-Driven Decision-Making**

Idaho has made steady improvements in raising student achievement for all students. Idaho leads the nation in the increase in the number of schools making Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2001[11]. This is a tremendous accomplishment, considering Idaho has one accountability plan in which all schools participate in AYP calculations, not just Title I schools. Two years ago, only 26% of Idaho schools made AYP. This year, 66% made AYP.

Idaho students have shown steady improvement on the Idaho Standards Achievement Tests (ISAT) as required by the Elementary and Secondary Education Act (ESEA). The ISAT and ISAT-Alt (Idaho's Alternate Assessment) together form the basis of

[11] Appendix A1.20- AYP and Improvement Status Under NCLB- Schools and Appendix A1.21- AYP and Improvement Status Under NCLB- Districts

AYP calculations in the state of Idaho. These tests are provided to all students in grades 3-10 in mathematics, reading and language usage, and grades 5, 7 and 10 in science. Although Idaho implemented the ISAT in the 2002-03 school year, a full-scale realignment of the ISAT to state content standards backed by formal alignment studies and standard settings began in 2006, thus providing three years (2007, 2008 and 2009) of clearly comparable data. Because the grant requires National Assessment of Educational Progress (NAEP) and ESEA results since 2003, we have included them; however, for the purposes of setting achievable, yet ambitious goals as defined above, we will utilize data from the last three years.

Over the course of the last two years, Idaho students have steadily gained in the percentage of students reaching proficient or advanced status statewide in the 'all' group and in most subgroups as indicated by the average annual percentage gain over the last two years detailed in the appendix.[12]

Idaho began using standards-based testing in the fall of 2002 for grades 4, 8 and 10 and expanded it to more grades in fall 2003 and after. In spring 2004, only 75% of students were proficient in grade 4 reading; in 2009, 83% were proficient. In 2003-2004, only 44% of Hispanics were proficient in reading; now, 74% are proficient. Math scores show a similar story; in 2003, only 53% of students in grade 8 were proficient in math, and now in 2009, 78% are on grade level. While some proficiency gaps have closed slightly when white students are compared to Hispanic students, the major ethnicity group in Idaho, most data shows both whites and Hispanics doing better. (See **Tables A4-A6** below.) Please note the drop in 10th grade proficiency is due to the state allowing 10th grades to bank scores for graduation during the fall test.

**Table A4**

| **Reading (% Proficient & Advanced)** | **2002-2003** | **2003-2004** | **2004-2005** | **2005-2006** | **2006-2007** | **2007-2008** | **2008-2009** |
|---|---|---|---|---|---|---|---|
| **Grade 4** | | | | | | | |

[12] Appendix A1.20-Appendix A1.21

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **White** | 79.8 | 85.7 | 89.3 | 87.7 | 84.4 | 86.5 | 89.4 |
| **Hispanic** | 50.3 | 62.7 | 71.1 | 69.7 | 60.6 | 64.2 | 71.5 |
| **Grade 5** | | | | | | | |
| **White** | | NA | 80 | 86 | 82.8 | 87.2 | 89.1 |
| **Hispanic** | | NA | 52.4 | 65.5 | 56.7 | 69.9 | 74.6 |
| **Grade 6** | | | | | | | |
| **White** | | NA | 84.8 | 85.7 | 81.5 | 85.2 | 88.6 |
| **Hispanic** | | NA | 58.2 | 62.5 | 54.2 | 63.6 | 72.4 |
| **Grade 7** | | | | | | | |
| **White** | | 77.2 | 84.2 | 88.5 | 81.1 | 84.6 | 88.4 |
| **Hispanic** | | 51.6 | 59.6 | 67.7 | 55.3 | 59.7 | 69.5 |
| **Grade 8** | | | | | | | |
| **White** | 77.8 | 85.5 | 85.3 | 86.6 | 88.8 | 90.9 | 93.4 |
| **Hispanic** | 43.8 | 57.7 | 60.4 | 57.5 | 68.7 | 74.4 | 81.4 |
| **Grade 9** | | | | | | | |
| **White** | | | | | 90.3* | | |
| **Hispanic** | | | | | 71.7* | | |
| **Grade 10** | | | | | | | |
| **White** | 79 | 81.8 | 87.8 | 86.7 | 82.3 | 88.9 | 64.9 |
| **Hispanic** | 77.9 | 45.5 | 58.7 | 59.7 | 55 | 67 | 40.8 |

**Table A5**

| Language Use (% Proficient & Advanced) | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|---|---|---|---|---|---|---|---|
| **Grade 4** | | | | | | | |
| **White** | 83.3 | 91 | 85.9 | 86.4 | 82.5 | 81.5 | 84.1 |
| **Hispanic** | 58.8 | 78.3 | 66.5 | 69 | 67.4 | 59.7 | 62.4 |
| **Grade 5** | | | | | | | |
| **White** | | | 82.5 | 82.3 | 73.2 | 78.1 | 80.6 |
| **Hispanic** | | | 60.1 | 60.3 | 45.8 | 55.3 | 61.6 |
| **Grade 6** | | | | | | | |
| **White** | | | 82.6 | 82 | 71.9 | 75.8 | 77.6 |
| **Hispanic** | | | 59.3 | 59 | 43.8 | 51 | 54.4 |
| **Grade 7** | | | | | | | |
| **White** | | 75 | 81.3 | 81.7 | 69.8 | 73.9 | 75.6 |
| **Hispanic** | | 49.1 | 57 | 58.2 | 40.1 | 42.7 | 49.3 |
| **Grade 8** | | | | | | | |
| **White** | 74.5 | 76.1 | 77.1 | 78.9 | 66.5 | 71.1 | 75.8 |
| **Hispanic** | 46.1** | 50.3 | 53 | 53 | 36.5 | 42.5 | 48.2 |
| **Grade 9** | | | | | | | |
| **White** | | | | | 63.7* | | |
| **Hispanic** | | | | | 56.2* | | |
| **Grade 10** | | | | | | | |
| **White** | 77.9 | 84.1 | 81.3 | 83.5 | 38.1 | 73.1 | 45.3 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Hispanic** | 45.5 | 54.9 | 55.1 | 57.8 | 76.2 | 44.2 | 26.8 |

***<5% of students scored advanced so this is an estimate*

**Table A6**

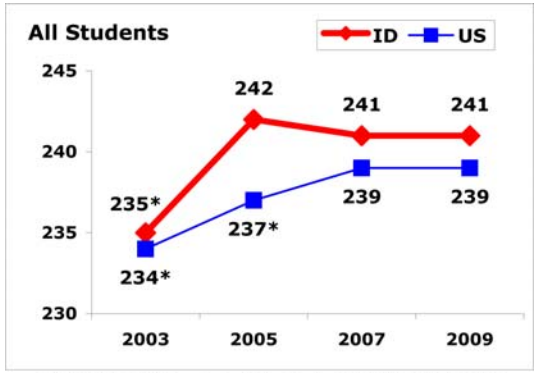
| **Mathematics (% Proficient & Advanced)** | **2002-2003** | **2003-2004** | **2004-2005** | **2005-2006** | **2006-2007** | **2007-2008** | **2008-2009** |
|---|---|---|---|---|---|---|---|
| **Grade 4** | | | | | | | |
| **White** | 80.6 | | | | | | |
| **Hispanic** | 58 | | | | | | |
| **Grade 5** | | | | | | | |
| **White** | | | 84.1 | 90.7 | 76.7 | 81.8 | 81.4 |
| **Hispanic** | | | 66.8 | 74.7 | 54.2 | 60.3 | 63.5 |
| **Grade 6** | | | | | | | |
| **White** | | | 74.9 | 88.5 | 79.1 | 81 | 82.1 |
| **Hispanic** | | | 50.9 | 72.1 | 51.4 | 57.7 | 59.2 |
| **Grade 7** | | | | | | | |
| **White** | | 72.6 | 79.3 | 79.5 | 74.2 | 78.9 | 79.4 |
| **Hispanic** | | 46.5 | 54.1 | 56 | 48.4 | 54 | 54.3 |
| **Grade 8** | | | | | | | |
| **White** | 56.5 | 70.1 | 72.8 | 75.4 | 75.6 | 81.9 | 82.1 |
| **Hispanic** | 27.1** | 38.9 | 46.3 | 50.5 | 72.5 | 62.4 | 59.4 |
| **Grade 9** | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **White** | | | | | 81.3* | | |
| **Hispanic** | | | | | 31.2* | | |
| **Grade 10** | | | | | | | |
| **White** | 75 | 73.9 | 73 | 74.8 | 76.2 | 80.1 | 48.6 |
| **Hispanic** | 42.5 | 43.5 | 42.3 | 44.9 | 67.6 | 57.3 | 29.3 |

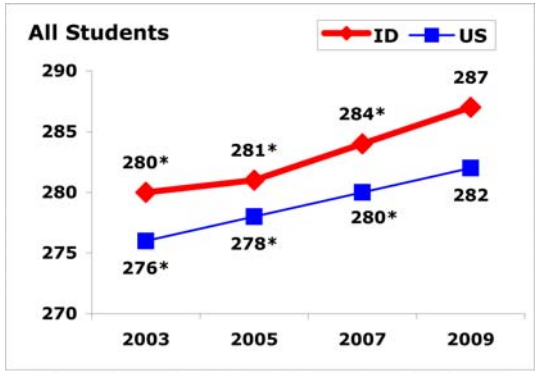
**Due to budgetary factors, the state has only tested 9th grade once.*
***<5% of students scored advanced so this is an estimate*

For the National Assessment of Educational Progress (NAEP), Idaho has shown steady improvements; students score above the national average in both math and reading in grades 4 and 8. Idaho is the only state that has incorporated NAEP in the state testing program, thus applying state rules requiring student participation to NAEP for all three grades (4, 8 and 12). In addition, Idaho has a very low exception rate. In the NAEP 2009 mathematics assessment, Idaho only excluded 10% of the grade 4 students with disabilities, compared to the nation's 15.4%. Idaho excluded 11.1% of the grade 8 students with disabilities, compared to the nation's 23.1%. Also, in the NAEP 2009 mathematics assessment, Idaho excluded no English language learners in grade 4, compared to the nation's 10%. Ethnic disabled and students of poverty have followed general trends in grades 4 and 8 in math and reading as well. See **Figure A4** below:

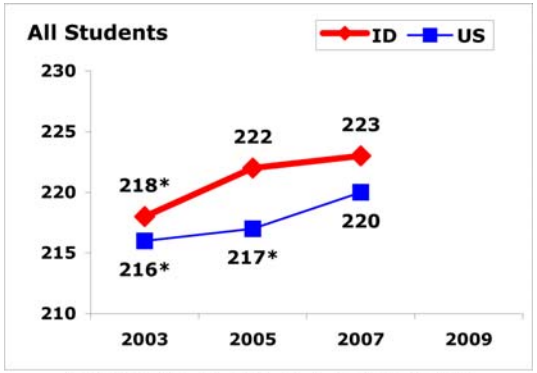
**Figure A4**



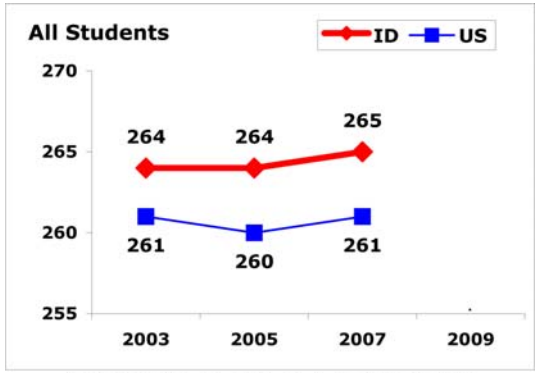

NAEP Exhibit 1. Mathematics in Idaho, Grade 4, 2003, 2005, 2007 & 2009




NAEP Exhibit 2. Mathematics in Idaho, Grade 8, 2003, 2005, 2007 & 2009




NAEP Exhibit 3. Reading in Idaho, Grade 4, 2003, 2005, & 2007




NAEP Exhibit 4. Reading in Idaho, Grade 8, 2003, 2005, & 2007

Whether or not Idaho is funded for RT3, Idaho remains committed to the direction our state has already established and described in this grant application. Receiving RT3 funding will accelerate our progress. If awarded, Idaho has included funding in the grant application to evaluate the impact this grant has had statewide on student achievement. We will finally know which programs work the best to improve the instructional core and raise student achievement in Idaho, creating a base of research our state can use to prioritize our next steps for future investments in education.

**(B) Standards and Assessments (70 total points)**

**State Reform Conditions Criteria**

**(B)(1) Developing and adopting common standards** *(40 points)*

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— *(20 points)*

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) — *(20 points)*

(a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.

- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

*Recommended maximum response length: Two pages*

***(B)(1) Developing and adopting common standards***

**(B)(1)(i) <u>Idaho Collaborates with Other States on Common Core</u>**

Idaho is collaborating with other states in the development and adoption of a common set of high-quality content standards. Idaho joined the Common Core State Standards Initiative jointly led by the National Governors Association Center for Best Practices and the Council of Chief State School Officers with the purpose of developing K-12 Content Standards and College and Career Readiness Standards (Common Core Standards) in English-Language Arts (ELA) and Mathematics (Math)[13]. The Memorandum of Agreement is exhibited in **Appendix B1.2**[14]. This endeavor is accomplished in partnership with Achieve, Inc., ACT, Inc. and the College Board in an open, inclusive and efficient process that is grounded in empirical research and evidence-based practices in the

[13] Appendix B1.1 – CD containing Draft of Common Core Standards
[14] Appendix B1.2 – Memorandum of Agreement: Common Core Standards

development of content standards. The resulting standards will be internationally benchmarked[15] and build toward college and career readiness by the time of high school graduation. Idaho is one of 48 states and three territories that have joined the Common Core State Standards Initiative. A list of participating states is included in the Appendix[16]. Idaho is deeply committed to improving the quality of its standards. Even prior to joining this initiative, Idaho was proactive in revising its standards to national and international benchmarks. In 2008, Idaho Content Standards in ELA and Math underwent a Quality Review by Achieve, Inc. to ensure high-quality, college and career ready standards which prepare high school students for success in college and beyond.

**(B)(1)(ii) <u>Idaho Makes Progress to Adopt Standards by August 2010</u>**

The Idaho Content Standards are incorporated by reference into the Idaho Administrative Code (IDAPA), the compilation of all legally promulgated administrative rules that have the full effect and force of law. The legal process[17] and timeline (Figure B1) for both adoption of the standards and incorporation by reference into IDAPA include review and approval by the State Board of Education (SBOE), the Office of the Governor and Idaho Legislature. The Common Core Standards will be adopted by Idaho prior to August 2, 2010, but will become effective for implementation in school year 2012-2013 in order to permit the necessary time for professional development, curricular materials adoption and the development of ESEA assessments. The Common Core Standards will be presented for *adoption* to the SBOE at its April 2010 meeting and a rule *will be proposed* to incorporate them by reference into the IDAPA. The proposed rulemaking must also be approved by the Office of the Governor. Both offices have already demonstrated a commitment to approval by signing the Common Core Standards MOA. Upon approval by the SBOE, the Notice of Proposed Rulemaking will be published in the Idaho Administrative Rules Bulletin on June 2, 2010, initiating a 21-day public comment period. After the close of the comment period, the *proposed rule* and all public comment will be presented to the SBOE for approval as a *pending rule* at the August 2010 meeting. The *pending rule* will be published in the October 2010 Administrative Rules Bulletin and submitted to the Legislature for review and approval in the 2011 Regular Session. While the Legislature may reject all or part the *pending rule*, it would require a concurrent resolution in both houses. After approval in the 2011 Regular Session, the *pending rule*

[15] Appendix B1.3 – Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education
[16] Appendix B1.4 – Common Core State Standards Initiative Participating States and Territories
[17] Appendix B1.5 – IDAPA 44.01.01

becomes permanent and is codified in IDAPA 08.02.03.004.01 Rules Governing Thoroughness, Incorporation by Reference – The Idaho Content Standards.

**Figure B1.** Idaho Adoption Timeline for the Common Core Standards

| | | |
|---|---|---|
| September | 2009 | NGA, CCSSO and State Consortium<br>National Release of *College and Career Readiness Standards* for Public Comment |
| January | 2010 | NGA, CCSSO and State Consortium<br>National Release of *K-12 Content Standards* for Public Comment |
| February-March | 2010 | NGA, CCSSO and State Consortium<br>Finalize and Disseminate Common Core Standards (i.e., the K-12 Content Standards and the College and Career Readiness Standards) to Consortium State Members |
| March | 2010 | Disseminate Common Core Standards to Idaho Stakeholders |
| April | 2010 | State Board of Education Meeting: Common Core Standards are Adopted and Proposed Rule is Approved |
| May-June | 2010 | Public Comment Period |
| June-July | 2010 | Public Comment Processed for Consideration |
| July 30 – August 2 | 2010 | State Board of Education Meeting: *Pending Rule* Approved |
| October | 2010 | *Pending Rule* Published in the Administrative Rules Bulletin and Submitted to the Legislature |
| January | 2011 | Legislature Approval (*Pending Rule* becomes permanent at close of legislative session) |

**(B)(2) Developing and implementing common, high-quality assessments** *(10 points)*

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
(ii) Includes a significant number of States.
*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also*

*include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

*Recommended maximum response length: One page*

***(B)(2) Developing and implementing common, high-quality assessments***

Idaho is committed to improving the quality and comprehensiveness of our assessment system. Our rural, western history has created an individualistic spirit resulting in standards and assessments developed in relative isolation. However, we have come to value a broader perspective, and all levels of stakeholders see tremendous benefit in having nationally and internationally benchmarked standards which are paired with valid and reliable assessments. Idaho has been successful at changing its standards and assessments. In 2006, we adopted improved standards, replaced our regular assessment, and set out in a new direction in a short timeframe. In 2009, we overhauled our alternate assessment method to better embrace Universal Design. Our previous standards and assessments were not of high enough quality; we came to see them not solely as ESEA compliance tools but as valuable parts of how we help schools raise student achievement. Our goal now is to ensure that we serve Idaho students through a balanced assessment system in which assessments are matched to their intended purposes.

Idaho also has a successful record of state assessment consortia partnerships. Idaho is currently acting as the lead state in one Enhanced Assessment Grant (EAG) consortium and is a partner in another consortium on improving the quality of our alternate

assessments.[18] The projects are aligning common state standards and, in turn, developing performance tasks that are based on Universal Design. Idaho is also currently partnering with another five-state EAG consortium designed to develop validity arguments for each state's English Language Proficiency test. The outcomes will subsequently design studies that test the validity arguments.

Having joined the Common Core Standards Initiative, we will partner with two other consortia (***23*** states and ***27*** states respectively) to improve the quality of our assessment system. Idaho will serve as a lead state in a *23-state consortium*[19] (SMARTER[20]), the purpose of which is to develop a high-quality summative assessment system aligned to the Common Core Standards and mutually adopted by each state. The system will use online, adaptive tests, innovative item design, and performance items to assess the full breadth of cognitive demand described by the Common Core Standards. The summative assessments will also be connected to formative and interim assessments created in a separate consortium partnership (MOSAIC[21]). The MOSAIC consortium will consist of *27 states*[22]; Idaho will act as a "Total Package" partner. The goal of the consortium will be to develop a shared item bank, formative and interim assessments, and professional development designed to provide educators and parents with timely and relevant information about student progress and growth. Both consortia will create a *common set of achievement standards* that are adopted by participating states. A unique attribute of both projects is that the assessments will be delivered via online technology proven successful both in Idaho and elsewhere.

**Reform Plan Criteria**

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments** *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their

[18] Appendix B2.1 – Enhanced Assessment Grant Program Interstate Agreements (CDFA 84.368 and 84.368A)
[19] Appendix B2.2a – List of Participating States: SMARTER – Summative Multi-State Assessment Resources for Teachers and Educational Researchers
[20] Appendix B2.2b – MOU: SMARTER – Summative Multi-State Assessment Resources for Teachers and Educational Researchers
[21] Appendix B2.3a – MOU: MOSAIC – Multiple Options for Student Assessment and Instruction Consortium
[22] Appendix B2.3b – List of Participating States: MOSAIC – Multiple Options for Student Assessment and Instruction Consortium

supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

*The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Eight pages*

***(B)(3) Supporting the transition to enhanced standards and high-quality assessments***

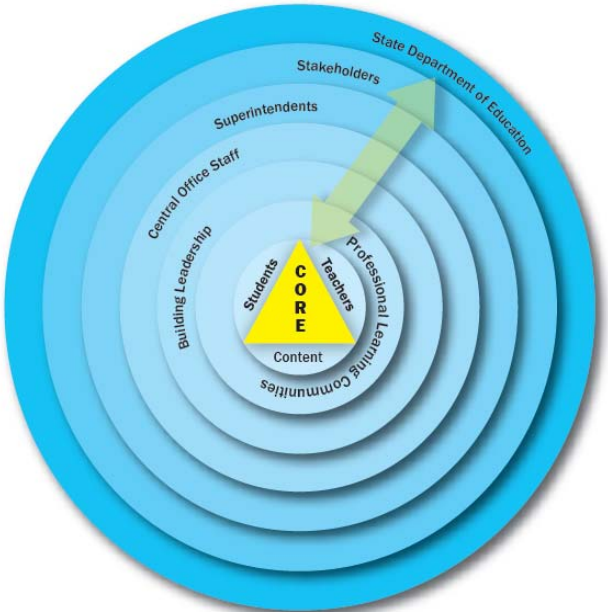
Idaho ranks as the nation's 13th largest state geographically; yet, it is ranked 44th in population density. As described in State Success Factors, the majority of Idaho is classified as rural, but many Idaho communities are remote and isolated due to the Rocky Mountain Range and a limited highway system. Though not insurmountable, these unique circumstances have historically presented challenges to Idaho in terms of our ability to scale up systemic reform.

Despite the rural, remote nature of Idaho and individual spirit of Idahoans, reform efforts led by the State Department of Education (SDE) have been met with great success in recent years. Still, the efforts are more costly and require greater intensity than in states of similar population or land area. One of Idaho's most successful systemic reform projects was Idaho Reading First. External evaluations showed that the intensive support produced positive movement academically and professionally. Yet, despite the success, the scope was limited to only 12% of LEAs due to the state's financial capacity to fund the travel and distribution process necessary to get the right professional development and on-site support to the right places in the state. Race to the Top (RT3) funding would serve to broaden the capacity of Idaho to both scale up systemic reform and meet the needs of LEAs throughout the state which have often been less accessible because of financial constraints.

Idaho is divided into six service regions for the purpose of state services, such as State Police, transportation and health districts. However, unlike other states with large land areas, Idaho has never created regional educational service centers such as those in Oregon or Texas. Thus, Idaho's ability to effectively and efficiently support LEAs throughout the state has been limited in large part by a lack of educational infrastructure as well as the lay of the land.

This is changing. Idaho has partnered with regional public universities to overcome this problem. As Reading First began to sunset, another systemic reform project, the Idaho Building Capacity Project (IBC) was founded. It started with two pilot districts in southern Idaho but has now expanded regionally using Idaho's institutes of higher education. Three of Idaho's major universities are located regionally: one in the northern panhandle, one in the southwest and one in the southeast. Each is thus strategically located within reach of two service regions such that the entire state can be served. Now in its second phase, IBC has scaled up to serve approximately 15% of LEAs this school year and is poised to serve nearly 25% next year. The SDE has learned that, through greater internal program coherence and regional delivery, we can expand our support to LEAs much more quickly. Through these two initiatives among others, the state of Idaho has developed a successful model for implementing statewide reforms. We will use this model to implement RT3 to participating LEAs across our state.

**Figure B3.1.** Statewide System of Support




Idaho is deeply committed to increasing the rigor and relevance of its academic content and achievement standards. By transitioning to the Common Core Standards and supporting the new standards with common assessments, Idaho will further build upon ongoing efforts to ensure that all students graduate from high school ready to achieve success in college, the workforce and the global economy. These standards will be evidence-based, internationally

benchmarked, aligned with college and work expectations, and include rigorous content and skills. Idaho intends to meet the needs of all learners by supporting LEAs in the transition of aligning these common standards to classroom practices, student performance, and a culture of continuous improvement.

To achieve the above goals, Idaho will partner with various stakeholders during the development, implementation, and ongoing evaluation phases of the transition to common standards and high-quality assessments. The SDE will partner with LEAs, institutes of higher education, and leaders of business and industry during each phase to ensure that innovative solutions are found and implemented for the unique needs of schools and students. Furthermore, to meet these goals, Idaho will hone its focus on the Mega System[23] as we expand and refine our Statewide System of Support (**Figure B3.1**) for all schools and districts. In other words, we will seek to create a culture of continuous improvement at each level of the system: the state, the school board, the district office, the school and ultimately, the classroom instructional core.

To help ensure the long-term success of the common standards and high-quality assessments, the SDE will work with critical stakeholders to develop and implement targeted, meaningful support structures that are built around both the standards themselves and the systemic considerations for which LEAs must plan in order to affect change in student outcomes. At the heart of this is both the roll-out plan for assisting LEAs in their understanding and use of the common standards and the ongoing support that must be provided. As mentioned previously, Idaho's rugged and remote geographic diversity provides some unique challenges as we strive to provide the technical assistance necessary for many of our rural schools and districts. Therefore, regional support centers will be vital to providing professional development and mentoring to assist Idaho's educational leaders as they transform local practices to be increasingly aligned to the common standards and current educational research. To do this, Idaho will build upon the regional School Improvement centers that are part of IBC and create diverse teams that are overseen and led by the vision of the SDE but housed in three university School Improvement and Support Centers.

[23] Redding, S. (2006). *The Mega system: Deciding. Learning. Connecting*. Chicago, IL: Academic Development Institute.

## Rollout Plan for Common Standards

The Common Core Standards will be adopted by the SBOE in April 2010 and incorporated by reference into the Idaho Administrative Code for full implementation in school year 2012-2013. The April adoption will initiate a public comment period. Therefore, the SDE will hold a ***state review committee*** in July 2010 in order to read public comment and, if needed, select additional content standards (to account for no more than 15% of the total set). This will be used to inform the professional development that is to be developed.

From October 2010 through April 2011, the SDE, in collaboration with the three regional support centers, will initiate a period of ***statewide professional development***. Idaho will work in collaboration with the Northwest Regional Comprehensive Center at Education Northwest to provide initial training for educators across Idaho. It is our vision to collaborate with a regional consortium including Oregon, Washington, Montana, Wyoming and Alaska in the development of the professional development protocol. A consortium meeting of state Math and ELA coordinators will be held in Portland during the summer of 2010 to establish this protocol. As a result, Education Northwest will provide one-day professional development trainings in all six Idaho educational regions. The state content coordinators in partnership with the regional support centers will plan and facilitate these meetings. Educators from all LEAs will be expected to attend the regional trainings. All LEAs will thus be provided with basic professional development that enables teachers and local leaders to understand the new common content standards, the associated achievement standards, and the timeline for full implementation and the coming change in the ESEA accountability assessment.

From November 2010 through August 2011, Idaho and partnering consortium states will develop and build professional development materials around the instructional integration of Common Core standards (MOSAIC Consortium, **Appendix B2.3**). This will include curricular frameworks aligned to the Common Core Standards, defined learning progressions within each core content area, materials on instructional strategies and suggested interventions. Together, these materials can serve as study guides for students, teachers and parents. All materials will be disseminated across the states within the consortium and made available in a web-banked system. As part of this process, Idaho will seek ways to integrate science, technology, engineering and mathematics (STEM) concepts throughout the entire curricula in order to demonstrate relevancy.

Beginning in September 2011 and continuing through May 2012, the state will conduct ***regional technical assistance*** (to include ***extensive webinars)*** for LEAs as they work to begin implementation of the common standards. In collaboration with the virtual technology available through Idaho Digital Learning Academy (IDLA) and the Idaho Education Network (IEN), live and interactive satellite trainings will be made available to even the most remote LEAs.

In school year 2012-2013, all LEAs will be required to ***fully implement the Common Core Standards*** and all ESEA accountability assessments will be aligned to the common standards. The state will begin its implementation phase that includes ongoing technical assistance and continuous evaluation. Using an external evaluator (Education Northwest), the state will monitor the effectiveness of multiple levels within the Statewide System of Support and make adjustments as necessary. This evaluation will include performance observations in participating LEAs, perceptual surveys administered to participating LEAs, and academic achievement analysis across both participating LEAs and the remainder of the state. The evaluation proposal is included in **Appendix B3.1**[24].

In addition to rolling out the common standards, Idaho will support the transition by coordinating the design and implementation of ***a formative and interim assessment system*** for grades K-12 in the Common Core areas. Idaho has successfully fostered balanced, comprehensive assessment plans in schools and districts that participate in Reading First and the IBC Project. However, the scope of implementation is limited, and the majority of LEAs still need assistance in developing such a plan. Therefore, the state intends to address this limitation by moving LEAs toward balanced, comprehensive assessment systems that include ongoing formative and interim assessments in core areas in grades K-12. First, the SDE will create a new coordinator position. A Formative Assessment Support Coordinator will lead projects related to the design, implementation and data analysis interpretation of formative and interim assessments with participating LEAs and will serve as a state liaison to the MOSAIC Consortium. Existing SDE content area coordinators will act as liaisons to both the SDE's Assessment Division and the MOSAIC Consortium in order to ensure the integration of the common standards into formative and interim assessments while providing technical assistance to participating LEAs in their development and implementation of aligned curriculum, instruction and assessment. These coordinators will assist in

[24] Appendix B3.1 – Idaho Race to the Top: Overview of the Proposed Statewide Evaluation Plan

the development of the MOSAIC item bank throughout the entirety of the grant. The resulting item bank will then populate components of the **local instructional improvement system** that will be adopted by participating LEAs. This system will have the capability to administer computer-based formative and interim assessments and provide timely feedback using performance-level reports that are common across MOSAIC states. It will be tied into the Idaho's longitudinal data system which will allow for comparative data analysis and program evaluation.

Every student needs assessment. The consortia will provide quality assessments for most of our students, but other students may need additional resources. For some of Idaho's highest need students, particularly significantly cognitively challenged students, the transition to formative and interim assessments requires advancements in Universal Design and access to the curricula. Thus, the Idaho Assistive Technology Project (IATP) at the University of Idaho will serve as the partner to deliver Assistive Technology (AT) through direct services, creation of video training, and train-the-trainer models for these students. More specifically, the AT plan includes:

1. Expansion of Direct Services: Create three Assistive Technology Coordinator positions which serve the state regionally and are housed under the School Improvement & Support Centers (see below). These individuals will conduct individual AT evaluations of students as well as teacher training, support, and monitoring.
2. On-Demand Video Training: Purchase an online video tutorial library for assistive technology and make it available to all Idaho special education teachers for the duration of the grant.
3. Building AT Capacity: The Idaho Assistive Technology Coordinators will conduct workshops statewide to increase the capacity at the state, LEA, and school levels to utilize AT devices as well as providing on-site training at each school with AT kits where teachers can utilize equipment before purchasing it for their students.

These opportunities will provide the means by which teachers can better identify, understand and serve those high-need students who have the most severe physical and cognitive disabilities. This will be done by increasing teachers' abilities to determine appropriate assistive technology devices and matching them to unique student needs.

In ensuring the alignment between standards and assessments, ***revisions will be required in high school and college expectations*** for all students. First, to align high school exit criteria, the SDE will convene Advisory Groups that will do the following: First, in August 2010, Idaho will review the Common Core Standards, determine what implications are held for the current exit criteria, and make recommendations to the State Board of Education for any necessary policy changes. In tandem with curriculum development from November 2010 through August 2011, Idaho will specifically coordinate and build a scope and sequence that fully aligns the common standards with each required high school course. This same group will develop performance-level descriptions that explain the achievement standards associated with each objective in the high school Math and ELA common content standards. Second, during 2010 and 2011, the SDE will convene planning sessions with representatives from the Pre-service Teacher Education programs within Idaho's institutes of higher education. The purpose of these meetings will be to coordinate the expectations within the Common Core Standards with coursework requirements for pre-service teachers. Third, the SDE will promote and endorse private sector achievement standard-setting projects in relation to STEM content areas. The purpose of this will be to foster ongoing dialogue between the professional field and the state in relation to what students need to know and be able to do in order to be proficient in these technical areas. To accomplish this, the SDE will continue to partner with local business leaders in STEM (e.g., The Micron Foundation, The Idaho National Laboratory and The Idaho Business Coalition for Educational Excellence) to better ensure vertical alignment between school expectations and post-education outcomes. This collaborative relationship will be based in adopt-a-school programs in which professionals in STEM fields are utilized to support school instructional practices. By having the professionals adopting and supporting a genuine school setting, it will deepen the conversation and two-way understanding that is necessary for the private sector to provide meaningful input. Finally, in order to assure that all high school expectations truly align with international benchmarks, Idaho proposes to administer the Programme for International Student Assessment (PISA). This will enable us to measure the performance of students against an international benchmark. The PISA would first be administered in the fall of 2012.

## Regional School Improvement & Support Centers

One of the most significant advances that RT3 will make possible for Idaho is the coordination of services with institutes of higher education, which in turn will extend the SDE's reach into remote areas of the state. While the SDE has worked with our public universities for various projects, we intend to use the three largest Idaho universities to scale up our reform efforts. The SDE will formalize the expansion of three regional School Improvement and Support Centers. This will be done by building upon and expanding the infrastructure already in place with the IBC school improvement infrastructure. By structuring new services under the auspices of school improvement, the SDE will be able to ensure broadly and deeply aligned program coherence. In addition to providing regional support for LEAs in relation to systemic school improvement (IBC) and special education, the three centers will coordinate services with six new school support specialists who are experts in STEM education. The mission of these six newly created positions (two to support LEAs at each center) will be to (a) improve in-service professional development focusing on STEM curricula, (b) institute mentoring programs for STEM personnel in schools, and (c) apply knowledge of how students learn in pre-service programs and teacher professional development programs. For participating LEAs, regional STEM specialists will provide on-site coaching, modeling and other technical assistance as well as distance learning opportunities that are designed to assist STEM teachers by keeping them up-to-date with current research and evidence-based instructional practices. In order to provide high-quality services, the SDE and the regional centers will also partner with the existing Idaho National Laboratory (INL) STEM Education Coordinator to coordinate efforts around STEM-related professional development and resources to Idaho LEAs. INL is a science-based, applied engineering national laboratory dedicated to supporting the U.S. Department of Energy's missions in nuclear and energy research, science and national defense.

## Systemic Alignment to Support Reform

To provide another systemic level of support to LEAs, the SDE will also partner with Idaho State University (ISU)[25] in order to foster Total Instructional Alignment[26] (TIA) as a systemic improvement model in participating LEAs. Carter (2009) defines TIA as

[25] Appendix B3.3 – ISU ICEE Proposal for Total Instructional Alignment
[26] Carter, L. (2009). *Five big ideas: Leading total instructional alignment*. Bloomington, IN: Solution Tree.

a process for "ensuring that what we teach, what we assess, and how we teach are congruent" (p.14). There are three steps in aligning learning environments for students: alignment of the system; alignment of standards, curriculum and assessment; and alignment of instructional practices (Carter, 2009). We believe that the instructional core will ultimately be improved for all students, especially high-need students, by aligning these three components. Some Idaho LEAs have already engaged ISU in this process and found success. Therefore, Idaho will require participating LEAs to engage this process, if they have not done so already. A more detailed plan for the rollout of TIA is included in **Appendix B3.3**.

**Targeted Support Programs**

Idaho will partner with Boise State University (BSU), ISU, and the University of Idaho (UI) to expand successful programs that promote STEM careers as options for underrepresented populations[27] in grades 9 and 10. The goals of these programs are to (a) provide venues through which underrepresented populations can discover how STEM fields match their interests, (b) positively influence students' perceptions of STEM careers, and (c) increase the number of underrepresented populations who choose STEM majors in college. The programs present STEM careers as options to underrepresented populations who might not otherwise consider them. Through on-site activities, underrepresented populations are empowered to envision themselves in real career situations, such as environmental engineers protecting Idaho's waterways, biomedical researchers tackling the challenges of cancer, or mechanical engineers designing energy efficient wind turbines. The programs will be able to significantly expand their capacity to reach students throughout the state. Preference for participation will be given to underrepresented populations in the following order respectively: those in districts identified as being in the lowest 5%, those who are described as high-need or disadvantaged in participating LEAs, other groups in participating LEAs and then all other students statewide.

Idaho will collaborate with the UI to provide additional, expanded professional development support to high school teachers in STEM fields. Teachers will be provided with opportunities that bridge the gap between theory and practice. UI operates institutes in which STEM teachers collaborate with researchers who are working on actual U.S. Department of Agriculture research grants in areas such as Microbial Ecology, Applied Nanotechnology and Biosensor Development, and Water Quality Monitoring. Teachers will

[27] Underrepresented populations would include young women, non-white ethnic groups, and children living below the poverty level.

apply for no-cost participation in the research projects and will earn graduate credits. Preference for participation will be given to teachers in the following order respectively: those in districts that are the most rural and remote, those in schools in need of improvement, those in participating LEAs, and the remainder of STEM teachers statewide.

In addition to targeted opportunities for students and teachers to broaden their horizons experientially, the SDE recognizes that many students' college opportunities are limited because of lack of planning and/or funding. One critical factor that plays a part in this is the use of college readiness exams. Given Idaho's low college attendance rate, it is important to offer students opportunities to ensure they are prepared to attend post-secondary education. Many disadvantaged students do not have the opportunity to participate in exams that are required for college entrance. Therefore, Idaho will require all high school students to take a college entrance exam by the end of their junior year effective in 2012. To do this, the state will target funds from the state portion of RT3 to secure a statewide contract for test administration costs incurred for any high school student who takes the ACT. Further, we will use this broadened participant pool to begin to collect student-level college readiness test scores in the statewide longitudinal data system. This will move the state to a new level in its ability to design evaluations that study (a) the relationship between success in high school and the transition to college, (b) the effectiveness of school systems to prepare students for college as based upon on a national metric, and (c) the correlation between state and national performance at the high school level.

Through an additional program targeted at college readiness, the state will enable high school students to get a foot in the door even before the first day of college by earning dual credit. For participating LEAs, 11$^{th}$ and 12$^{th}$ graders will have the opportunity to take up to six credits of dual credit courses each year, funded through RT3 funds. Dual credit pays huge dividends for the student and the state. The SBOE's statistics show a student who completes a dual credit course from an Idaho university while still in high school is more likely to graduate from college. Considering Idaho's low college attendance and completion rate, engaging more students in dual credit opportunities will move us closer to our ultimate goal of getting more students attending and graduating from postsecondary education. To accomplish this goal, we already have broad agreement in place among K-12 educators and institutions of higher education on how to deliver dual credit opportunities, thanks to collaborative efforts by the state-funded Dual Credit Task

Force[28]. The Legislature funded the task force in 2008 to (a) study and develop a plan for implementing concurrent secondary/postsecondary courses offered to qualifying 11th and 12th grade students in Idaho's public high schools, and (b) develop a statewide, unified plan for delivering dual college credit coursework to high school students. The task force's recommendations will be realized through RT3 funding. Specifically, the state will:

- Pay for a maximum of three credits per semester and six credits per school year,
- Pay the actual cost per credit, up to a maximum of $50 per credit, and
- Permit any student to enroll in the class, who must then achieve at least a "C" grade in the dual credit course, to retain eligibility for future state funding for dual credit courses.

This proposal would give students the opportunity to graduate from high school with up to 12 very inexpensive college credits already completed, putting them on the path to a college degree or a career in the professional-technical field.

[28]Appendix B3.2 – 2009 Legislative Report, Idaho Dual Credit Task Force

**(C) Data Systems to Support Instruction** ***(47 total points)***

**State Reform Conditions Criteria**

**(C)(1) Fully implementing a statewide longitudinal data system** *(24 points – 2 points per America COMPETES element)*

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

*Recommended maximum response length: Two pages*

***(C)(1) Fully implementing a statewide longitudinal data system***

Idaho is one of the last states to fully implement a statewide longitudinal data system (SLDS)[29]. As a rural western state, strongly held beliefs in local control and limited government have made it necessary for Idaho to take the time to create an appropriate plan for the design and use of an SLDS. Thus, it has taken Idaho a number of years to develop the capacity and stakeholder support necessary to move forward with all elements of the America COMPETES Act. However, being a late implementer has its advantages. The Idaho State Department of Education (SDE) Office of Information Technology has been able to thoroughly research the strengths and weakness of other states' SLDS designs. From this, they have learned valuable lessons that will enable our system to be both highly functioning and serve as a potential model for the future. Indeed, Idaho is currently participating in a state consortium designed to enable the communication among multiple states' data systems. With that said, of the 12 elements of the America COMPETES

[29] Data Quality Campaign, *2009 Survey Results*, http://www.dataqualitycampaign.org/survey

Act, Idaho has designed each: three are fully operational and implemented, four are set for full implementation in the coming school year (2010-2011), and the five remaining are designed but not implemented due to governance and budgetary considerations.

**Operational:** The following are fully implemented.

**(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system** is in operation and currently being utilized by Idaho LEAs. This is evidenced by requirements found on the state's *Unique Student ID website* (https://apps.sde.idaho.gov/EDUID) and column C of the *ISAT Student Enrollment File Layout*[30].

**(6) Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b))** are collected by the state each year. This is evidenced in the *ISAT Student Enrollment File Layout* that describes all of the categories and codes collected and reported to the state for each student. Individual data is gathered at the state level according to this file format.

**(7) Information on students not tested by grade and subject** is collected by the state for each of the assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)). This is evidenced on page 32 of the *ISAT Test Administration Manual – Spring 2009*[31].

**In Pilot:** The following elements will be fully operational by school year 2010-2011.

**(8) A teacher identifier system with the ability to match teachers to students.** Idaho is creating a more comprehensive model for this element. The Educational Identification (EDUID) system will assign a unique ID number to all LEA staff, including teachers, and will coordinate with the unique Student ID to create a coherent educational data system that spans each person's life and educational career in Idaho. This will enable the state to track those individuals who fill both the role of student and teacher at different points in life.

**(2) Student-level enrollment, demographic and program participation information**

**(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete P–16 education programs**

[30] Appendix C1.1 – ISAT Student Enrollment File Layout (February 18, 2009)
[31] Appendix C1.2 – ISAT Test Administration Manual – Spring 2009

**(5) A State data audit system assessing data quality, validity and reliability**

**Capable System / Not Fully Implemented:** The SDE has currently designed the SLDS to communicate with various data systems including, but not limited to, those at Idaho's institutes of higher education. The SDE and public institutes of higher education are governed by the same State Board of Education, making the process of policy change more streamlined. Currently, the SBOE does not require universities to provide data access to the SDE. However, because the SBOE governs both systems, the SDE anticipates that the SBOE will support the development of a plan that will enable the following elements to move forward.

**(4) The capacity to communicate with higher education data systems**

**(9) Student-level transcript information, including information on courses completed and grades earned**

**(10) Student-level college readiness test scores**

**(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework**

**(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education**

**Reform Plan Criteria**

**(C)(2) Accessing and using State data** *(5 points)*

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

***(C)(2) Accessing and using State data***

Idaho is driven by the goal of providing a world class data system that can meet the needs of all key stakeholder groups and in such a way that data can be accessed, analyzed and extracted in ways that will inform timely decision making. Historically, Idaho stakeholders have had minimal access to robust sources of data. This is simply no longer acceptable. With the technological developments and capabilities available today, data systems can be built to provide customized access to data geared toward each specific type of user. Parents, students, teachers, principals, LEA leaders, school board trustees, community members, unions, researchers and policymakers, while all having the same goal of improving student outcomes, have multifaceted needs. Like converging Venn diagram circles with students in the center, there is a plethora of other outside interests about which stakeholders must be mindful. Finances, time, human capital, materials and other considerations all filter into the decisions each group makes. Idaho is committed to providing a data system that can both *warehouse* and *integrate* the appropriate kinds of data sets for these key stakeholders as well as *synthesize*, *analyze* and *report* the data back in a way that is timely, easy to understand and meaningful for decision-making. In order to meet this lofty goal and scale up the efforts necessary to move Idaho into a new era of comprehensive data-driven decision making at every level of the Mega System[32], Idaho has a plan. However, we lack the resources to make it happen. Race to the Top (RT3) and other grant funding sources would provide the resources necessary for this sparsely populated, rural and rugged state to extend the benefits of modern technology tools and data analysis to every remote area within our boundaries. If funded under IES grant CDFA # 84.384A, Idaho's plan for data access and utilization includes the following 7 activities.

1. **By 2011, the SDE will establish policies and governance structures to support a P-20 and workforce data system.** We will form an advisory group responsible for developing and recommending clear reporting rules and operational policies, and we will create a statewide data dictionary.

[32] Redding, S. (2006). *The Mega system: Deciding. Learning. Connecting*. Chicago, IL: Academic Development Institute.

2. **By 2011, the SDE will define, develop and build the necessary reporting engine, structures and processes to inform all key stakeholders.** This will be done in partnership with the feedback of a diverse stakeholder advisory group whose role includes defining stakeholder categories, the appropriate reports for various single sign-on user roles, the data elements and format for meaningful report creation, and appropriate and effective distribution channels.

3. **By 2012, the SDE will integrate the current statewide Education ID application into the currently used public postsecondary systems.** This will allow for longitudinal data analysis into college in order to assist with decision making regarding preparation for and success in college.

4. **By 2012, the SDE will develop a data warehouse for PK-Workforce data.** This is a centralized P-20 and workforce data warehouse that is connected with collaborative projects at Idaho institutes of higher education and the Idaho Department of Labor. It will be accompanied by a reporting and analysis system based on the P-20 data system.

5. **By 2012, the SDE will deploy web services that facilitate the exchange of data across agencies and states.** In order to support the needs of all learners who are served by multiple agencies (e.g., Corrections, Health & Welfare, etc.), data exchange processes must be efficient, effective and easy to use for all stakeholders to have the requisite information to make instructional decisions.

6. **By 2011, the SDE will create web widgets and tools that provide targeted, appropriate and customizable information to stakeholders.** We will establish processes and instruments to deliver information to stakeholders through methods commonly used in other fields (e.g., text messaging, WebParts, Google gadgets, etc.).

7. **By 2012, the SDE will design and implement a system which enables exchange of data from state to state.** Idaho will create a structure through which states can exchange individual-level data, identify and standardize a set of core data elements, establish the governance structure of such an exchange, create a set of regular reporting mechanisms using the data, and develop the processes and procedures for FERPA compliant access for external research purposes.

Idaho believes that these seven activities will facilitate the access necessary to engage and inform all key stakeholders. These will enable each stakeholder group to have access to the appropriate data through delivery methods that are customizable for each person's unique needs. For further, description of the performance targets and timelines associated with each, please refer to **Appendix C2.1**.

**(C)(3) Using data to improve instruction** *(18 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

***(C)(3) Using data to improve instruction***

The SDE is deeply committed to providing useful, meaningful data at the classroom level and to supporting the use of that data to improve educational opportunities for all learners. Idaho has long held these two goals for Idaho's students, teachers and stakeholders and has been working collaboratively with stakeholders to achieve these goals. While Idaho has the disadvantage of being one of the last states to fully implement the 12 SLDS elements of the America COMPETES Act, our current status gives us the advantage of learning from the strengths and weaknesses of other states.

The rural nature of Idaho has significantly limited our efforts in building a comprehensive data system because many remote communities of Idaho are still without full or reliable internet access. This inhibits the usefulness of what an SLDS and its connectedness to a local instructional improvement system (LIIS) could provide. However, in 2009, the state began rolling out the Idaho Education Network (IEN), a physical construction that will lay the wired groundwork necessary for ensuring high-speed broadband access for all Idaho students. Within three years, every LEA will be connected to the IEN, giving the SDE the necessary capacity to take full advantage of data system technologies that communicate between the state and local organizations. Therefore, we will be able to reap the benefits from fully integrating our SLDS with an LIIS. In addition, by creating regional School Improvement and Support Centers founded on the strengths of the Idaho Building Capacity Project (IBC), Idaho will have a strong infrastructure in place to roll out high-quality statewide professional development related to data-driven decision-making and to create the symbiosis necessary for researchers to access and study available state and local data. RT3 will enable Idaho to achieve its goals by providing the additional funding necessary to expand the SLDS project and professional development.

**(C)(3)(i) <u>Local Instructional Improvement Systems</u>**

Having actionable data in the classroom requires teachers and other local decision-makers to have a comprehensive view of students, including achievement data from formative and interim assessments. However, research indicates other qualitative factors

significantly play into the risk of academic failure[33]. By providing academic and qualitative data to school decision-makers, students can be identified earlier for interventions that will promote future success. These data have not traditionally been easily accessible. Thus, Idaho will enable the use of a common LIIS among all LEAs, especially those participating in RT3, made up of different technology tools that integrate with each other to provide these data. The LIIS will be defined by the ability of local data systems to communicate with the greater SLDS data warehouse. It will be comprised of a specific learning management system (LMS) with detailed, student-level data presented to key local stakeholders through specific, user-defined portals.

The foundational component of the state's plan requires the implementation of a common LMS that will serve as a platform for delivering SLDS and local data to key stakeholders. Such a common platform will enable the state to provide consistent, high-quality technical assistance necessary to support both the technological implementation of the LMS and the aspects of data utilization required to drive school improvement. Through another, recently-submitted competitive grant application to the IES (CDFA # 84.384A), Idaho has requested funds for an LMS. However, that grant is to be awarded at the project level, and this item may be removed from RT3, assuming Idaho is funded at all. Since the LMS is critical to further progress in providing access to key stakeholders, Idaho proposes to utilize RT3 funding to acquire and implement the LMS. If both grants are funded, it will significantly expand the state's ability to expand the system and bring any necessary training to scale throughout Idaho.

By 2012, the SDE will acquire an LMS[34] available to all LEAs but required for implementation among participating LEAs. To ensure that key stakeholders have meaningful, actionable data upon which to make decisions, the SDE will purchase and integrate an LMS with the SLDS data warehouse. The SLDS data warehouse will contain all student assessment data including those produced through teacher-created tests in the LMS and those delivered and scored by outside assessment vendors associated with our ESEA tests, other required statewide assessments, and the formative and interim assessments associated with the MOSAIC Consortium (see Section B2). The integration of these two systems will promote delivery of all assessment information to both the classroom and other

[33] Barr, R. D., & Parrett, W. (2008). *Saving our students, saving our schools: 50 proven strategies for helping underachieving students and improving schools*. Thousand Oaks, Calif: Corwin Press.
[34] Appendix C3.2- Targets and Timelines for Implementing the Learning Management System

stakeholders with appropriate permission levels for the sake of decision-making. The integration of these systems will also support the efficient transfer of information regarding students who transfer by providing longitudinal data to the new school during enrollment changes.

The acquisition of an LMS will provide a platform for many important resources for stakeholder decision-making. First, it will serve to deliver multiple types of data in a user-friendly and meaningful format. This will include existing formative, interim, and summative assessment data the state and LEAs collect to evaluate student-level strengths and weaknesses and will thereby assist in determining next steps for instruction and intervention. For example, the LMS is expected to have the following: graphical class rosters that display student proficiency levels, test history and profiles at the individual student level, and management functions that can group students for differentiated instruction. Second, the LMS will serve as a repository for easily accessible versions of state content standards and curricular materials, facilitating ease of use for gathering necessary intervention and instructional resources. Similarly, it will act as a digital library in which lesson plans can be stored, shared and accessed by multiple users across the state. Third, the LMS will have the capability of streamlining the creation of informal, local teacher and team-created assessments with a process that includes test and subject matter creation, test printing and online administration capability, and electronic grading and analysis related to academic proficiency and group trends. The LMS will support test creation by storing locally, state, and vendor populated assessment item banks. Through all of these functions, the LMS will thereby provide a mechanism that supports professional learning communities both in and beyond the local school and classroom by providing academic data for instructional decisions and by connecting teachers to resources shared by other professionals throughout the LEA and state.

The state anticipates that there are certain benefits to be gained from the implementation of a common LMS. The LMS will create more efficient systems first and foremost for instructional decision-making in the instructional core (i.e., teachers, students and instructional content). Further, it will better enable schools, LEAs and local school board trustees to evaluate effectiveness within the local systems. For example, school and district leaders will have improved tools to consider evaluation questions about program, system, curriculum, and teacher effectiveness. Additionally, the integration of the LMS with the SLDS data warehouse will provide

additional data that the state will be able to utilize in assisting local school improvement efforts above and beyond data collected for ESEA assessments.

The SDE has taken prerequisite steps toward the acquisition of an LMS in anticipation of potential funding opportunities by investigating LMS system capabilities and researching other states' experiences. Systems were evaluated by SDE staff according to such things as the ease and comprehensiveness of use for teachers; the types and usefulness of data that could be integrated into the platform; the degree to which they could rapidly report data; and the degree to which data from other systems could be integrated to provide ready access to records on attendance, discipline, and other qualitative data aligned with risk of academic failure. Systems additionally capable of integrating the actual delivery of assessment and curriculum were viewed as preferential, and Idaho will give priority in consideration to those capable of administering formative and interim assessments that use item banks loaded at the state and local levels. These options will broaden local decision-making capabilities and permit for sustainability should the MOSAIC Consortium's CAL engine (see Section B2) ever become unavailable. Therefore, to obtain these goals, we intend to procure an LMS that supports instructional decision-making that is timely, comprehensive, accurate, and easy for teachers and their professional learning communities to use in determining instructional next steps for individuals, groups, and entire school and district systems. Idaho is prepared to take action in the following manner:

1. By June 2010, we will finalize the selection and begin the ***acquisition*** process of purchasing a common LMS made available to all LEAs.
2. By January 2011, participating LEAs will be expected to begin the adoption and implementation of the LMS and begin training and implementation.

In addition to the procurement of an LMS, the LIIS will be strongly supported through the work of a state consortium called MOSAIC (see Section B2). MOSAIC will enable consortium states to develop common formative and interim assessments aligned to the Common Core Standards and loaded into a computerized engine (CAL) that (a) administers assessments electronically, (b) has the capability for adaptive testing, and (c) provides data and reports in rapid-time. Idaho has already been using CAL as a component of its ESEA summative assessment for several years. Each state will contribute field-tested items to the development of item banks,

which will in turn be used to diagnose student strengths and deficiencies and serve as an "early warning" system. Common performance standards and cut scores for these assessments will be set across the consortium of states for comparability of interpretation and research. The assessments will be available to all LEAs and required of participating LEAs. The system and data it produces will be tied into the reporting platform of the LMS and the SLDS data warehouse to promote coherence in the use of these technology tools in meeting the academic needs of all students as they progress toward or beyond grade-level expectations.

**(C)(3)(ii) Supporting Participating LEAs**

Idaho has a successful history of supporting LEAs through Reading First, Idaho Building Capacity Project, Idaho Math Initiative and other initiatives. Using data to inform the continuous improvement planning process is a key component of these programs. We plan to expand on that capacity with participating LEAs by providing even more robust support structures and effective professional development focused on the use of the LIIS and data-based decision-making. Our planned activities include: (a) creating a statewide regional support system, (b) rolling out training that coordinates the adoption of the LMS, and (c) improving stakeholder ability to interpret and utilize data to meet the needs of all learners. The SDE's overarching goal is to build upon existing success and further develop a culture of data-driven decision-making at state and local levels.

**Supporting the Adoption of the Learning Management System**

Idaho will provide regional support to all LEAs by creating a project director level position at the SDE to oversee and direct all activities, as well as six Data Utilization Specialist positions located in the regional School Improvement and Support Centers to provide technical assistance directly to LEAs. This team will be responsible for supporting the adoption of the LMS, creating a data use certification program for local data coaches, and providing a comprehensive, well-designed professional development system centered on the LMS. These trainings will occur through multiple modes (e.g., live workshops and online synchronous and asynchronous formats) to reach everyone within our remote areas. The regional specialists will also be responsible for facilitating meetings with neighboring states to share best practices. In all their work, the regional support specialists will collect quantitative and qualitative data in conjunction with the RT3 external evaluation. This will be done by utilizing multiple feedback sources (e.g., web

usage reports, surveys, workshop evaluations and interviews). These data will be used to evaluate the state's effectiveness and inform state professional development decisions.

**Supporting the Interpretation and Utilization of Data**

The SDE will contract services with an educational consulting organization to design a comprehensive professional development system designed with the broader intent of instilling a culture of ongoing data analysis for continuous improvement at the state, district and school levels. This component of the professional development system will focus on leveraging data for school improvement efforts. A proposal submitted from one potential organization, Learning Points Associates[35], is already in place and aligned with our intended outcomes. The professional development system will focus on educator effectiveness, data analytics, district and school improvement, assessment literacy, use of technology tools and expanded student learning opportunities. The key element to the success of such professional development is the ability for the participants to interpret data available in relation to the data-based decisions they will make. This connection requires that data systems and end-user interfaces be developed with the needs of state, regional, district and school personnel as the primary focus to match the data to the decisions that need to be made. Therefore, to build high-quality professional development around data utilization, Idaho will partner with the organization over a three-year period. The work will be focused on two concurrent and integrated bodies of work.

1. **Providing guidance in the ongoing development of the Statewide Longitudinal Data System (SLDS).** The organization, with the state, will (a) identify the specific student data sets needed at the classroom level (e.g., academic, social-emotional, and behavioral data); (b) develop the strategy for how to ensure users of the LIIS can easily connect data to practice, access regular feedback loops, and take timely actions; (c) develop understandable metrics and analytical reports at the state, regional and local levels; (d) provide assistance in the creation of early warning systems that use the data to identify at-risk students; and (e) engage stakeholders formally and informally to inform further development of the SLDS and early warning systems.

[35] Appendix C3.1 – Learning Points Proposal to Provide Idaho With a Professional Development System on Using Data

2. **Developing a tiered process of professional development (state, regional and local) targeted at using data to improve student outcomes.** The organization, with the state, will create a system with standardized practices and processes flexible enough to be delivered locally or via smart technology. This will include (a) developing a systematic, connected process for building differentiated professional expertise; (b) developing a teacher professional development series focused on building teachers' capacities to use the data from the LIIS while ensuring decision-making rules exist to inform practice and increase effectiveness; (c) developing a system for delivering professional development through the creation of a statewide mentor/trainer program to build regional pipelines of data coaches and create statewide capacity to sustain continuous professional development at multiple levels; and (d) connecting professional development on data use to the regional School Improvement and Support Centers.

Each year of support with the partnering organization will build on prior activities, creating more intensive focus, tailored to the specific needs of the SDE. At the end of three years, Idaho will have a foundation of statewide capacity to sustain continuous professional development connected to the SLDS and LIIS.

**(C)(3)(iii) <u>Access for Researchers</u>**

Idaho has several initiatives to enable researchers to utilize longitudinal data. An existing SLDS federal grant will create a K-12 data warehouse and reporting engine and proposed grant activities would expand our current SLDS efforts to create a P-20 to workforce data system incorporating information from pre-kindergarten through higher education and the workforce.

Web services will facilitate the management of authentication and authorization of researcher access to Idaho data to allow greater flexibility and control in providing information to research organizations, increasing the available information to make policy adjustments. An advisory panel will guide policy and initiate a time-bound research request. Upon approval, researchers will be granted a web-based user sign-on that provides access to FERPA-compliant de-identified information in the requested research area(s). Access to the data will terminate by the date specified in the security contract.

Idaho SDE staff members will collaborate in particular with researchers from various Colleges of Education in Idaho to define research questions to benefit the educational community at large. Specifically, coordinators throughout the SDE who function as part of the Statewide System of Support will facilitate university partnerships in collaboration with the regional School Improvement and Support Centers in which studies can be designed that evaluate the effectiveness of school and district systems; specific school reform efforts; teacher effectiveness; instructional materials, strategies, and their implementation; school climate and culture; and other aspects and approaches related to meeting the educational needs of all learners.

**(D) Great Teachers and Leaders** ***(138 total points)***

**State Reform Conditions Criteria**

**(D)(1) Providing high-quality pathways for aspiring teachers and principals** *(21 points)*

The extent to which the State has—

(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

(ii) Alternative routes to certification (as defined in this notice) that are in use; and

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
    - The elements of the program (as described in the alternative routes to certification definition in this notice).
    - The number of teachers and principals that successfully completed each program in the previous academic year.
    - The total number of teachers and principals certified statewide in the previous academic year.

*Recommended maximum response length: Two pages*

In Idaho, we know the greatest factor in a student's academic success is the quality of the teacher in the classroom. That is why we have focused our efforts, and this grant application, on improving the instructional core in order to improve student achievement. Due to the rural nature of Idaho, it truly takes a community – from the district to the classroom level – to implement sustainable improvements that will make a difference for Idaho students. Therefore, we have invested significant resources from the Race to the Top (RT3) application in our great teachers and leaders at the school and district level.

***D(1) Providing high-quality pathways for aspiring teachers and principals***

**D(1)(i) <u>Provisions that allow alternative routes</u>**

The Idaho State Department of Education (SDE) has been progressive in its concerted efforts to remove barriers to teacher certification and provide support to those who want to enter the teaching profession. The alternative routes for Idaho arose out of recognition of Idaho's rural nature. We use a researched-based approach to identify hard-to-fill areas as well as to inform decisions that address creating alternative routes and recruiting. The same process for recruiting and retaining effective school leaders, especially for our rural, low-performing schools and districts will be used. IDAPA 08.02.02.042 is a collection of alternative routes available to school districts including Teacher to New Certification/Endorsement, Content Specialist and Pupil Personnel Services. Routes available to individuals include Computer-Based Alternative Route to Teacher Certification (ABCTE) and Post-Baccalaureate Alternative Route.

**D(1)(ii) <u>Alternative routes to certification</u>**[36] (see **Appendix D1.1**)

Alternative routes are available as a continued effort to remove barriers to teacher certification, provide support to those who want to enter the teaching profession, address the rural nature of Idaho, and ensure highly qualified teachers and administrators in all public schools. One alternative route allows candidates who lack a major in an intended subject area to demonstrate subject-matter

[36] Appendix D1.1- Summary of Alternative Authorizations/Route to Certification in Idaho

knowledge by passing a rigorous content test, which is particularly relevant for science, technology, engineering and mathematics (STEM) teachers to address the anticipated shortage of math and science teachers. All of the following routes are selective in accepting candidates and require supervised, school-based experiences and ongoing support through effective, rigorous mentoring and coaching.

**Teacher to New Certification:** is a route available for educators to add certificates and endorsements to their valid Idaho credential through the various options as defined by administrative rule IDAPA 08.02.02.04. The district agrees to provide mentoring and supervision during the term of the authorization. A total of 241 authorizations were issued this past year via this route, including 213 teachers, seven superintendents and five principals' certificates.

**Content Specialist:** is a route to authorization that offers an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. This is a pathway toward initial certification. The program is designed by a consortium of the college/university, the school district and the SDE. Required coursework is significantly reduced. Candidates participate in a school-based experience and receive ongoing supervision and mentoring. This opportunity to add an endorsement has been in effect since July 1, 2009 and has already been utilized by five educators. There have been no principal certifications authorized utilizing this route.

**Computer-Based Alternative Route to Teacher Certification (ABCTE):** is an assessment and mentoring process which does not require coursework completion to obtain a credential. The American Board for Certification of Teacher Excellence (ABCTE) is a non-traditional, non-university based-program currently aligned to this alternative route. During the three-year interim certificate, the candidate must complete additional components. The total number of teachers who acquired a certificate and/or endorsement via this route from 2008-2009 was 142. Since the inception of this program in 2006, 272 teachers have acquired a certificate and/or endorsement via this route. No principal certifications are authorized utilizing this route.

**Para-Educator to Teacher:** is a new alternative route to encourage qualified special education para-educators employed in Idaho classrooms to become certificated teachers. The program was developed by a consortium of universities as a means to offer a special education teacher preparation program online.

**D(1)(iii) <u>Process for monitoring, evaluating and identifying areas of shortage</u>**

The annual *Educator Supply and Demand in Idaho Report*[37] (see **Appendix D1.2**) and the 2008-2009 Alternative Authorizations Report[38] (see **Appendix D1.3**) are used to monitor shortage areas and evaluate and develop applicable alternative routes. The data collected in these reports is used by the SDE and institutions of higher education to identify shortage areas, evaluate the effectiveness of the current alternative route programs and modify existing alternative routes as needed. The goal of the alternative pathways to certification is to fill the areas of shortage and address the need for non-traditional routes for districts in rural Idaho.

**Reform Plan Criteria**

**(D)(2) Improving teacher and principal effectiveness based on performance** *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*
(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*
(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and
(iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*
(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional

[37] Appendix D1.2- Educator Supply and Demand in Idaho Report
[38] Appendix D1.3- 2008-2009 Alternative Authorizations Report

development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Ten pages*

| **Performance Measures**<br>Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii). | | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|---|
| **Criteria** | **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | |
| (D)(2)(i) | Percentage of participating LEAs that measure student growth (as defined in this notice). | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for teachers. | 0 | 25 | 50 | 75 | 100 |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for principals. | 0 | 0 | 25 | 50 | 75 |
| (D)(2)(iv) | Percentage of participating LEAs with qualifying evaluation systems that are used to inform: | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| (D)(2)(iv)(a) | • Developing teachers and principals. | 0 | 25 | 50 | 75 | 100 |
| (D)(2)(iv)(b) | • Compensating teachers and principals. | 0 | 0 | 0 | 0 | 0 |
| (D)(2)(iv)(b) | • Promoting teachers and principals. | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(iv)(b) | • Retaining effective teachers and principals. | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(iv)(c) | • Granting tenure and/or full certification (where applicable) to teachers and principals. | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(iv)(d) | • Removing ineffective tenured and untenured teachers and principals. | 100 | 100 | 100 | 100 | 100 |

Idaho's new statewide teacher evaluation model will allow us to use evaluations to develop teachers. Through the Race to the Top grant, we will develop a statewide framework for principals that will allow us to better improve the role of principals. Evaluations are not used to directly compensate teachers, other than if a teacher receives a poor evaluation and does not improve, the teacher through due-process can be dismissed.

| **General data to be provided at time of application:** | |
|---|---|
| Total number of participating LEAs. | 79 |
| Total number of principals in participating LEAs. | 272 |
| Total number of teachers in participating LEAs. | 6,712 |

Data is based on fall 2009 data.

| **Criterion** | **Data to be requested of grantees in the future:** |
|---|---|
| (D)(2)(ii) | Number of teachers and principals in participating LEAs with qualifying evaluation systems. |
| (D)(2)(iii) | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year. |
| (D)(2)(iii) | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year. |

| | | | | | | |
|---|---|---|---|---|---|---|
| (D)(2)(iv)(b) | Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year. | | | | | |
| (D)(2)(iv)(b) | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year. | | | | | |
| (D)(2)(iv)(c) | Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year. | | | | | |
| (D)(2)(iv)(c) | Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year. | | | | | |
| (D)(2)(iv)(d) | Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year. | | | | | |

***(D)(2) Improving teacher and principal effectiveness based on performance***

Educators, politicians and research studies agree the quality of the teacher in the classroom has the greatest impact on student performance. We know improving teacher quality is the most powerful way to create better schools and to increase student achievement and success. A student assigned to an effective teacher for a single school year may gain up to a full year's worth of additional academic growth compared to a student assigned to an ineffective teacher. A series of strong or weak teachers in consecutive years compounds the impact. If high-need students have three highly effective teachers in a row, these students may outperform students taught by three ineffective teachers in a row by as much as 50 percentile points.[39] Despite its importance, many states, districts and schools do not measure, record or use data on teacher effectiveness to inform decision-making in any meaningful way. Evidence from the "Widget Effect" Report characterizes much indifference to the variations in teacher performance. These indifferences are categorized by: 1) all teachers are rated good or great; 2) excellence goes unrecognized; 3) inadequate professional development; 4) no special attention to novices; and 5) poor performance goes unaddressed.[40] The SDE recognizes the importance of quality teaching and, therefore, has prioritized the state's comprehensive reform plan to specifically address each of these indifferences.

Teacher and principal evaluations, and the mechanisms used to conduct these evaluations, are the center of the improvement strategies influencing the state's comprehensive school reform plan. The information gathered from evaluations will be used to assist in recruiting effective teachers and principals; hiring and placing teachers and principals, especially in low-performing schools and districts; compensating teachers and principals in teacher leadership and/or hard-to-fill positions; developing necessary professional development to advance skills and remediate deficient skills both at the LEA and state levels; and beginning crucial conversations with key stakeholders about granting tenure and dismissing ineffective educators.

---

[39] Rivkin, S., E. Hanushek, and J. Kain (2005). "Teachers, Schools, and Academic Achievement," Econometrica, 73(2), 417-458. Also see Sanders, W.L. and Rivers, J.C. (1996). "Research Project Report: Cumulative and Residual Effects of Teachers on Future Student Academic Achievement," University of Tennessee Value-Added Research and Assessment Center; and Rockoff, J. E. (2004). "The Impact of Individual Teachers on Students' Achievement: Evidence from Panel Data." American Economic Review 94(2), 247-52.

[40] Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009) "THE WIDGET EFFECT: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness"; Brooklyn, NY; The New Teacher Project

**(D)(2)(i) Clear approaches to measuring student growth**

The state of Idaho has no legal or regulatory barriers that prohibit student growth or student achievement data to be linked directly to teachers or principals for the purpose of determining effectiveness. The SDE is actively pursuing a contract to acquire a learning management system (LMS), such as Schoolnet, (described in detail in Section C) to develop and implement a data performance system capable of tracking individual student performance, linking individual student achievement data with individual teachers and other teacher evaluation information. Overall student learning and success is the driving force for this data performance system providing teachers with the necessary data and direction to influence exactly what happens in the classroom. The overarching goal of the LMS is to provide an ongoing, perpetual evaluation process maximizing student learning and academic success, aligning curricular and instructional materials, identifying actual classroom instruction and deliberate intervention practices, assessing overall teacher effectiveness, anticipating professional development strategies and determining overall improvement and strategic development of the educational systems.

All participating LEAs will implement the selected LMS beginning fall 2010 with all work to be completed by spring 2013 with an inclusive professional development package. LMS incorporates fundamental components addressing all aspects of improving the overall quality of student learning and daily instruction, allowing teachers and school leaders to focus on deliberate practice of deficient or missing core educational concepts. LMS provides powerful tools to implement formative assessments, measuring student progress and propelling student performance. Districts will utilize comprehensive benchmarking assessment reports guiding real-time formative evaluation, both formal and informal, feedback to assist with determining overall student achievement, curriculum alignment to classroom instruction, estimated professional development, and teacher effectiveness or ineffectiveness.

**(D)(2)(ii) Teacher and Principal Evaluation Systems**

The state of Idaho has been a national leader in developing a rigorous, transparent and fair evaluation system for all teachers. IDAPA 08.02.02.120[41] was amended in 2009 to detail the requirements of LEAs to adopt and implement a research-based teacher

[41] Appendix D2.1- IDAPA 08.02.02.120

evaluation model aligned to state standards and requirements that include identifying levels of proficiencies, defining a process to assist teachers in need of improvement with the goal of increasing student achievement and eliminating the achievement gap. Districts are required to plan for ongoing training and professional development for evaluators/administrators and teachers on the evaluation standards, tools and process. This plan includes collecting and utilizing evaluation data to inform instruction and support through continued professional development.

The SDE has adopted and begun to implement Charlotte Danielson's Enhancing Professional Practice using the Framework for Teaching[42] as the statewide research-based foundation for teacher evaluation models. Danielson's Framework for Teaching has been correlated to the Idaho Standards for Certification of Professional School Personnel[43] for performance-based knowledge, disposition and overall performance in gauging teacher effectiveness. School districts will begin piloting the framework in fall 2010 with full implementation by fall 2011. The modified framework ensures universal application and equality throughout the diverse, rural nature of Idaho. This framework includes formative (both formal and informal) and summative evaluations, self-evaluations and teacher reflection. Clearly communicated and defined evaluation expectations will directly influence overall classroom instruction and student learning. All LEA evaluation plans must include proficiency descriptors of performance levels for all four domains, at a minimum identifying proficient or unsatisfactory practice.

The SDE is developing professional development opportunities and certification for all school leaders throughout the 2009-2010 school year to ensure reliability and validity of the evaluation tool. Participating LEAs will gather input from those being evaluated on the validity of the components and domains. Reliability is demonstrated through the plan for ongoing training and professional development for evaluators to ensure different evaluators recognize the same behaviors at the same level of performance. The SDE already has in place a Memorandum of Understanding with Charlotte Danielson to develop an online program to train and assist evaluators on the use of the Danielson Framework for evaluation purposes. This online program focuses on developing inter-

[42] Danielson, C. (2007*). Enhancing Professional Practice: A Framework for Teaching* (2nd Edition). Alexandria, VA: Association of Supervision and Curriculum.
[43] Idaho State Board of Education. Certification of Professional School Personnel (2006) Retrieved December 17th, 2009, from Idaho SDE website: http://www.sde.idaho.gov/site/tech_services/tech_services_docs/StandardsBookFinal0406_001.pdf

rater reliability resulting in a valid, reliable assessment of the teacher's performance in the classroom. The SDE will hire an external evaluator to examine validity, reliability and the overall quality of the teacher evaluation process.

Each LEA must submit its evaluation model to the SDE for approval in February 2010. To be approved, the evaluation model must meet the minimum statewide standards for teacher evaluations and the minimum number of evaluations per year as required by Idaho Code and administrative rule. Participating LEAs must agree to complete qualitative surveys, both pre and post, addressing the procedural aspects of the evaluation and usefulness to determine teacher effectiveness using this evaluation tool. A team of reviewers at the SDE who are trained in the framework will approve the evaluation models. Plans not approved will be returned to the LEA highlighting recommendations for change. The SDE will establish a process of appeals for LEAs that wish to contest a plan not approved.

The SDE will approach adopting and implementing school administrator evaluations similar to the teacher evaluations due to the overall success and support received from all stakeholders. Participating LEAs will play a crucial role in providing valuable input and feedback from their respective districts. The state will create the Administrator Performance Evaluation Task Force. Strong requirements will emphasize evaluating principal effectiveness based significantly on teacher effectiveness and student achievement. Memorandums of Understandings are already in place with Educational Impact to provide technical assistance for principal evaluations and to use of the 360º Leadership Assessments as a pilot program with select schools and principals throughout the state. Upon approval from the State Board of Education (SBOE) and Idaho Legislature, the SDE will convene a task force to begin working aggressively on the new administrator evaluations by August 2011.

The SDE will research the 360º Leadership Assessments[44] as the statewide research-based foundation for administrative evaluations. Under the direction of a statewide taskforce comprised of all vested stakeholders, districts will implement a rigorous, transparent, objective and fair evaluation system for school administration by fall 2012. The 360º Leadership Assessment utilizes perceptual data collected from teachers, staff and supervisors using aligned assessments to the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC) as adopted by the Council of Chief

[44] Educational Impact. (PA) The 360ºLeadership Assessment. Retrieved December 15th, 2009 from www.educationalimpact.com/360

State School Officers (CCSSO.)[45] Key assessment areas are overall skill knowledge and abilities in the areas of instructional leadership, problem solving, aligning and developing curriculum, mentoring teachers and team capacity building. Improving the overall quality of the instructional core of student learning, teacher effectiveness and classroom instruction will be assessed with consistency and efficacy to identify effective school leadership throughout participating LEAs.

[45] Appendix D2.2- Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC)

CHARLOTTE DANIELSON
448 EWING STREET
PRINCETON, NJ 08540

December 29, 2009

Superintendent Tom Luna
Idaho State Department of Education
650 West State Street
P.O. Box 83720
Boise Idaho, 83720-0027

Dear Superintendent Luna,

I feel privileged to have been involved, even if only peripherally, in the work of the state of Idaho in its approach to teacher effectiveness and the revision of teacher evaluation across the state. In particular, I find it flattering that my framework for teaching has been adopted as the state's definition of good teaching Any ambitious effort such as that undertaken by Idaho requires such a foundation; it's gratifying that the framework can serve such a function.

There are many aspects of Idaho's efforts to admire. The Department of Education has taken the lead in both setting a high standard of excellence and providing the support necessary for educators to acquire the skills they need to realize that vision. Many specific steps have already been taken to achieve the state's ambitious goals: engaging key stakeholders in the initial planning and development, expanding the vision around teacher quality and the central role of evaluation in both ensuring and promoting effective teaching. These aspects of the plan were in place long before the possibility of additional federal support was known. In fact, the state had already taken on the ambitious effort of training all teachers and administrators across the entire state in using the framework for teaching, through a combination of on-site and online offerings.

The state's efforts will, I presume, continue with or without additional funding, and will include additional training and assessing for competence all university supervisors, mentors, coaches and administrators in using the framework for teaching in promoting teaching excellence. However, additional funds would enable those efforts to proceed more quickly, and enable the gains realized to this point to be consolidated.

I wish you every success in your efforts; it's work such as that in Idaho that allows the vision of a capable teacher in every classroom to become a reality.

Yours sincerely,

Charlotte Danielson

Charlotte Danielson

**Figure D1**

**(D)(2)(iii) Conduct annual evaluations**

The state of Idaho currently requires annual performance evaluations for certificated employees, including all teachers and school administration in accordance with Idaho Code 33-514[46] and Idaho Code 33-515[47]. LEAs, through their board of trustees, establish criteria and procedures for the supervision and evaluation of certificated personnel. LEAs are required to adopt and implement a research-based teacher evaluation model aligned to minimum state standards and requirements, including identifying levels of proficiencies and define a process that assists teachers in need of improvement emphasizing student growth and student achievement in accordance with IDAPA 08.02.02.120.

Participating LEAs will be required to employ more specific requirements than that of the minimum state requirements currently in place. The SDE will convene the Administrator Task Force to begin working aggressively on the new administrator evaluations by August 2011. The core purpose of the multiple descriptors and the overall evaluation is to maximize teacher growth and effectiveness, not just documenting poor performance as a precursor to dismissal. This demands clear performance standards, multiple rating options, regular monitoring of administrator judgments for reliability and validity, and frequent constructive feedback to teachers. Furthermore, it requires professional development tightly linked to performance standards and differentiated based on individual teacher needs, incorporating deliberate practices and strategies that ensure drastic and tangible changes evident in student achievement data. Principals will receive rigorous training and ongoing support in the evaluative process and in the evaluative framework to establish performance standards paired with fair, consistent assessments of performance so they are able to provide constructive feedback and differentiated support to teachers.

Participating LEAs must fully integrate all additional evaluation requirements with other current district systems and policies. A primary factor in future crucial conversations and decisions, such as how teachers are assigned and retained, which teachers are eligible for hard-to-fill and teacher leadership positions, what professional development teachers receive, and when and how teachers

[46] Appendix D2.3- Idaho Statute 33-514
[47] Appendix D2.4- Idaho Statute 33-515

are dismissed, will be addressed and incorporated into the teacher and principal performance evaluations of all participating LEAs by spring 2013. Tenure (continuing contract as defined by Idaho Code) qualifications and dismissing of ineffective teachers are clearly defined within Idaho Code 33-514 (see **Appendix D2.3**) and 33-515 (see **Appendix D2.4**).

**(D)(2)(iv) Use of evaluations**

By executing strong teacher and principal performance evaluation systems based on fair, accurate assessments of effectiveness, Idaho now has the ability to produce realistic information that teachers, administrators and policymakers can use to inform key decisions, such as professional development, teacher assignment, retention and dismissal. Currently, decisions about how much to pay teachers, where to assign them, what professional development to provide and whom to exit are based on information related more to seniority rather than effectiveness in the classroom. Basing these critical decisions on accurate measures of teacher effectiveness will help create cultures of excellence in Idaho schools where the focus will be to achieve individual, group and school performance goals related to student achievement. The SDE's solutions to implement a clear, comprehensive and coherent plan to improving teacher effectiveness using teacher and principal performance evaluation data to inform decisions for overall student learning and academic success are described below.

**(D)(2)(iv)(a) Developing teachers and principals:**

Every district in the state of Idaho must have a provision in its evaluation policy that provides a plan for collecting and using data from evaluations gathered to inform professional development. Professional development is currently available to Idaho educators through a number of resources.

- **Idaho Digital Learning Academy (IDLA)**, a partnership between the state and LEAs, provides educators access to high-quality online professional development, virtual meeting space, resources, and statewide professional learning communities. IDLA has more than 180 highly qualified faculty members, including content area experts in math, English, social studies, science, Spanish and several elective subject areas representing experience in online education, technology, alternative schools and districts across Idaho. Participating LEAs will receive vouchers to offset or defray the cost of credits for all teachers and administrators who have an individual performance improvement plan and enroll in IDLA courses as part of their plan.

- **Educational Impact (EI)** will also serve as an online provider for administrators integrating online learning and streaming video with individual performance improvement plans from the 360º Leadership Assessment to enhance professional development. EI will provide districts with the ability to target specific programs and content based on personal evaluation results.
- **Idaho Mentor Program (IMP)** will provide a vision and guidelines for the design and implementation of a high-quality mentor program for beginning, transitioning and ineffective teachers. IMP is a collaborative initiative of the SBOE and SDE, creating a system of professional development that ensures successful transition and development of teacher excellence and effectiveness from pre-service into the teaching profession. A strong requirement will include a component to improve the differentiation of instruction with rigor and consistency and multiple assessments to meet the diverse learning needs of students.
- **New Teacher Center (NTC)** will provide high-quality professional development, materials, resources, research and policy information that will be used in supporting new teachers and administrators for participating LEAs.
- Regional **STEM Centers** will provide high-quality support, coaching and professional development in the areas of science, technology, engineering and mathematics through the use of expert practitioners and research-based methodologies and instructional strategies. The SDE already has three math specialists located regionally to assist with the Idaho Math Initiative and these STEM centers.

**(D)(2)(iv)(b) <u>Compensating, promoting, and retaining teachers and principals</u>**

In recent years, Idaho has worked to develop a pay-for-performance for teachers as a way to recognize and reward teachers and attract and retain the best and the brightest in the classroom. School districts in other states, such as Texas and Colorado, have implemented successful pay-for-performance plans that benefited teachers and, most importantly, the students. Idaho citizens support the efforts to not just to pay teachers more but to pay teachers differently. According to a 2008 poll, 80% of Idahoans support at least a portion of a teacher's pay being tied to job performance.

For these reasons, Idaho's educational stakeholders[48] have developed an incentive pay pilot program to reward teachers, administrators and other building-level staff who improve student achievement, fill hard-to-fill positions and/or take on additional leadership duties. Through RT3, Idaho will implement a pilot of the agreed-upon incentive pay program in participating LEAs. It has two components: Student Achievement Fund and Local Incentive Fund.[49]

Because education stakeholders know that a student's academic success cannot be measured by a single test score, they developed a plan that requires the use of multiple measures to determine student achievement. Under the Student Achievement Fund, state and locally developed goals are blended to determine employee bonuses. Building-based employees in participating LEAs will earn bonuses by meeting state and locally established performance goals. The average building-based certificated[50] employee will receive a $1,500 bonus; building-based non-certificated staff will participate at one-quarter the rate of the certificated staff, for an average bonus of $375. Participating LEAs will receive funds from the state and, in turn, pay bonuses to eligible employees.

Education stakeholders also know that all students benefit when educators focus on collaboration and avoid the reality, or even the perception, of competition among teachers in the same building. As a result, the incentive pay pilot program ensures that state resources will be distributed based on the performance of a whole school on the Idaho Standards Achievement Test (ISAT)[51] if the school-wide growth of student achievement on the ISAT year over year ranks in the top three quartiles of schools statewide, or if the overall school-wide scores of students on the ISAT ranks in the top two quartiles of schools statewide, or both[52]. The level of awards are scaled, with larger bonuses being available to staff at schools ranking in the highest quartiles, and smaller bonuses for the staff at schools ranking in the lower eligible quartiles.[53] The amount of bonus driven by the state goals would be the same for each employee

[48] Stakeholders included representatives of the Idaho Education Association, Idaho Association of School Administrators, Idaho State Superintendents' Association, Idaho School Boards Association, Office of the State Board of Education and Office of the Governor.
[49] Appendix D2.5- Rules Associated with the Idaho Incentive Pay Pilot Program

[50] Certificated employee includes positions such as teachers, counselors, principals, etc.
[51] ISAT is the Statewide summative, standards-based assessment administered in the spring each year and used to calculate AYP under the No Child Left Behind Act of 2001.
[52] Please see Appendix 2.6 for the statistical method used for these calculations. Individuals are only able to earn a maximum of 1.00 State share and 1.00 local share; therefore, the total State shares earned will be limited to a maximum of 1.00 even if a school ranks in top quartiles for achievement and growth.
[53] Appendix D2.7- How to Calculate Student Achievement Awards for Certificated Employees

in the building (with non-certificated at 1/4th the rate). In order to receive any bonus, however, employees must qualify for both the school-based state goal and a group-based local goal.

Participating LEAs are required to develop a local student achievement plan, in addition to the state portion, that must be state-approved. The local plan must include at least one objective measure as defined by a locally established rubric, which may be scaled to reflect smaller bonuses for more easily achievable goals, and larger bonuses for more difficult goals.[54] Local performance bonuses must be distributed to building-based employees only and be based on group-level performance. Groups can consist of an entire school or other groupings within a school[55], but not an entire LEA, unless only one school exists within the LEA. Each LEA must develop a local MOU for the local plan with signatures from the school board chair, district superintendent, and local association president (if applicable).

The Local Incentive Fund provides LEAs with the resources to fill hard-to-fill positions and/or provide compensation to certificated staff taking on additional leadership duties. The state will distribute $500 per full-time equivalent certificated instructional position to participating LEAs for LEAs to fund these bonuses. LEAs must work with local stakeholders to develop a local plan that determines the eligible positions and/or duties, and the award levels for each position or duty. LEAs have the flexibility to distribute 100% of the money toward hard-to-fill positions, 100% of the money toward leadership awards, or a combination of both. LEAs can also use the funds to pay for an individual to earn the qualifications necessary to serve in a hard-to-fill position that may not already be covered by Title IIA professional development funds. (Please note: These positions can vary within the curriculum and are not required to be core content areas.) The state will provide approved lists of hard-to-fill positions and leadership duties from which LEAs can choose[56]. LEAs will be able to appeal to a state committee to include additional hard-to-fill positions or leadership duties. Bonus amounts can vary between, but not among, hard-to-fill areas designated by the district. For example, if a district establishes a $2,000 bonus for science teachers, it must award $2,000 to all full-time science teachers; it cannot award a particular full-time science teacher with $2,000 and another with $1,000.

[54] Appendix D2.8- Permissible Local Student Achievement Measures
[55] Examples of groupings include by grade level, subject area, or professional learning community.
[56] Appendix D2.9- Permissible Leadership Award Duties and Hard-to-Fill Positions

Each participating LEA with a recognized local association that acts as the exclusive bargaining representative for the purposes of negotiating a master agreement must develop a final agreement detailing the local plan or the process used to reach all aspects of the final agreement. After ratification by both the local school board and the local association, the agreement will be placed for the length of the grant, as a Memorandum of Understanding, in the Master Agreement between the local school board the local association. LEAs without such an association must develop a local plan, to be ratified by the local school board. Each LEA must submit its local plan to a state committee, appointed by the Superintendent of Public Instruction, for review and final approval.

**(D)(2)(iv)(c) <u>Granting tenure and/or full certification</u>**

Granting tenure using a rigorous and transparent evaluation is a controversial topic heard throughout boardrooms and teacher break rooms across Idaho. The state currently has several statutes that address the subject of granting tenure as defined in the federal guidance. Idaho does not utilize the term tenure; Idaho Code references a continuing contract for teachers. For the purposes of this grant, we will use the term "tenure" in referring to Idaho's continuing contract to be consistent with RT3 guidance. Idaho Code 33-514 (see **Appendix D2.3**) and Idaho Code 33-515 (see **Appendix D2.4**) clearly outline and articulate the LEA's legal responsibilities for renewing tenured contracts, offering tenured and non-tenured contracts, and the legal measures of ensuring "due process" and appeal procedures to protect and guarantee employee rights on a possible dismissal or non-renewal in a wide range of contractual obligations. All renewed certificated contracts are contingent upon the recipient receiving a rating of satisfactory or higher on a mandatory annual evaluation performed by supervising administration or supervisors.

**(D)(2)(iv)(d) <u>Removing ineffective teachers and principals</u>**

Idaho Code 33-514 (see **Appendix D2.3**) and Idaho Code 33-515 (see **Appendix D2.4**) clearly address the policies and procedures LEAs are required to have in place to ensure annual evaluations; base contractual obligations and offering on the satisfactory evidence from these evaluations; provide probationary courses of action for teachers who receive an ineffective or unsatisfactory rating on an evaluation; and protecting and guaranteeing employee rights, as well as employer rights, through "due process' proceedings. The state of Idaho has clear articulation and guidance to LEAs for procedures and due process rights for dismissing contractual employees based on criminal or morality violations. LEAs are required to draft and adopt policies and

procedures to ensure the rights of employees and employers, but guarantee the overall welfare of students. Due diligence and thoroughness are the responsibility and liability of the LEA.

**(D)(3) Ensuring equitable distribution of effective teachers and principals** *(25 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

*Recommended maximum response length: Three pages*

| **Performance Measures for (D)(3)(i)**<br><br>*Note: All information below is requested for Participating LEAs.* | Actual Data: Baseline (Current school year or | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | |
| Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 0 | 25 | 50 | 75 | 100 |
| Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 0 | 25 | 50 | 75 | 100 |
| Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | 0 | 25 | 50 | 75 | 100 |
| Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | 0 | 25 | 50 | 75 | 100 |
| Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 0 | 25 | 50 | 75 | 100 |
| Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 0 | 25 | 50 | 75 | 100 |
| Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | 0 | 25 | 50 | 75 | 100 |
| Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | 0 | 25 | 50 | 75 | 100 |
| Idaho's new evaluation plan will allow us to collect data to meet this criterion in the future. | | | | | |
| **General data to be provided at time of application:** | | | | | |
| Total number of schools that are high-poverty, high-minority, or both (as defined in this notice). | 498 | [redacted] | | | |
| Total number of schools that are low-poverty, low-minority, or both (as defined in this notice). | 448 | [redacted] | | | |

| | | | | | |
|---|---|---|---|---|---|
| Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice). | 13079 | | | | |
| Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice). | 11079 | | | | |
| Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice). | 498 | | | | |
| Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice). | 449 | | | | |
| | | | | | |
| **Data to be requested of grantees in the future:** | | | | | |
| Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year. | | | | | |
| Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year. | | | | | |
| Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year. | | | | | |
| Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year. | | | | | |

| **Performance Measures for (D)(3)(ii)**<br><br>*Note: All information below is requested for Participating LEAs.* | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|

| General goals to be provided at time of application: | Baseline data and annual targets | | | | |
|---|---|---|---|---|---|
| Percentage of mathematics teachers who were evaluated as effective or better. | 0 | 25 | 50 | 75 | 100 |
| Percentage of science teachers who were evaluated as effective or better. | 0 | 25 | 50 | 75 | 100 |
| Percentage of special education teachers who were evaluated as effective or better. | 0 | 25 | 50 | 75 | 100 |
| Percentage of teachers in language instruction educational programs who were evaluated as effective or better. | 0 | 25 | 50 | 75 | 100 |
| Idaho's new evaluation plan will allow us to collect data to meet this criterion in the future. | | | | | |

| General data to be provided at time of application: | | | | | |
|---|---|---|---|---|---|
| Total number of mathematics teachers. | 1970 | | | | |
| Total number of science teachers. | 1734 | | | | |
| Total number of special education teachers. | 936 | | | | |
| Total number of teachers in language instruction educational programs. | 195 | | | | |
| Numbers are calculated basis on fall 2009 enrollment data. | | | | | |

| Data to be requested of grantees in the future: | | | | | |
|---|---|---|---|---|---|
| Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year. | | | | | |
| Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year. | | | | | |
| Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year. | | | | | |
| Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year. | | | | | |

***(D)(3) Ensuring equitable distribution of effective teachers and principals***

Idaho's goal for leadership is not to simply fill any vacancy with a certified teacher or principal, but to fill that vacancy with a highly effective, highly qualified educator. We are not serving all students adequately and effectively by merely placing a certified teacher or principal in the school or classroom. To address equitable distribution of effective teachers and principals throughout Idaho, especially in high-poverty and/or high-minority schools, we must first appreciate the contributing factors to equitable distribution. These factors center on attracting and retaining highly effective teachers and principals with current hiring policies and vacancy timelines; providing competitive salary schedules and compensation rewards for effective teachers and principals; applying fair contractual staffing rules and procedures; ensuring an educational environment conducive to optimal teaching and learning; and adequately supplying and supporting hard-to-fill staffing concerns.

SDE currently reports annual statistics regarding teacher effectiveness as part of the *State of Idaho Report Card*[57]. Data from all districts is collected and reported to the SDE then disaggregated and publicly reported by district and school. The data includes the professional qualifications (certification status, educational background and continuing education) of all teachers, percentage of alternatively certified teachers, and high-poverty and low-poverty schools not being served by highly qualified teachers.

The *Educator Supply and Demand in Idaho Report* (see **Appendix D1.2**) is an annual review of educational employment variables in Idaho. The data represents types of yearly vacancies, numbers of applicants, hard-to-fill positions, the age of the educational workforce and other factors. The SDE publishes this information to assist in recruitment efforts by K-12 schools, program planning for Idaho colleges, and to provide a useful look at the present status and critical emerging factors in teacher preparation and placement of effective educators in Idaho.

**(D)(3)(i) <u>Equitable access to highly effective teachers and principals</u>**

After years of ineffectively addressing equitable distribution of educators to all areas of Idaho, the SDE has developed a comprehensive reform plan. The plan provides concentrated strategies throughout the educational development to ensure the

[57] Idaho State Department of Education (2009); https://www.sde.idaho.gov/reportcard/Index/2008

availability of highly effective teachers and principals in all LEAs. Strong, effective partnerships among the SDE, LEAs and training institutions to create higher standards and expectations are a critical part of enhanced pre-service programs.

The SDE is currently involved in crucial conversations and strategic planning sessions to develop ways to raise pre-service standards, expectations and expected outcomes. The SDE will report this data publicly annually by individual higher education institution and success of the ABCTE results, along with all other alternative routes to certification. In addition, each LEA will receive a list of prospective teacher candidates identifying their qualifications and an effectiveness rating based on a rubric developed by all stakeholders to assist districts in placing newly trained, highly effective teachers and principals into the appropriate vacancy.

The SDE will play a key role with participating LEAs to prepare new teachers and assist LEAs in developing induction programs that integrate new hires into the system. The induction programs must ensure success and satisfaction as well as the support and training new teachers need to develop in the specific learning environment and guarantee their retention. The Idaho Mentor Program (IMP) is a high-quality mentor program designed for beginning, transitioning and ineffective teachers. Through IMP, each LEA will create a system of professional development that incorporates a high presence of supervision and remediation and ensures the successful transition and development of teacher effectiveness from pre-service into the teaching profession. In conjunction with IMP, the New Teacher Center (NTC) will provide professional development, materials, resources, research and policy information that will support new teachers and administrators in participating LEAs. Regional STEM Centers will provide additional coaching and professional development in the areas of science, technology, engineering and mathematics through the use of expert practitioners and research-based methodologies and instructional strategies.

Teacher shortages, especially in high-poverty, low-performing schools, are likely the result of new teachers leaving the profession within the first few years. Research[58] has shown a clear mission statement leads to clear purpose which leads to clear results. The SDE will assist participating LEAs in creating distinguishable mission and vision statements to represent each individual LEA, and then hiring the most suitable and effective staff to successfully apply the mission and vision. The SDE will also review all

[58] Carlson and Ducharme (1987); Oakley and Krug (1991)

rules, policies and procedures and work to adjust mandated timelines for posting vacancies, hiring potential candidates and offering contractual agreements to highly effective teachers and principals earlier than currently allowed.

In addition, the state of Idaho began implementing the Idaho Education Network (IEN) in Fall 2009. IEN connects all Idaho public schools to other K-12 schools, institutions of higher education, Idaho Digital Learning Academy and other educational sites through a secure, high-speed broadband intranet system. Through IEN, schools in the most rural, isolated parts of Idaho will have access to highly effective teachers.

**(D)(3)(ii) Increasing effective teachers in hard-to-staff subjects and specialty areas**

Results of a 2009 survey of secondary school level principals conducted by the SDE and Boise State University (BSU) shows that Idaho will likely need to hire approximately 540 (new or replacement) math teachers and 430 science teachers in the next five years. A partnership with teacher and astronaut Barbara Morgan, who now serves as Distinguished Educator in Residence at BSU, and the SDE has resulted in the development of a plan to substantially increase the quality, diversity and quantity of STEM middle/high school teachers based upon the UTEACH Institute STEM Teacher Training Program (UTEACH). This STEM model training program will actively recruit top science and math majors into the teaching profession. All candidates will receive early and intensive supervised field experiences. Candidates will develop a deeper level of understanding for the subject matter and effective teaching strategies to teach to mastery. In coordination with the regional STEM centers, ongoing support in the areas of STEM will be provided to experienced master teachers as well as new beginning teachers. Regional STEM Centers will provide additional coaching and professional development in the areas of science, technology, engineering and mathematics through the use of expert practitioners and research-based methodologies and instructional strategies.

**(D)(4) Improving the effectiveness of teacher and principal preparation programs** *(14 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—
(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report

the data for each credentialing program in the State; and
(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: One page*

| **Performance Measures** | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | |
| Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students. | 0 | 25 | 50 | 75 | 100 |
| Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students. | 0 | 25 | 50 | 75 | 100 |

Idaho's new evaluation plan will allow us to collect data to meet this criterion in the future.

| **General data to be provided at time of application:** | |
|---|---|
| Total number of teacher credentialing programs in the State. | 9 |
| Total number of principal credentialing programs in the State. | 5 |
| Total number of teachers in the State. | 16,879 |
| Total number of principals in the State. | 847 |

| | |
|---|---|
| [Optional: Enter text here to clarify or explain any of the data] | |
| **Data to be requested of grantees in the future:** | |
| Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported. | |
| Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported. | |
| Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported. | |
| Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported. | |
| Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs. | |
| Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs. | |

***(D)(4) Improving the effectiveness of teacher and principal preparation programs***

**(D)(4)(i) <u>Link student achievement and growth to pre-service programs</u>**

According to the National Council on Teacher Quality's 2009 comprehensive review of Idaho's teacher policies, the state is commended for retaining full authority over its program approval processes as established through Idaho Code 33-114[59] and IDAPA 08.02.02.100[60]. However, the state has yet to implement full accountability measures based on objective data needed to ensure excellence. The state will create a more comprehensive index of program performance by collecting data on teacher and principal preparation programs and alternative routes to teacher and principal certification, including the following:

- Satisfaction ratings (by school principals, superintendents and university supervisors) of programs' interns, using a standardized form to permit program comparison;

[59] Appendix 4.1- Idaho Code 33-114
[60] Appendix D4.2- IDAPA 08.02.02.100

- Satisfaction ratings by individual candidates of program preparation collected after the first full year of service, using a standardized form to permit program comparison;
- Academic achievement gains of graduates' students averaged over the first three years of service;
- Evaluation results from first and/or second year of service; and
- Five-year retention rates of graduates in the profession.

The state will establish the minimum standard of performance for each of these categories assisted by an outside evaluator. Programs will be held accountable for meeting these standards. The state will produce and distribute an annual report card demonstrating the effectiveness of each individual teacher preparation program.

**(D)(4)(ii) <u>Expand preparation and credentialing options</u>**

The state will identify effective preparation strands, focusing on STEM areas within each in-state preparation program and alternative route to certification, and select these programs to fully participate in a research-based pilot program. Teacher and principal preparation programs will emphasize residency experiences, eliminating any coursework requirements not directly relevant to teacher effectiveness/principal effectiveness. Specific coursework guidelines will focus on those topics, which provide the greatest benefit with the least burden to new teachers and principals, such as content standards seminars, methodology in the content area, classroom management and assessment.)[61]

**(D)(5) Providing effective support to teachers and principals** *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example,

[61] Unpublished document National Council on Teacher Quality's 2009 Yearbook (Forthcoming) .Yearbook . IDAHO CODE33-114 and IDAPA: 08.0202.

gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Five pages*

***(D)(5) Providing effective support to teachers and principals***

The SDE has taken an in-depth and thorough look at fundamental systems and policies to determine teacher and principal effectiveness, and the many supporting factors to ensure success and overall student achievement. This process has led to the creation of an aggressive, proactive and comprehensive reform plan. The SDE has identified several contributing factors of educator effectiveness that are crucial to improving the overall system and providing effective support to teachers and principals in all areas of rural Idaho. Two things we as a state believe (and are supported by research)[62] that will result in increased college and career readiness is an emphasis on the quality of instruction and the ability for educators to work together. Key components of this plan include areas that have already been acted upon throughout the state, as well as areas in which we hope to expand.

- **Creating a culture of collaboration by forming professional learning communities (PLC)**;
    - Instructional Coaching
    - Creating Virtual PLCs

[62] KARP, M. & Hughes, K. (2008) Supporting College Transitions Through Collaborative Programming. Columbia University. New York: NY

- Expanding STEM Support
- Idaho Building Capacity

- **Expanding School Improvement and Support Centers** responsible for coordinating all professional development efforts and increasing the availability of highly effective trainings and strategies delivered by successful educators to all remote areas of Idaho.
  - STEM Specialists
  - Pre-Service Specialists
  - Use our current Regional School Improvement Coordinators and Special Education Regional Consultants
  - Data Coaches

**(D)(5)(i) <u>Providing effective professional development and coaching</u>**

**<u>Professional Learning Communities (PLCs)</u>**

Idaho has a long history of support for PLCs. Beginning with the Creating High-Performing Schools Initiative (CHIPS) funded by the J.A. and Kathryn Albertson Foundation in the late nineties, followed by Idaho Reading First in 2003, the Principals Academy of Leadership in 2005, Idaho Building Capacity Project in 2008, and Idaho Superintendents' Network 2009, each initiative has at its core a dedication to data-driven decision-making at the classroom, building and district level, collaboration among educators and the focus on the instructional core. Our experience and research[63] all support the value and vision of coherent teamwork based on improving outcomes for all students.

**<u>Instructional Coaching</u>**

Beginning with Idaho Reading First, our state recognized the value of instructional coaching. Initially, the project was limited to 20 literacy coaches in our most needy schools. However, the SDE and LEAs quickly recognized the value, and over the past six years, it has spread to more than 150 instructional coaches for reading, math, Sheltered Instruction Observation Protocol (SIOP), Response-to-Intervention (RTI) coaches and, most recently, executive coaches through the IBC project. Great teams are led by great

[63] DuFour, R. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, Ind: National Educational Service.

leaders. Therefore, we have chosen to adopt a distributive model while recognizing that in the beginning one person must be the catalyst or synergist for change. Our data indicates that most frequently that person is the instructional coach.

**Virtual Professional Learning Communities**

In Section E, we detail our plans for transforming school districts most in need and supporting those districts that have made initial systemic changes resulting in improvement or have recently arrived at improving outcomes for all students by offering the opportunity to participate in either professional development or virtual professional learning communities offered through Idaho Digital Learning Academy. In addition to these professional development opportunities, we will offer LEAs in the lowest 5% for achievement the opportunity to pay a stipend to every participating teacher in the district for collaboration that happens outside of the school day, or to provide funding for substitutes to those LEAs that can arrange collaboration time during the school day. All other participating LEAs will receive stipends for every teacher in one school per district of their choosing. The maximum per teacher will be set at $1,600. However, to receive these funds, districts will have to submit a plan that includes the educators included in the PLC (by either grade level or content area), identify a specific facilitator and be prepared to share either agendas, meeting notes or both to our external evaluator.

We recognize that for our teachers in our most remote locations of the state, a virtual PLC is the only option to work with like peers. The Idaho Digital Learning Academy (IDLA) and the Idaho Educational Network (IEN) provide both additional training and support in the areas of data analysis and interpretation, differentiating student instruction, instructional strategies for improvement to student learning, and behavior and discipline classroom strategies for at-risk populations. IDLA and IEN will partner to provide high-quality and effective professional development available and delivered to all teachers in Idaho through a high-speed broadband intranet system. IEN and IDLA will provide schools in the most rural, isolated parts of Idaho access to individualized professional development and the ability to network with highly effective educators anywhere in the world. To support this project we are requesting $125.00 per teacher in participating LEAs to access at least one course or virtual PLC through IDLA/IEN. The amount will not exceed $2,000,000 to serve 17,000 educators across the state.

**Expanding our Support for STEM**

In January 2007, the Math Initiative Task Force developed the Idaho Math Initiative to better prepare students for the workforce or postsecondary education. As one result of this work, the state created a three-credit course called Mathematical Thinking for Instruction (MTI). The foundation for the course is to focus on Teaching for Understanding and building mathematical thinking for students. Participants in the course increase both their content knowledge and their pedagogical knowledge. At the request of educators, Idaho developed three MTI classes specific to different grade levels: K-3, 4-8, 6-12. Elementary, secondary math and special education teachers as well as administrators are required to take one of the three courses developed that most closely aligns with their current assignment prior to September 1, 2014. At the end, they are expected to take what is learned back to their classrooms and implement those practices in their instruction. Through the Idaho Math Initiative, the state provides follow-up support through regional math specialists and online webinars.

Additionally in April 2008 and May 2009, the SDE conducted meetings with postsecondary institutions to address the need for increased opportunities in professional development in the area of mathematics. During these meetings, coursework for the Mathematics Consulting Teacher endorsement was discussed and ultimately developed. One primary goal of the endorsement program is to produce exemplar teachers, who will serve as leaders in their districts and build the knowledge of their colleagues throughout Idaho. Additional funding will allow for the expansion of opportunities to develop a wider range of Mathematics Consulting Teachers and further foster the partnerships forged between the SDE and institutions of higher education around the state to prepare stronger STEM focused teachers in both pre-service and in-service.

**Expanding the Idaho Building Capacity Program**

The SDE, in collaboration with the Center of Innovation and Improvement, has developed a very successful comprehensive school improvement technical assistance program for all participating Title-IA schools, providing monitoring and technical assistance for districts/schools in Needs Improvement status. This program is called the Idaho Building Capacity Project (IBC). Through RT3, Idaho will expand this successful program to all participating LEAs, offering customized approaches unique to that LEA's needs. Technical assistance to districts/schools in Needs Improvement status includes providing and coordinating professional development,

fostering collaboration, and evaluating the implementation and enhancement of regional, district and school capacity to better serve students as aligned with the Nine Characteristics of High Performing Schools. All participating LEAs will receive a highly respected retired educator as a capacity building coach, both at the district and school level. The IBC uses an online planning tool to assist schools and districts in utilizing student achievement data and perceptional survey data to identify the highest priority needs in improving student achievement and to provide the most current research and strategies to develop school improvement plans.

**Expanding our Teacher Mentoring System**

The Idaho Mentor Program (IMP) is a high-quality induction/mentoring program offering new teachers additional supports that will ensure success and effectiveness in the classroom, and providing support for veteran teachers implementing new, evidence-based instructional strategies such as those within the Idaho Math Initiative. As part of the IMP, teachers serving in participating districts will be assigned a mentor teacher for two years. The role of the mentor is to work with the standards created in collaboration with the New Teacher Center (NTC) to provide the collegial support necessary to be successful. Mentor teachers will serve as individual coaches to both new and veteran teachers and provide weekly and job-embedded support. Through the incentive pay pilot program, teachers may receive incentive pay for serving in this capacity through the Local Incentive Fund. The ultimate goal in expanding mentoring opportunities throughout the state will be to create and support STEM specialists, pre-service specialists, special education specialists and data coaches to provide ongoing, embedded assistance to Idaho teachers in participating districts.

**(D)(5)(ii) Measure, evaluate, and continuously improve supports**

In Section C, the state has described its plan to adopt a learning management system (LMS) to implement a data performance system capable of tracking individual student performance, linking individual student achievement data with individual teachers and other teacher evaluation information. Overall student learning and success is the main motive for this data performance system providing teachers with the necessary data and direction to influence exactly what happens in the classroom. The overarching goal of a statewide longitudinal data system (SLDS), also see Section C, is an ongoing, perpetual evaluation process maximizing student learning and academic success, aligning curricular and instructional materials, identifying actual classroom instruction and deliberate intervention practices, assessing overall teacher effectiveness, anticipating professional development strategies and determining

overall improvement and strategic development of the educational systems. A key concept of the SLDS is leveraging the data collected to put powerful tools and actionable data back into the hands of the LEAs. Data collection from participating LEAs using the SLDS will include: student enrollment, attendance and behavior; student assessment results; teacher effectiveness; standardized assessments administered at the LEA level; higher education data; and pre-K data.

Through our focused, targeted efforts to expand existing programs and implement new, effective initiatives, the state will utilize RT3 funding to invest in Idaho's great teachers and leaders. The return on this investment will pay dividends for Idaho students in the years to come. In this plan we have described, Idaho will work hard over the next four years to build the capacity of Idaho educators currently in the classroom and improve our pre-service programs and alternative routes to teacher certification to continue to attract, retain and train the great teachers and leaders of tomorrow.

**(E) Turning Around the Lowest-Achieving Schools** ***(50 total points)***

**State Reform Conditions Criteria**

**(E)(1) Intervening in the lowest-achieving schools and LEAs** *(10 points)*

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

*Recommended maximum response length: One page*

***(E)(1) Intervening in the lowest-achieving schools and LEAs***

Many states have rural areas, but all of Idaho is rural. More than half of all Idaho school districts serve fewer than 1,000 students. Of our 115 school districts, 100 are defined as rural by operation of statute[64]. In addition, 63% of our state is designated as federal wilderness land. The geographic composition of our state encourages self reliance, and the pioneer spirit is still alive and well. Idahoans believe strongly in local control. Community leaders often do not look fondly on input from people deemed to be outsiders – even if they are fellow Idahoans. Our Statewide System of Support is built around the premise that to ensure lasting change, we need to build the capacity of local leaders; we have done that. We value our relationships with community leaders; however, the Idaho State Department of Education (SDE) is not afraid of intervening in the best interest of children when it has statutory or regulatory authority to do so. For example, we have withheld federal funds and imposed sanctions on several LEAs when the SDE

[64] Section 33-319, Idaho Code

believed they were not meeting their responsibilities. We are not adverse to this type of intervention, but it does strain relationships.[65] We have found that when possible, coming to consensus, is more likely to result in lasting change. This is why urban restructuring models[66], such as closing a school and dispersing students, restarting a school as a charter or dismissing half the staff (turnaround) are simply not feasible options for Idaho. We do consider charter schools to be part of our repertoire of options for all students, but not as a means of turning around a low-performing school.

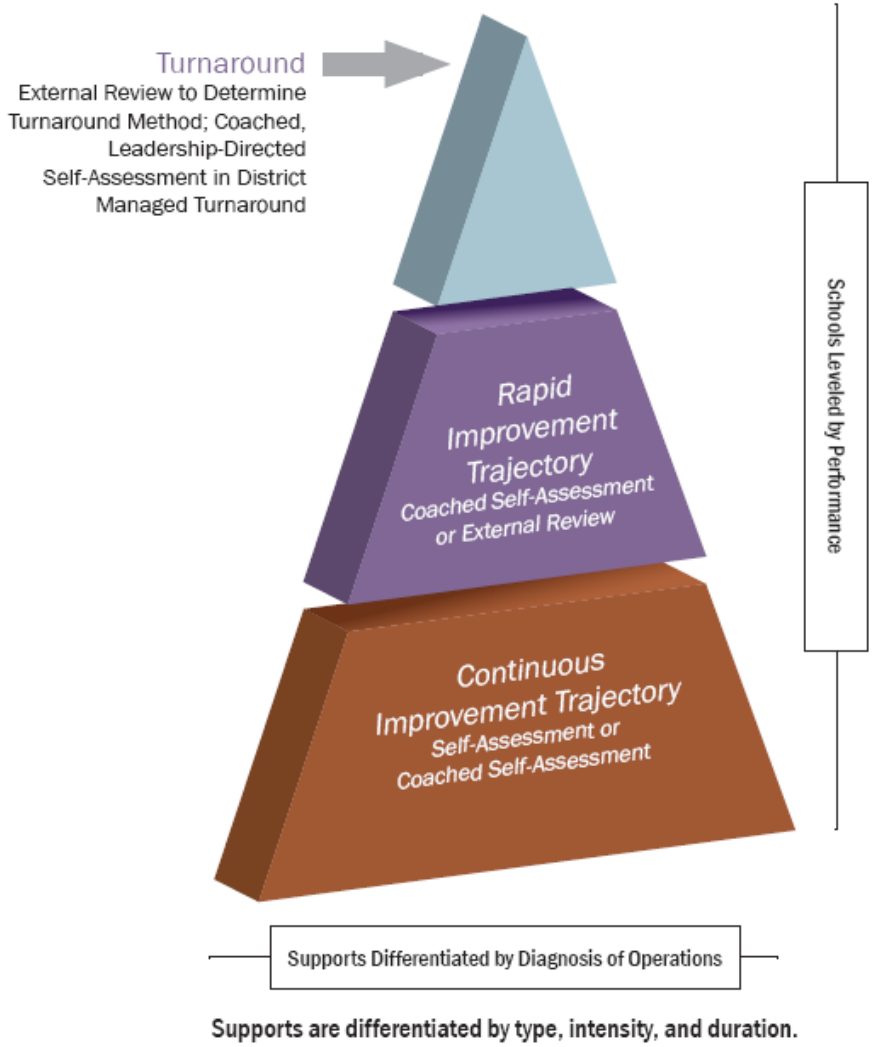
In 2007, we decided to use our 1003g funds to support our transformative model, and it worked. Idaho has led the nation in the increased percentage of schools meeting AYP for the past two years. We celebrate our success, but we recognize it is both real and fragile.[67,68] We want to use Race to the Top (RT3) funds to continue to support our districts that have turned the corner in terms of student achievement and offer them a variety of supports matched to their district needs. Participating LEAs will be eligible to participate in our incentive pay plan and be part of the work that is planned for curriculum, formative assessments, and college and career readiness as well as other features of our Statewide System of Support, such as the Idaho Superintendents' Network, Idaho Building Capacity Project, and the Principal Academy of Leadership. But for our districts' most in need (lowest 5%), we will offer a more holistic approach that reaches each level of the community (school board trustees, superintendents, central office staff, building leaders, parents, teachers and students). Our approach is replicable and sustainable in that we focus on transforming entire LEAs by building trust and infusing specific evidenced-based practices based on the LEA's needs. Our transformative approach has led to tangible improvements in instructional quality and student performance.

Idaho was an early implementer of the Response-to-Intervention (RTI) model, and we apply the same three-tier methodology to the Statewide System of Support. **Figure E1** is a graphic depiction of our model.

---

[65] Redding, S. & Walberg, H. (2008) Handbook on Statewide Systems of Support, Center on Innovation and Improvement, Lincoln, OL
[66] Lane, B. (2009) Exploring the Pathway to Rapid Process Improvement, Center for Innovation and Improvement, Academic Development Institute, Lincoln:IL
[67] Fullan, M. (2003). *The Moral Imperative of School Leadership*. Thousand Oaks, CA: Corwin Press.
[68] Hiatt, J. & Creasey (2003) *Change Management: The People Side of Change.* Prosci Research: Loveland: CO

**Figure E1:** Differentiating Supports and Interventions by Desired Trajectory of Improvement and Diagnosis of Operations, Diagnostic Methods to Target Support and Interventions




**Supports are differentiated by type, intensity, and duration.**

We are proud of our success but we recognize that we still have a long way to go to improve the instructional quality in every classroom and for every student. All of the LEAs identified as most in need are in rural, if not remote, areas of our state. We believe in a Mega System approach[69], and our quantitative and qualitative data has led us to conclude that, to ensure lasting change, we need to not just identify low-achieving schools but low-achieving districts. Each of the LEAs identified as most in need have a school in the lowest 5% of achievement. We apply multiple layers of data analysis to evaluate districts and sort them according to a comprehensive view of their needs. This analysis consists of four components: the definition of the academic risk factors and local resources, an analysis of achievement data for at-risk populations, the consecutive number of years in school improvement status, and district graduation rates. Using that matrix, the following LEAs have been identified as our absolute priority:

- Aberdeen District #58
- Buhl Joint District #412
- Soda Springs Joint District #150
- Teton County District #401
- Valley District #262
- Wallace District #393

Given the current fiscal crisis in our state, all our districts would benefit from an infusion of RT3 funds, but these six districts need more: more technical assistance, more funds for curriculum development, curricular materials, professional development, facilities improvement and a more holistic approach to reform.

**Reform Plan Criteria**

**(E)(2) Turning around the lowest-achieving schools** *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—
(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to

[69] Redding, S. (2006). *The Mega system: Deciding. Learning. Connecting.* Chicago, IL: Academic Development Institute

receive Title I funds; and *(5 points)*
(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*
*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

*Recommended maximum response length: Eight pages*

| Approach Used | # of Schools Since SY2004-05 | Results and Lessons Learned |
|---|---|---|
| Idaho Reading Initiative | 484 | Results: Improved reading proficiency among third graders by 26% (49-75%)<br>Lessons learned: Value of a more systemic approach (evidence based curricular materials, comprehensive assessment plan, need for curriculum map/pacing calendar) |
| Idaho Reading First | 30 | Results: Within three years (2004-2007) Idaho RF schools either met or exceeded the state average on the Idaho Reading Indicator<br>Lessons learned: Value of both top down and bottom up support (which is reflected in our RT3 grant with the inclusion of a association participation to be eligible for funding) |

| | | |
|---|---|---|
| Principal Academy of Leadership | 25 | Results: Establishment of the first state wide professional learning community for administrators.<br>Lessons learned: Need for more opportunities for both district and building leaders to collaborate regarding their role in improving student outcomes |
| Lighthouse Project (Training for Local School Board Members) | 8 LEAs | Results: Data collected by the project indicated that while local trustees in Idaho had less information that peers in other states by the end of the program they had demonstrated a greater trajectory in terms of acquiring knowledge.<br>Lessons learned: Importance of providing professional development and coaching to local trustees |
| Implementation of online Strategic Planning Tool (WISE)<br>Ways to Increase School Effectiveness | 254 | Results: In partnership with the Center on Innovation and Improvement Idaho was able to establish an online strategic planning tool for our schools in needs improvement. Initially we had hoped to have approximately 50 participants but by the end of 2010 school year we project that 254 schools will have accessed and/or implemented the tool.<br>Lessons learned: LEAs and schools benefit from both the necessary tools (WISE Tool) and the professional development necessary to implement the tool effectively. |
| Superintendent Network | 30 LEAs | Results: Program was based on a similar model in Kentucky. It is in its first year but the preliminary data indicates that district leaders value the opportunity to have a professional learning community devoted to their role in improving the quality of instruction.<br>Lessons learned: The program needs to be expanded to include other local leaders such as special education directors, and federal program coordinators. |

| Performance Measures | Actual Data: Baseline (Current school year or most | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year. | 17 | 17 | 17 | 17 | 17 |

***(E)(2) Turning around lowest-achieving schools***

**(E)(2)(i) <u>Identify persistently lowest-achieving schools</u>**

One of Idaho's most successful systemic reform projects was the Idaho Reading First program. While Reading First was controversial nationally[70], it worked in Idaho. Part of what worked was the prescriptive nature of the program. In his book *Turnaround Leadership,* (2006) Michael Fullan discusses the role of a capacity builder. "A person who applies positive pressure – pressure that serves to stimulate ongoing improvement, pressure that is built into the interactive culture of peers, pressure with a purpose."[71] We want our transformative model to apply "positive pressure" to all level of stakeholders. Therefore, for our districts in the lowest 5%, we have a prescriptive list of strategies that must be employed to participate in RT3 funding:

- Focus Visits
- Idaho Building Capacity Project (external technical assistance providers)
- Lighthouse Project (training for school board trustees)
- Idaho Superintendents' Network
- Central Office Network
- Principal Academy of Leadership
- Total Instructional Alignment (PLCs focused on vertical and horizontal alignment)

[70] Manzo, K. (2006). Federal review of reading first identifies serious problems. *Education Week*. Retrieved August 2007 from: edweek.org.
[71] Fullan, M. Fullan, M. (2006). *Turnaround leadership.* San Francisco, CA: Jossey-Bass.

- Incentive funds to build, recruit and retain turnaround leaders
- Expanded opportunities for students to participate in college/career readiness experiences such as:
    - Outreach programs targeted for underrepresented populations that encourage careers in engineering
    - College experiences related to STEM beginning in the middle school level
    - Postsecondary credit opportunities for high school students (on site, in school and virtual)
    - Funding for ACT/SAT assessments for all secondary students
- Infusion of funds for the purchase of research-based curricular materials and the expansion of engineering/science labs
- Expand early childhood services offered to families (menu of research-based models for LEAs to consider)

The following is a summary of the purpose and research base of each of these efforts.

**Focus Visits**

Research and experience have taught us the value of catalyzing conditions (capacity, incentives and opportunity)[72]. Catalyzing conditions begin with an event that raises the level of concern within an LEA. Using Title I-A school improvement funds, we have piloted one type of event: a focus visit. But Idaho has not had the resources to bring the program to scale. While many states have a state team that provides guidance, our focus visits are different. They are research-based and include an analysis of both quantitative and qualitative data. Prior to the visit, we conduct a complete analysis of both student achievement (gap analysis) and perceptual data.[73] Once on site, we conduct observations of all classrooms (using an adapted version of the Patterns of Practice)[74] and interview at least half the instructional staff using a standard response protocol. We conduct focus groups with students, teachers, parents and non-instructional staff in each of the schools within the LEA, and based on the triangulation of data collected from the various sources, we make recommendations to the district on the areas of strength and areas for improvement. The process is expensive and time consuming, but we know it works and we have the student achievement data to demonstrate its effectiveness. In the few districts

[72] Lane, B. (2009) Exploring the Pathway to Rapid District Improvement, Academic Development Institute. Lincoln: IL
[73] A more complete description of the process is included in Appendix E2.1– Collecting Perceptual Data used in Focus Visits
[74] Patterns of Practice, Academic Development Institute, July 2009

where we have been able to pilot the strategy, we have seen a marked difference in both student achievement and strategic planning. The focus visit will be the first step in the process of transforming an LEA.

**Idaho Building Capacity Project (IBC)**

IBC provides scaffolded support by distinguished educators for three years to both persistently low-achieving schools and their local superintendent. In the first year, the school and the superintendent receive the services of a trained, distinguished educator for 30 visits (averaging 8-10 hours per week); in the second year they are visited two times per month (for 8-10 hours); and in year three, once a month. We believe that if capacity builders had the benefit of the data collected from a focus visit, the result in terms of student achievement could be faster and more impactful, but even with that said, the results of the program are impressive. One of our two pilot districts, Caldwell went from no school meeting AYP to six out of 10 meeting AYP in the first year of the program. The second district had a school of the verge of restructuring which met AYP for the first time in five years. Both school districts had already implemented many improvement programs, but they are quick to attribute much of their success to the value of an executive coach to their administrative team during the implementation of change.

We modeled our program after Washington State's school improvement effort but added the additional element of support for the superintendent. Bertrani, Fullan and Quinn (2004) [75]identified 10 components that make large-scale improvement possible. One was establishing a relationship with an outside partner. "Well-placed pressure from external partners, combined with internal energy, can be the stimulus for tackling something that might otherwise not be addressed." Our IBC project has been very successful, but it is limited to access of 1003g funds to finance the project. Therefore, it is limited to Title I schools. Perhaps because we have one accountability system, our most needy schools are secondary schools that have not traditionally received federal funds beyond the Individual with Disabilities Education Act (IDEA). RT3 would allow us to provide the same intensive level of support to these needy schools as well as expand the services of IBC to both school board trustees and central office staff. Our IBC data proves that we were right to extend technical assistance to superintendents; we now recognize that there are many other policymakers within an LEA, and their technical assistance needs must be addressed. School board trustees need both a knowledge base in their role as instructional

[75] Bertani, A., Fullan, M., & Quinn, J. (2004). New lessons for districtwide reform. *Educational Leadership, 61*, 42-46.

leaders (further described under the Lighthouse Project) and coaches as they apply their newfound knowledge. Central office staff, such as special education and federal program directors, often create district policy that can either enhance or inhibit significant change within a school.[76] To be truly transformative, we need all district leaders to share the same vision and a well- trained facilitator can and will provide that type of guidance. We refer to our capacity builders as the Verizon network. As individuals they may not have all the answers, but they only need to ask a question (which they get to do through monthly meetings) to have a network of support behind them. Prior to being hired, they are carefully screened on their knowledge of school improvement, their disposition and their ability to collaborate.

## Training for School Board Members/Lighthouse Project

The rural nature of our state and the history of local control serve as evidence that local school board trustees are critical to reform efforts. On average, an Idaho school board members' tenure is 17 years. As Delagardelle (2007) stated, *"Quality school board functioning is central to the effectiveness of schooling. In fact, the effectiveness of school board governance is the single most important determinant of school district success or failure."* Idaho has participated in the Lighthouse Inquiry Project,[77] and it has had positive results. To access RT3 funds, we will require each of the school boards of our lowest-achieving school districts to participate in this project as well as work with a local coach, which we call a capacity builder.

## Idaho Superintendents' Network

Idaho has great leaders. Regrettably, the geography of our state makes it difficult to collaborate on a regular basis. The SDE recognized this problem and researched alternatives. With the counsel provided by the Center on Innovation and Improvement (CII), the Center for Educational Leadership (CEL) at the University of Washington, Boise State University's (BSU) Center for School Improvement and Policy Studies and the Department of Education of the State of Kentucky, we

[76] Honig, M.I., & Copland, M.A. (2008). Reinventing central offices to expand student learning. An Issue Brief of the Center for Comprehensive School Reform and Improvement. Washington, DC

[77] Delagardelle, (2007) The Lighthouse Inquiry: Examining the Role of School Board Leadership in the Improvement of Student Achievement. -

formed the Idaho Superintendents' Network in August 2009. The superintendents have met twice and will meet three more times during this academic year. The meeting is facilitated by CEL (University of Washington) and is based on their research of the impact of central office staff on quality instruction. We would like to extend this opportunity to all of our lowest-performing LEAs but lack the funds and perhaps the necessary incentives to reach our lowest-achieving LEAs. Our current superintendents' network is voluntary and comprised of 30 superintendents with a variety of experience and challenges. Of the six districts most in need of transformation, only one has committed to be part of the network. We believe that offering additional funding to improve college and career readiness, expand the selection of curricular materials related to STEM and infusing the necessary funds to retrofit science labs is likely to encourage the superintendents of LEAs in the lowest tier to participate. The focus of this learning community is the role of the superintendent in the improvement of instructional quality. We believe participation in this type of professional learning community is critical to their success as leaders and will make it a requirement to receive the additional supports provided by RT3.

***Central Office Network***

In early 2009, we read an article written by Meredith Honig and Michael Copland (sponsored by the Wallace Foundation)[78] that discussed their research on the central office staff's role in supporting school improvement. The article was so compelling that we contacted Dr. Honig and Dr. Copland, met with them last spring and asked them to partner with us to provide this type of information to Idaho leaders. Their research focused on urban areas, but we believe the same information is valuable to rural school districts in our state. In Idaho, we have learned that sometimes you need to go slowly to go fast, so we collectively decided to focus our efforts on district leaders (superintendents) during the 2009-2010 school year to build their knowledge base and establish a statewide sense of community among these leaders. Dr. Michael Copland and Dr. Sandy Austin from the University of Washington are facilitating our Idaho Superintendents' Network. BSU's Center for School Improvement and Policy Studies has also agreed to partner with the SDE. BSU wants their involvement to both inform their

[78] Honig, M.I., & Copland, M.A. (2008). Reinventing central offices to expand student learning. An Issue Brief of the Center for Comprehensive School Reform and Improvement. Washington, DC

administrator preparation program and help the SDE improve the services we offer to the 30 superintendents who agreed to be part of our first cohort. The program is showing early signs of success; however, in the process of creating the network, we exhausted our Title I-A school improvement funds. Our goal for RT3 funds will be to create a much-needed additional layer of support to our districts most in need. That group will be comprised of the central office staff (special education and federal program directors) from our six highest-need school districts. The group will follow the same systemic process as our superintendents' network but focus on the central office staff's role in improving the quality of instruction.

**Principals Academy of Leadership (PALs)**

The success of the Principal Academy of Leadership (PALs) project was the impetus for the Idaho Superintendents' Network. It brings middle school principals struggling to meet the needs of all learners together to discuss their roles in advancing student outcomes. Because this program is funded using Title I school improvement funds, it again limits participation to only administrators of middle schools receiving federal support. Since it has been successful, we want to expand its reach to include all building leaders in each of the six districts identified as most in need of support regardless of their assignment (elementary, middle or secondary). The group meets twice a year on a statewide level and five times a year regionally. In addition, each school agrees to participate in instructional reviews (onsite observations of instruction), which consist of observations of each classroom using a research-based tool originally created by the Winston-Salem school district in North Carolina. The two consultants that facilitate the program served as both the math and science coordinators for that school district. While the emphasis of improvement is on math and science, the ultimate goal is to increase the leadership capacity of each principal.

**Total Instructional Alignment (TIA)**

The Intermountain Center for Educational Effectiveness at Idaho State University will facilitate this part of the support provided to our lowest-achieving schools. It is modeled after *Total Instructional Alignment: from Standards to Student Success* (2007). It is teachers working together to establish the most effective ways to deliver content and assess students' mastery on a regular basis.

## Incentive Funds for Recruitment and Retention of Leaders

A thorough description of our incentive plan for educators is described in section D.2. Those funds are available to all educators within the state (who work in RT3 participating LEAs), but we would like our most needy LEAs to have an additional funds to build, retain and attract effective educators. RT3 funds would allow these needy districts the flexibility of adding an additional $60,000 per year (for three years) that could be used for the retention of an instructional coach, tuition reimbursement for teacher leaders to expand areas of endorsement (if they agree to work in the district for a minimum of five years), loan forgiveness (if they agree to work in the district for a minimum of five years), or housing subsidies if they are moving to a high-need community. For each of the six districts, the SDE's Deputy Superintendent of Student Achievement and School Improvement will work with them to customize the specific use of the funds and as well as provide both guidance and oversight of this additional funding stream.

## Expanded opportunities for students to participate in college/career ready experiences

Appendix E2.2 has a more thorough explanation of our strategy for expanding opportunities for college and career readiness to students traditionally underrepresented in higher education.[79] The emphasis of each of these opportunities is designed to increase Idaho's pool of effective leaders in science, technology, engineering and mathematics (STEM) related careers. We do not endorse hope as a strategy for school improvement, but we do recognize hope's value in inspiring young engineers, mathematicians, and scientists. The following is a list of programs that will be instituted with RT3 funds for our lowest 5% districts.[80]

- One-week middle school camps for students and teachers held at the nearest Idaho community colleges emphasizing STEM.
- Dual credit opportunities offered to Idaho high school students in science, technology, engineering, and math.
    - On-site opportunities to take college-level courses at Idaho universities during summer break,
    - In-school opportunities to take college-level courses in STEM-related areas,
    - Online opportunities offered through distance learning with Idaho Education Network (IEN) and online learning with Idaho Digital Learning Academy (IDLA)

[79] Appendix E2.2- Expanding Opportunities for College and Career Readiness
[80] Merchur Karp, M. & Huges, K. (2008) Supporting College Transitions Through Collaborative Program, Columbia University, NY:NY

**Research-based curricular materials and expansion of engineering/science labs**

A recent interview of an administrator in a high-risk district was startling to one of the deputy superintendents with the SDE. Her school has teachers qualified to teach postsecondary science and engineering courses, she had an agreement with the local community college, and she had students interested in accessing that type of opportunity. What she lacked was both the funds to purchase the necessary type of curricular materials and a science lab that would facilitate this type of experience. Idaho has used Title II funds to expand the expertise of our teachers, but they need the tools to teach. RT3 funds would enable us to offer both.

***Expanding Early Childhood Services***

Idaho's approach to early childhood has always been very family centric. Finding the balance between government-sponsored opportunities and local control has presented a challenge to education leaders. We have sought input from a variety of stakeholders including Idaho Voices for Children, Idaho Business Coalition for Educational Effectiveness, the Governor's Office, local school boards, higher education and early childhood experts. The SDE has decided that our most effective approach is to provide guidance and require each of the participating LEAs to create a plan (with support from the SDE) for expanding their early childhood outreach. Though the specifics will be left up to the LEAs, their options are limited to expanding the pre-K program, providing training to parents through a research-based program or providing services related to both adult literacy and parenting, in accordance with Idaho Code.

**Support for Rapid Process Improvement Schools and Schools in Continuous Improvement**

Our goal is to support all districts in Idaho. Our success is real but fragile[81]. Our districts that have both attained continued improvement status and are in need of rapid process improvement need support. Because they have had success we also want to recognize their achievements and remove state imposed barriers. Our schools and LEAs in the Rapid Improvement category will become the focus of our regional school improvement coordinators. Districts in the Rapid Improvement category comprise 27% of

[81] Fullan, M. (2006). *Turnaround leadership*. San Francisco, CA: Jossey-Bass.

Idaho school districts. Because of their positive trajectory in student achievement, we allow them to choose to participate in state-sponsored programs and receive technical support from our technical assistance team customized to their district needs. Here is a list of programs participating LEAs also identified as Rapid Improvement Districts can choose to participate in:

- Response-to-Intervention technical assistance
- Integration and professional development associated with the creation of formative assessments
- Total Instructional Alignment Institutes
- If eligible, participation in the Idaho Building Capacity Project
- Engineering camps for underrepresented students offered through University of Idaho and Boise State University
- STEM professional development programs offered through the University of Idaho

For our 66% of districts in the continuous improvement trajectory, we want to continue to offer them a variety of services which have been outlined in other sections of this grant. The student achievement in these LEAs in recent years has demonstrated that they know both their strengths and weaknesses, and we want them to have the ability to choose which of our statewide efforts meet their needs.

As a state, Idaho has truly turned the corner on school improvement. We have worked hard to forge relationships with national centers, our partners in higher education, business and policy leaders, as well as our LEAs. We have a plan. What we need now are the resources to support our plan. The following **Figure E2** is a letter of support from Dr. Sam Redding, Director of the Center on Innovation and Improvement.

**Figure E2**

CENTER ON
INNOVATION & IMPROVEMENT
Twin paths to better schools

December 29, 2009

Tom Luna
Superintendent of Public Instruction
Idaho Department of Education
650 West State Street
Boise, ID 83720-0027

Dear Superintendent Luna,

Our center has had the great pleasure of working with your state over the past two years, and we have benefited greatly from the relationship. While all SEAs put forth worthy goals for themselves, Idaho distinguishes itself in its competent, efficient, and relentless execution of its plans. Your department simply delivers on what it promises and does so with supreme attention to organizational detail and quality of service. Again, we have learned and benefited from your department's example.

Especially we are familiar with your SEA's role in districts and school improvement. Your own objectives for your department are clear: 1) raise student achievement; and 2) provide districts with the timely, helpful assistance they need to raise student achievement. I must say that your staff adheres to your directions, and your districts respond with palpable appreciation for the quality of service they receive.

1. As a member of the Academy of Pacesetting States, Idaho sets the pace for the other very aggressive state departments. Barely a day goes by that we do not find ourselves referring someone in another state to "take a look at what Idaho is doing."

2. Your staff took a hard look at your state's system of support for districts and schools, developed a plan to strengthen the system, and marched forward to get the job done. Your department has reorganized itself to focus sharply on your objectives, and the system of support is truly supportive and systematic in its approach. That is rare among state departments.

3. Your Idaho Building Capacity project has leapt from support for a dozen or so schools a couple years ago to varying levels of differentiated support for more than 300 schools now. The Capacity Builders are well-trained, well-supervised, and efficiently targeted for work that matters in the districts and schools.

4. Your superintendents' network provides your state's district leaders with a forum and a means to exchange ideas and experiences, a much needed connection that is infused with the expertise your staff and university associates bring to it.

5. Idaho has been at the vanguard among western states in bringing charter schools into the mix to offer families more options and to leaven the dough of education innovation.

6. Your Capacity Builders and our instructional specialists have traversed the mountains of Idaho this year, taking solid, instructional training to principals and teacher leaders in more than 100 schools in three regions of the state. This and similar work by your SEA is clear commitment to your desire to strike lightning in the instructional core—igniting the potential of the essential triad of teacher, student (with parents), and rich content.

Consistent with your staff's impressive demonstration of both high skill and an urgent desire to get good things done for children, they also know how to access resources and make the most of these relationships. I see this in the sound working relationships you have curried with your universities—not a typical situation in many states. You have also engaged your regional comprehensive center and the national content centers, again in efficient and effective ways.

Our work with Idaho is immensely gratifying, and we trust that the spirit of excellence your department exudes might continue to inspire us. Best wishes to Idaho as it races to the top.

Sincerely,

Sam Redding, Ed.D.
Director

ACADEMIC DEVELOPMENT INSTITUTE • 121 NORTH KICKAPOO STREET • LINCOLN, ILLINOIS 62656 • 217-735-6067 • FAX 217-732-3696 • WWW.LINCOLN.ORG
The Center on Innovation and Improvement is a national content center supported by the U.S. Department of Education's Office of Elementary and Secondary Education

**(F) General** ***(55 total points)***

**State Reform Conditions Criteria**

**(F)(1) Making education funding a priority** *(10 points)*

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

*Recommended maximum response length: Three pages*

***(F)(1) Making education funding a priority***

**(F)(1)(i) <u>State Revenues</u>**

Idahoans have always valued a strong public education system for our students. Our founding fathers made education a clear priority in the Idaho Constitution. Public education continues to be a clear priority in Idaho to this day. The percent of total revenues available to the state that were dedicated to elementary, secondary and public higher education increased from 62.7% in FY 2008 to 63.8% in FY 2009. The budgets included in these figures include that of Public School Support and all of the budgets under the State Board of Education except the Historical Society, State Library, Public Broadcasting and Vocational Rehabilitation. Evidence for these total General Fund appropriation numbers for FY 2008 can be found in the FY 2009 *Legislative Fiscal Report*, while those for FY 2009 can be found in the FY 2010 publication.[82]

**(F)(1)(ii) <u>Equitable Funding</u>**

Since 2006, Idaho's system for funding Public Schools has no longer depended on property values. Prior to this, each school district was able to levy a general maintenance and operations (M&O) levy equal to 0.3% of the taxable property within the district. The state then used an equalization formula calculation to ensure that each school district was receiving the total amount of money that a district of its size and composition should receive. This formula ensured that 111 of the state's 115 school districts received equitable funding. For the remaining four districts, property values were so high that the money raised from the M&O levy actually exceeded the amount that the state formula said the district was entitled to receive. These districts were allowed to keep the excess funds raised. In 2006, the Legislature repealed the general M&O levy, replacing the lost funds with a state General Fund appropriation. Since this appropriation did not include money for the excess funds raised by the four high property value districts, the state's system for funding public schools is fully equitable, regardless of high-need LEA status. Under this formula, two districts of identical size, staff composition and student grade composition will receive identical sums of money, regardless of variation in each

[82] http://www.legislature.idaho.gov/budget/archives.htm

district's wealth or demographic composition.[83] While local voters may still choose to authorize a supplemental levy, this voter-approved levy is not limited or driven by the level of property values in the district.

Idaho is a high-poverty state. All of the highest poverty schools are eligible for Title I funds. However, traditionally Title I funds are used in elementary schools, and the majority of our schools most at risk are secondary. Race to the Top funds would allow us to provide much needed resources to secondary schools.

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools** *(40 points)*

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.
*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

[83] Appendix F1.1- Description of Idaho's public school funding formula

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
    - The number of charter school applications made in the State.
    - The number of charter school applications approved.
    - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
    - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*Recommended maximum response length: Six pages*

***(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools***

**(F)(2)(i) <u>State Charter School Law Does Not Inhibit Growth of Charters</u>**

Idaho has had a law allowing the creation of charter schools since 1998[84]. The number of charters authorized has gradually grown since that time, reaching the current all-time high of 36 charter schools in operation for the 2009-2010 school year. This represents 5% of the total public schools in Idaho. Idaho's charter school law is designed in such a way that there is no cap on the percent of schools that may be charters, nor is there an artificial cap on the percent or amount of funding that charter schools may receive. Pursuant to Section 33-5208, Idaho Code, charter schools are funded by the same state formula as schools districts, with very few exceptions[85], which is why Table F.1 shows charter schools receiving almost the exact same level of per pupil state funding as school districts (102.1% of the district funding level). Charter schools also do not have any geographic limitation (beyond those that the charter imposes on itself) on which students may attend. In order to provide adequate technical assistance to ensure they are successful, Idaho does limit the number of *new* charter schools that may begin operation in any given school year to six. Since 1998, only three schools have been delayed in opening by one year as a result of Idaho's charter school law.[86]

In Idaho, charter schools may be authorized by the school district board of trustees. However, given that some school districts may view charter schools as providing unwelcome competition for students (and the state dollars that go with them), Idaho has provided an alternative route to authorization in the Public Charter School Commission. This statewide Commission, which is appointed by the Governor, consists of three individuals with a school district background, three individuals with a charter school background and one individual from outside of education. There is no limit on the number of charters that the Commission may authorize, apart from the overall statewide annual limit on new charters. In the 2009-2010 school year, we have 22 charter schools

---

[84] Chapter 92, *Idaho Session Laws*, Laws of 1998 (HB 517).

[85] Section 33-1003, Idaho Code does not apply to charter schools. Memorandum decision, *Hidden Springs Charters Schools, Inc. v. Thomas R. Luna, Superintendent of Public Instruction for the State of Idaho, case number CV OC 08 22452, Fourth District Court for the State of Idaho (June 9, 2009).* When there is a reduction from one school year to another in the average daily attendance of more than 1% within a school district, Section 33-1003, Idaho Code provides that "*the allowance of funds from the educational support program may be based on the average daily attendance of the school year immediately preceding, less one percent (1%)*". Also, state funding of school district pupil transportation reimbursements is limited to the transportation of pupils residing within the school district's boundaries. Charter schools, however, will be reimbursed not only for the transportation of pupils residing within the boundaries of the school district in which the charter school is physically located, but also those who live outside the district boundaries, but within 15 miles of the school (subsection (4) of Section 33-5208, Idaho Code).

[86] Appendix F2.1- Idaho Charter School Data

that are independent LEAs as authorized by the Charter School Commission and 14 charter schools authorized by the district for a total of 36 operating charter schools. For the 2010-2011 school year, there will be 25 independent LEA charter schools and 16 district authorized charter schools for a total of 41 charter schools.

Those wishing to start a new charter school who are unable to do so through their local school district may transfer their charter petition to the Commission if the local school district and the petitioners have not reached agreement within 60 days of the petition's submittal to the district (Idaho Code 33-5205(1)(c)). Due to their geographically dispersed nature, virtual charter schools are under the Commission. The only limitation on the type of charter school that the Commission can authorize is that it cannot authorize the conversion of an existing public school into a charter school. Only a school district can do that.

**(F)(2)(ii) <u>Charter School Authorizations</u>**

Under the provisions of Idaho Code 33-5202, public charter schools can be created with any of the following goals:

1) Improve student learning;
2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
3) Include the use of different and innovative teaching methods;
4) Utilize virtual distance learning and online learning;
5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
6) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
7) Hold the schools established under this chapter accountable for meeting measurable student educational standards.

In addition to being held to the same goals pertaining to Adequate Yearly Progress (AYP) that all Idaho schools are required to meet, the charter school's authorizer must determine which other standards, including at least one from the list above, to which it will hold the charter. Charter schools must also comply with the general education laws of Idaho, unless specifically exempted by law, as provided in Section 33-5210, Idaho Code. A charter that fails to meet the standards established by Section 33-5209, subsection (2),

Idaho Code, must be issued a Notice of Defect by its authorizer. A charter that fails to correct the defect within the time prescribed will be closed.

In addition to the state's oversight, the ultimate accountability is in the hands of parents. If a charter school fails to meet the needs of its customers, namely the students and their parents, then those students and parents will vote with their feet and move themselves – and the state funding that goes with them – to another venue. Whether through the formal Notice of Defect process or simply the financial impact of dissatisfied parents pulling their children out of the school, charter schools have been allowed to fail and close – the ultimate in accountability. Since 1998, four charter schools have closed.

As schools of choice, it cannot be guaranteed that a charter school's student population will be identical in composition to that of the school district in which it is located. That would require those who choose to enroll their children in the charter school to be a perfect reflection of the demographics of the school district. In Idaho, charter schools are public schools; therefore, any child in the attendance area is eligible to attend. If enrollment at the charter school is oversubscribed, as it often is, attendance is determined by lottery. This lottery process helps ensure that the charter school will be a better reflection of the district's demographics and student abilities than it might be if the charter school was simply allowed to select the attendees from an impacted pool of applicants.

**(F)(2)(iii) Equitable Funding for Charter Schools**

For FY 2008 (the most recent year for which such data has been compiled), the comparison of average school district versus average charter school per pupil funding is as follows in **Table F1**:

**Table F1**

| | Average Charter | Average District | Charter as % of District |
|---|---|---|---|
| Property Taxes | $0 | $1,448 | 0% |
| State Funds | $5,403 | $5,290 | 102.1% |
| Federal Funds | $406 | $781 | 52.1% |

| | | | |
|---|---|---|---|
| Other Funds | $2,269 | $1,248 | 181.8% |
| TOTAL | $8,078 | $8,767 | 92.1% |

As can be seen in **Table F1**, the average charter school receives 92.1% of the per-pupil funding of the average school district. A portion of this is driven by the difference in federal funds received. If the federal funds are removed from the equation, the average charter school receives 96.1% of the per-pupil state and local funding of the average school district.

**(F)(2)(iv) Funding for Facilities**

The state of Idaho provides funding for facilities maintenance for both school districts and public charter schools.[87] The state does not provide any specific funding for charter school facility acquisition. However, by funding a charter school under the state's funding formula as if it were a separate school district, most brick-and-mortar charter schools are able to receive the higher level of per-student funding that accrues to smaller school districts, due to the application of smaller Average Daily Attendance (ADA) divisors. In the case of a school district, this feature is meant to recognize the fact that small school districts serving rural communities lack the economies of scale enjoyed by larger school districts. However, because charter schools often spend less on administration and have larger class sizes (23.7 as compared to 18.0 for the 2008-09 school year), they are able to use the excess funds to pay the lease or mortgage on a facility.

**(F)(2)(v) Charter Schools are Innovative, Autonomous Public Schools**

Numerous other public school "choice" options are made available by Idaho school districts beyond the standard public school setting. School districts are permitted to offer open enrollment to Idaho students residing outside their district boundaries. Students are also allowed to dual enroll in more than one school district or public charter school at a time.[88] Many school districts also offer alternative secondary schools for students at risk of dropping out. Some of the state's larger school districts have also created magnet programs, organized around a particular area of educational interest, such as the Christine Donnell and Eagle Elementary Schools of

[87] Sections 33-905, 33-1019 and 67-7434, Idaho Code
[88] Section 33-203, Idaho Code

the Arts, Galileo Magnet School (math/science) and Renaissance High School (three tracks – law, medical and international studies, including International Baccalaureate). Others have organized schools of choice around a particular approach to education, such as Owyhee Elementary in the Boise School District, which utilizes the Harbor Method that is offered by several of the state's charter schools. The State Department of Education (SDE) encourages school districts to continue developing innovative new approaches to education to meet the varied needs of students. The autonomy of the schools of choice is dependent upon the district in which they operate. In the initial design and implementation of the school, the design committees are given latitude to choose the curriculum suited to the school, hire teachers and staff that are passionate about the school's mission and develop the budget to reflect the goals. Many of the schools of choice have advisory councils to help maintain the mission and focus of the school, but the actual oversight of the schools remains with the districts and their school boards.

**(F)(3) Demonstrating other significant reform conditions** *(5 points)*

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

*Recommended maximum response length: Two pages*

***(F)(3) Demonstrating other significant reform conditions***

Throughout Idaho's application for RT3, we have emphasized Idaho's spirit and dedication to public education. Idaho is a rural state. Yet despite our distance, we are collaborative and committed to meeting the needs of all learners (See **Appendix B2.2a-Appendix B2.3b**). We take input from all stakeholders, and we have used this input to improve our Statewide System of Support. We have had heated discussions and lively debates, but at the end of the day, we're still all at the table and have agreed upon the proposal submitted for your review. This application reflects our ability to come to consensus and to do what is best for Idaho students.

Idaho's geographic challenges are real, and the physical make-up of our state presents logistical problems in terms of offering high-quality technical assistance and implementing some of the urban models of reform suggested within the RT3 guidance (dispersing students, restart and turn around). We could "admire the problem" and lament our lack of resources, but instead, Idahoans embrace their pioneer spirit, and we choose to celebrate our uniqueness and overcome our obstacles to improve public schools for all students. Unlike other states, we do not see ourselves as separate interest groups. We are one community, and we have one goal: improve the educational outcomes for every child.

Since the announcement of RT3, we have met almost weekly with representatives from our state teachers' association, our state administrators' association, our school boards' association, the State Board of Education and Governor's Office. We have communicated and gained widespread support from the Governor, business leaders, institutes of higher education and other partners.[89] The staff of the Idaho State Department of Education (SDE) is one of the smallest in the nation, but we are creative, pragmatic, and we know how to leverage resources. We maintain a close working relationship with Education Northwest, our Regional Comprehensive Center. We listen to their counsel and implement their recommendations. We also take advantage of every opportunity offered by the content centers sponsored by the U.S. Department of Education.[90] Regardless of where an innovative idea comes from, if we know it will improve student achievement in Idaho, we find a way to make it happen.

[89] Appendix A1.2-Appendix A1.19
[90] Appendix A1.15

Since taking office in 2007, Superintendent of Public Instruction Tom Luna has worked diligently to change the mission and vision of the SDE to turn it into a customer-driven agency focused on raising student achievement for all students. To this end, he has focused on getting more resources directly into the classroom, where they are needed most. In 2007, he proposed and secured $20 million in ongoing annual funding for the Classroom Enhancement Package, which directs funding specifically to textbooks, remediation, and classroom supplies and materials. Through this program, every Idaho teacher receives at least $300 a year to spend on necessary classroom supplies, and districts now have $15 million to purchase updated textbooks and provide remediation to students who are struggling.

Superintendent Luna also created several new positions within the SDE to help serve traditionally underserved populations in Idaho. The positions include an Indian Education Coordinator, Limited English Proficient (LEP) Coordinator, Response-to-Intervention (RTI) Coordinator and a Parent Involvement Coordinator. In addition, he formed a new division, the Division of Innovation and School Choice, to foster innovation and expand choices within public education in Idaho.

Over the past three years, Superintendent Luna has also secured funding for several task forces to collaborate and create significant reforms in Idaho. Here are a few examples:

- Middle Level Task Force
- Rural Education Initiative
- Teacher Performance Evaluation Task Force
- Dual Credit Task Force
- Idaho Math Initiative Task Force

The list of substantive changes could go on and on, but instead, we will let the improvement in Idaho student achievement speak for itself. Two years ago, only 26% of Idaho schools met AYP. In 2009, 66% of our schools did. Idaho has led the nation in the percentage increase of schools meeting AYP for the past two years. Our approach is replicable and sustainable. Our transformative approach has led to tangible improvements in instructional quality and student performance. We are not lacking in vision; we simply lack the resources.

***Conclusion***

The state of Idaho is in a prime position to receive and successfully implement Race to the Top grant funding. We have a broad coalition of support for our vision, mission and goals for Idaho students. We have demonstrated the capacity, know-how and track record necessary to implement large-scale reforms successfully statewide, even in the most rural, remote parts of Idaho. Despite our geographical challenges, Idaho has made significant strides in recent years to improve student achievement – more than doubling the number of schools meeting Adequate Yearly Progress goals. We recognize we still have a long way to go. Through Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around Lowest-Achieving Schools, Idaho has shown it has a strategic, measured plan to improve the instructional core and continue to raise student achievement every year. In Idaho's plan, Race to the Top will not only benefit participating LEAs, but every LEA across our state because we will use an external evaluator[91] to measure and evaluate the effectiveness of programs and initiatives implemented through RT3. Our state will use these results to discover what works best for Idaho students and prioritize our next steps for investing in public education in Idaho. We have clearly laid out our road map for reaching our goals and getting results that will truly make a difference for Idaho students. Now, we need the resources to get there.

**Table F2 – Timeline for Implementation of Race to the Top in Idaho**

| **Schedule** | **Activity** |
|---|---|
| September 2009 | NGA, CCSSO and State Consortium release of Common Core Standards |
| December 2009 | Collaborate with SMARTER Consortium (related to summative assessments) |
| January 2010 | Collect and review public comment related to Comment Core Standards |
| | Develop and implement MOSAIC consortia (formative assessments) |
| February 2010 | Creation of Guidance Document for each of the three categories of schools (Continuous Improvement, Rapid Improvement, Turn Around) |
| | Finalize and disseminate common core standards to Idaho stakeholders |

[91] Appendix B3.1

| | |
|---|---|
| | Draft MOUs with higher education related to special education regional support and school improvement |
| March 2010 | Completion of Focus Visit Pilots |
| April 2010 | Memorandum of Understandings completed with Lighthouse Project (local trustee training) University of Idaho, Idaho State University, Boise State University, (STEM Camps) |
| | Convene task force related to Turn Around Leaders (statewide evaluation of administrators and alternate pathways to certification for building leaders) |
| | Finalize agreements with institutes of higher education regarding dual credit opportunities |
| | Begin recruiting for RT3 positions |
| | Meet with Education Northwest re: External Evaluation of Idaho RT3 |
| | State Board of Education Meeting: Common Core Standards approvals |
| | Draft plan related to the rollout of Common Core Standards |
| May 2010 | Grant Announcement (with regulatory guidance) |
| | Public comment period for Common Core Standards |
| June 2010 | Completion of the Guidance Document for the Statewide System of Support |
| | Public comment period for Common Core Standards |
| | Host Pace Setter State Meeting in Coeur d'Alene |
| | Host three regional conferences on first cohort's local Pay for Performance plan development |
| July 2010 | Schedule Focus Visits for each of the six LEAs in the lowest 5% districts |
| | Public comment re: Common Core Standards processed for consideration |
| | Assign capacity builders for local school boards, superintendents, central office staff, and building leaders |
| | State Board of Education meeting: Pending Rule Approved (Common Core Standards) |
| August 2010 | Release information regarding the availability of professional development through IDLA and IEN |
| | Final review of Common Core Standards (re: alignment to exit criteria for high school) |
| | Start planning for any necessary policy changes regarding the adoption of Common Core standards and scope and sequence of secondary course work |
| | Meet with institutes of higher education regarding possible changes in pre-service teacher training related to Common Core. |
| | Begin planning STEM Summer Camps with science and engineering faculty at public universities |
| | Begin negotiations with Oregon, Washington, Wyoming, Montana, and Education Northwest re: plan for rolling out Common Core Standards |
| | Begin preparation of professional development materials related to Common Core Standards with MOSAIC consortia |
| | First meeting of Idaho Superintendents' Network for 2010 |
| | Convene stakeholder group (Idaho National Lab, Micron Foundation, IBCEE, Alberston Foundation, etc.) related to |

| | |
|---|---|
| | private sector standard-setting project |
| | Host three regional conferences on first cohort's local Pay for Performance plan development |
| September 2010 | STEM Curricular Materials Review |
| | Implementation of teacher identifier system in the state longitudinal data system (SLDS) |
| | Student-level enrollment (demographic, and program participation) added to SLDS |
| | Collect schedules for ACT testing from each of the Turn Around LEAs |
| | Operationalize state data audit system |
| | First Total Instructional Alignment Training for Turn Around LEAs |
| | Begin plans for the development of training materials related to the instructional integration of Common Core Standards and formative Assessments (MOSAIC Consortia) |
| | Plan for Targeted Support Programs (STEM related programs) for under represented students with UI and BSU. |
| October 2010 | Begin Focus Visits in Turn Around LEAs |
| | Rollout of Common Core Standards for Math, and English/Language Arts |
| | Pending Rule published in the Administrative Rules Bulletin and submitted to Legislature (Common Core Standards) |
| | Start training for Local School Boards (Lighthouse Project) |
| | Review budgets related to retrofitting science labs from Turn Around Districts |
| | Host training for Turn Around Districts related to curriculum mapping (pacing calendars) and formative assessment |
| November 2010 | Host training related to early childhood assessments (kindergarten screening) for Turn Around Districts |
| | Second Superintendent Network Meeting |
| | First Meeting of the Central Office Network Meeting |
| | First Meeting of the PALs for leaders of persistently low achieving schools |
| December 2010 | Request Curricular Material selection from Turn Around Schools |
| | Finalize communication strategy for students, parents, and teachers related to STEM Summer Camps |
| January 2011 | Collect curriculum maps from Turn Around Schools |
| | Convene work group to establish policies and governance re: P-20 data system |
| | Host second Central Office Staff Network Meeting |
| | Second Meeting of PALs for leaders of low achieving schools |
| February 2011 | Third Superintendent Network Meeting |
| | Finalize plans related to STEM Summer Camps and distribute applications to teachers and students within Turn Around LEAs |
| March 2011 | Third Meeting of Central Office Network |
| | Third Meeting of PALs |
| April 2011 | Applications due for STEM Summer Camps |

| | |
|---|---|
| | Bi-Annual Title I Conference (focus will be college and career readiness) |
| | Host three regional conferences first cohort's experiences/lessons learned on local Pay for Performance plan development and implementation |
| May 2011 | Fourth Meeting of Superintendent Network |
| | Fourth Meeting of Central Office Network |
| | Fourth Meeting of PALs |
| June 2011 | Middle School STEM Camp (held at community colleges |
| | High School STEM Camp (Boise State, University of Idaho, Idaho State University) |
| | Host three regional conferences on second cohort's local Pay for Performance plan development |
| July 2011 | Review ISAT Results for LEAs funded through RT3 |
| August 2011 | Complete evaluation of STEM Camps |
| | First meeting of Superintendent Network for New School Year |
| | Central Office Staff Network Meeting |
| | PALs Meeting |
| | Complete Evaluation of Professional Development offered through IDLA and IEN |
| | Host three regional conferences on second cohort's local Pay for Performance plan development |
| September 2011 | Host meeting for Capacity Builders assigned to each of the six LEAs, Regional Stem Coordinators, Regional School Improvement Coordinators |

## VII. COMPETITION PRIORITIES

**Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform**

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

**Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM).** *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout*

| |
|---|
| *the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*<br><br>*Recommended maximum response length, if any: One page* |
| Idaho integrated STEM throughout the Race to the Top grant application. Please see the following sections of the grant that address STEM: (A)(2)(i), (B)(3), (D)(1)(ii), (D)(2)(iv), (D)(3)(ii), (D)(5), (D)(5)(i), (E)(2)(i). |

| |
|---|
| **Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes** *(not scored)*<br>The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.<br><br>*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*<br>*Recommended maximum response length, if any: Two pages* |
| Please see section (E)(2)(i). |

| |
|---|
| **Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** *(not scored)*<br>The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, |

English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found. Recommended maximum response length, if any: Two pages*

Please see sections C(2) and C(3).

**Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have

access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found. Recommended maximum response length, if any: Two pages*

N/A

**Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning** *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

(i) Selecting staff;

(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);

(iii) Controlling the school's budget;

(iv) Awarding credit to students based on student performance instead of instructional time;

(v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

| *Recommended maximum response length, if any: Two pages* |
| --- |
| N/A |